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por PAULA EDUARDA ORTIZ LUCERO

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DEDICATORY

This research is dedicated to:

To God who has given us life and health to be able to reach this point in my life. To my parents who have given me emotional and economic support during the course of my studies.

Paula Eduarda Ortiz Lucero

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Paula Eduarda Ortiz Lucero

SUMMARY

The objective of this research was to improve the English writing skills of the students of the "Manuel Serrano" General School during the 2024-2025 school year, using a set of interrelated classes. The project made it possible to determine whether the students understood the proposed topics and the application of the corresponding tools and techniques. The population consisted of 31 students of room" A "of the fifth year of General Basic Education. The research was carried out under a quantitative approach with an experimental methodological design. Theoretical and empirical methods were used, such as observation and the application of questionnaires and tests, whose results were analyzed with a rubric. A didactic proposal was developed that included a class system and the implementation of active techniques with didactic resources, thus achieving an improvement in the students' writing skills in the English class.

Keywords: process, teaching, learning, methodology, writing, English, techniques, techniques

INDICE

INTRODUCTION

Since ancient times, human beings have managed different forms of communication and due to the changes generated by globalization, there are resources that allow innovating the dynamism between people Hinojosa *et al.,* (2021). One of them has to do with the use of languages.

The English language has become a universal language due to its great relevance. Currently, the increase in technological advances has generated new resources to manage the language and has led to the development of competent learning in the auditory, visual and written areas.

Latin America has an inadequate system for the teaching of the English language, while Europe and Asia, on the other hand, manage much better the acquisition of language skills. Due to the influence of globalization, English has been established as the second most important language, the countries of this region have seen the need to increase the quality of their education, English language teaching in Latin America begins with the implementation of education systems that include two or more languages (Bilingual) with the objective of increasing competitiveness in student learning, according to Cazar *et al.,* (2023).

According to Castro *et al.,* (2015, pág. 1) in Ecuador, the teaching of English was introduced in 1912, but it was not until 1950 that the subject became official and was included in the curriculum of educational institutions, many of the shortcomings in this decade were due to the lack of professionals trained in this language. At the university level, through the reform of the CRADLE Project of the Ministry of Education of Ecuador in 1993, the language was

introduced as a subject, although it should be noted that, due to the lack of appropriate teaching strategies, the results were not positive.

The great political instability of the country, which leads to profound changes with the arrival of each new government, prevents the results of education in Ecuador from being sufficiently continuous and systematic to allow education to have stable results, and this characteristic permeates all areas of knowledge, including language teaching.

English language learning at an early age is integrated into the exploration phase of children, currently children enter basic education from the age of 3, an age that requires patience, motivation, but above all the use of appropriate methods for learning at this age. English language learning at an early age is integrated in the exploration phase of children, some years ago education was a systematic process, whose objective was to dose knowledge through memorization and mechanical reproduction, and the results of this methodology were limited, from the perspective of children, it was just another subject, boring and uninteresting.

According to Santiesteban, et al, students in the province of El Oro show the traditional use of idiomatic characteristics ranging from poor pronunciation to erroneous repetitive vocabulary, which may be related to the lack of an adequate methodology on the part of teachers, despite the fact that they have worked to include resources to increase language learning among students in basic education. At the territory level, it is about encouraging language learning as one of the best opportunities, since "it provides benefits in national and international jobs such as private companies or public institutions" (Kenia, Chamba Zambrano, Zaldúa Morán, & Rojas González , 2019).

In the teaching-learning process of the 5th year of EGB, room "A" in the "Gral. Manuel Serrano"

Basic School, the following limitations are observed:

- The students have a limited vocabulary in relation to their basic level.

- The teacher does not use methodological strategies for the development of written skills.

- The students have limitations to elaborate written paragraphs in English.

- The teacher does not provide pedagogical reinforcement in the area of writing in English.

- There is a lack of audiovisual didactic resources to motivate writing in English in the

classroom.

This gives way to pose the following **scientific problem:**

How to improve writing in English as a skill in the students of 5th year of Basic Education of the

school "Gral. Manuel Serrano" in the school year 2024-2025?

Taking into account the **object of study** the teaching-learning process of the English language in

basic general education.

Among the **possible causes** of the problem are the following:

- Presence of a large number of distracters in the classroom.

- Deficient control in the development of the activity by the teacher.

- Complexity in classroom activities.

- Students did not acquire knowledge with respect to previous grades.

- Absence of parents in the reinforcement of learning topics covered in the classroom.

- Parents do not attend meetings requested by teachers.

● The teaching staff is not at the necessary academic level to teach the subject of English.

● Students present difficulties in solving homework assignments.

● Students do not take notes in class.

● Didactic resources that favor the teaching and learning of the English language are not applied.

The **general objective of the research** is: To elaborate a system of classes using active techniques that improve the written skills in English in the students of 5th grade of Basic Education of the school "Gral. Manuel Serrano" in the school period 2024-2025.

This objective is delimited in the **field of action,** active techniques for the learning of writing.

The present research work proposes as **Specific Objectives**:

- To provide a theoretical basis for the use of active techniques in the process of teaching and learning English in relation to writing as a skill.

- To diagnose the current state of writing in English as a skill in the students of 5th grade of Basic Education of the school "Gral. Manuel Serrano" in the school year 2024. (Test as a survey)

- To design a system of classes using active techniques for the improvement of English writing as a skill in the students of 5th grade of Basic Education of the school "Gral. Manuel Serrano" in the school year 2024-2025. General Objective

- To evaluate the effectiveness of the application of the classroom system using active techniques in the improvement of English writing as a skill in the 5th grade students of Basic Education of the "Gral. Manuel Serrano" school in the 2024-2025 school year.

The study is based on the following **scientific hypothesis**: If a class system using active techniques is elaborated, it will improve English writing as a skill in the students of 5th grade of Basic Education of the "Gral. Manuel Serrano" school in the 2024-2025

In the hypothesis, the relationship between two **variables** is verified:

- **Independent variable:** System of classes using active techniques: Set of interrelated classes whose objectives, contents, resources and evaluation are energized by the use of active techniques focused on writing in English as a skill.

- **Dependent variable:** English writing as a skill: The ability to produce a coherent and relevant text using the correct spelling and grammatical structures of the English language.

This scientific research is carried out from a **quantitative methodological** paradigm, with a transversal-descriptive non-experimental design. The population is made up of 31 students in the 5th year of EGB room "A" of the "Gral. Manuel Serrano" School of Basic Education.

The study employed **theoretical methods** such as: historical-logical, hypothetical-deductive and analytical-synthetic methods. Likewise, empirical level methods were applied, such as: observation, pedagogical test and interview. These will be detailed in greater depth in the methodological framework.

The research is **important** because it contributes to the development of writing skills in the student and with it the structuring of sentences, paragraphs, written texts, etc., achieving a productive communication of the English language through the teaching-learning process at this level.

The **practical contribution** of the research is the system of classes using active techniques aimed at improving English writing as a skill in the students of 5th grade of Basic Education of the "Gral. Manuel Serrano" school in the 2022-2023 school year.

The research is composed of an introduction, in which the theoretical and methodological design of the research is presented. In **Chapter I**, the theoretical framework is presented, which consists of 3 parts: historical, conceptual and contextual, where the background will be known through the history of the subject and the main concepts related to it. This is followed by **Chapter II**, which sets out the methodological framework of the study. In **Chapter III**, the system of classes using active techniques aimed at improving English writing as a skill is presented. Finally, **Chapter IV**, presents the discussion of the results, closing with the conclusions, the bibliography and the annexes.

CHAPTER I. THEORETICAL BACKGROUND TO THE USE OF ACTIVE TECHNIQUES FOR DEVELOPING WRITING SKILLS IN ENGLISH.

This chapter provides theoretical information, such as key concepts on the use of active techniques for the development of writing skills in English. It will provide relevant information that will be generated from the following headings: historical evolution of the teaching of writing in English as a second language, theoretical characterisation focused on the field and main objective of the research topic, and information proposed by various authors in previous studies, providing theoretical foundations with solid bases for understanding the present research.

Historical evolution of active techniques for the development of writing in English as a second language.

According to authors Canale y Swain (1980), English was already emerging as the main language of science, and English language teaching has evolved into a practical, active approach that seeks to foster effective communication and language development in learners. This new practical approach can be traced back to the 1970s in Europe, and oriented the teaching of writing in English towards true and functional communication beyond rote memorisation and learning the various grammatical rules.

According to afirman Neira y Ferreira (2011) model of written expression has the following sub-processes in the teaching of English writing skills including; planning, drafting and revising, editing and publishing, as well as the use of models for the respective impact on writing development. Rodriguez et al., (2014), mention that the strategy of planning or conceptualising writing is a common method used to improve students' English language writing

skills, which is based on the analysis, organisation and structuring of key ideas prior to writing texts.

This strategy has allowed students to set concrete writing learning objectives in order to select the most important ideas to be included in the final writing. During the writing stage, students write paragraphs with possible errors, translating their ideas into sentences, and then analyse whether the written words are coherent and express what they were really intended to express (Gil & Santana, 1985).

To improve the quality of their writing in English, students must employ effective revision and editing strategies. The process begins with the production of a first draft, which then needs to be revised thoroughly. This stage involves making grammatical corrections, adjusting the coherence and clarity of the text, and strengthening the arguments presented. As well as contributing to the creation of a more polished text, this process allows students to reflect on and deepen their approach to writing.

Since there is a relationship between students and the achievement of positive learning results using these techniques in the educational system, by posing realistic situations that allow reasoning and exploiting students' learning skills to train future professionals with judgement and autonomy (Revilla, 1998).

The dominant method of teaching writing in English focused on the repetition and memorisation of grammatical structures and the translation of writings from one native language to another, used as the main methodologies for learning to write in English (Richards & Rodgers, 1986).

Strauss et al., (2006) cited by Mendes et al., (2022) However, from the various pedagogical approaches, innovation in technology and understanding of the socio-cultural importance of mastering another language, the need arises to know and find the strategy that offers the best results according to the learning goals set to achieve successful communication, since written expression is considered an essential communicative skill in the development of learning and knowledge acquisition.

The emergence of new technologies revolutionised the teaching of writing in English as a second language in the classroom, significantly improving the quality of the teaching-learning process and offering new opportunities to provide or receive rapid and practical feedback after an interaction quickly, as well as allowing participation and collaboration between students and encouraging their confidence in using the language in real-life situations (Warschauer, 2007).

Although the grammar method dominated the teaching of English writing, this methodology needed a new approach due to its weak focus on developing authentic and effective oral and written communication skills, which led to the implementation of the shift towards a communicative approach, promoting successful communication in various everyday situations, based on practice activities, projects, role-plays or performing real tasks (Jhonson, 2008).

According to Saborit et al, (2014) writing is an essential part of learning a foreign language, and its development is crucial for achieving communicative competence, along with other language and communication skills, the ability to write well in English is fundamental to effective communication, therefore, it is important that the teaching of writing is encouraged from the most basic levels of language learning, Good writing implies clarity, coherence and

accuracy. Writing is a cornerstone in the process of learning English, and its proper teaching is indispensable for the comprehensive development of communicative competence.

In the current era, acquiring writing skills in English as a second language still faces great challenges in the education system, mainly due to teachers' lack of knowledge about new and innovative strategies that can be applied during the teaching process. The choice of the active technique applied to the classroom system influences the teaching-learning process and the expected results of foreign language acquisition. This characteristic makes students uninterested in learning the skill of writing in another language. For this reason, it is necessary to analyse the different active techniques applied for the development of English as a foreign language, in order to establish the most innovative and effective technique (Velez & Ramos, 2018).

Velez and Ramos (2018) further mention that to overcome these challenges, current teachers have the responsibility to decide which strategy to use during their classes, choosing techniques that promote communication, to develop the one that best suits the educational context, the one that allows to achieve the learning objectives and has ease of application, positively motivating students to acquire new knowledge in the area, by implementing dynamic classes that prepare them for authentic communion in an effective way with the ability to generate texts, essays and paragraphs in the English language focused on a real or everyday context.

Writing plays a crucial role in accessing and understanding the structured knowledge that constitutes human culture. It is a complex cognitive process that allows not only communication with others, but also the organisation of individual thought. Due to its importance, the learning of writing is essential in the curricular design of Basic Education throughout the world, so that

students, throughout their education, acquire a mastery of the various forms of discourse and are able to write texts coherently and effectively (Fumero, 2007).

Creative writing is key to fostering creativity in English language learners, as it allows them to explore and engage with their learning while developing strong writing skills, a process that not only contributes to language proficiency, but also offers them the opportunity to discover and develop their imagination, To achieve this, the teacher must play an active and supportive role, encouraging students to explore their potential in English and helping them to gain confidence in their writing skills, while students must be proactive and actively engaged in their learning process (Gonzàlez & Castro, 2022).

The communicative approach is conducive to learning because it has the following characteristics: emphasis on maintaining effective interactive communication of the new language using real-life writing in a situation, giving learners the possibility to think and analyse, as well as attending to the grammatical structure of the foreign language.

Despite the concepts discussed, there is still a need for further research on the application of active techniques to improve writing skills in English. It is crucial to be able to translate linguistic knowledge into real-life contexts and to design educational activities that offer students a more interactive and participatory learning experience.

Theoretical characterisation of the use of active techniques to develop writing skills in the teaching-learning process of English.

The main objective of this section is to analyse the theoretical foundations of the application of active techniques for the development of writing skills in the teaching and learning process of English as a foreign language, with the aim of explaining in detail the role they play in

the field of general basic education at national level. Based on this premise, we seek to address the various opinions of different authors and to emphasise the most educationally relevant technique used over time.

English language teaching-learning process.

Since the need to learn a foreign language arose, the process of teaching and learning English is considered vital in teaching practices, as it requires knowledge of the different aspects and methodologies to consolidate the acquisition of linguistic skills of the foreign language in a comprehensive manner. Acquiring a new language is achieved by applying various teaching strategies that prioritise active integration in everyday situations (Aldana, 2018).

English language learning has different domains (listening, reading, speaking and writing). English is one of the most widely spoken languages in the world, which is why in contemporary times it is of vital importance to know and master it, as it directly influences the ability to maintain authentic and effective communication in a real context, as well as being widely required in the work, cultural, economic and educational spheres (Moses & Mohamad, 2019).

For the aforementioned reasons, the teaching of English in primary education currently requires the presence of educators with knowledge of the necessary tools to develop a lesson plan that emphasises the participation of different linguistic competences, overcoming monotonous classes that do not involve student participation, capturing their visual and auditory attention (Gbollie & Pearl, 2017). In order for them to be direct participants in their own learning process, carrying out exercises, essays, drawings, among others, that allow them to overcome the

challenges presented by learning and fill possible cognitive gaps in the educational area, covering the interests of the student and the educational institution (Aldana, 2018).

Alghamdi et al., (2019) assert that effective English language teaching throughout history is of great relevance in regions where it is acquired as a foreign language. Previously, teaching was based on memorisation and repetition of grammatical structures without prioritising exposing learners to everyday situations that limited learning. This led instructors to design a specific lesson plan, incorporating new strategies, other didactic materials and implementing the development of authentic activities to communicate the new language and be able to transmit it beyond the classroom setting, as well as enabling students to communicate positively and meet current teaching needs.assert that effective English language teaching throughout history is of great relevance in regions where it is acquired as a foreign language. Previously, teaching was based on memorisation and repetition of grammatical structures without prioritising exposing learners to everyday situations that limited learning. This led instructors to design a specific lesson plan, incorporating new strategies, other didactic materials and implementing the development of authentic activities to communicate the new language and be able to transmit it beyond the classroom setting, as well as enabling students to communicate positively and meet current teaching needs.

The components of the English language teaching and learning process are made up of various approaches in addition to teacher and learner participation:

● **Communicative approach:** this method arises from technological innovation, the growing demand for strongly trained teachers and intercultural relations, with the aim of developing language skills in learners to enable them to use this language naturally in

communication. The main actor in this approach is the learner him/herself, moving from being a listener to being directly involved in the learning process (Beltrán, 2017).

● **Implementation of learning strategies:** learners will perform well especially if the teacher considers variables such as planning the different strategies to be used to acquire a second language, based on knowledge of the types and limitations of their students' learning.

- **Task-based approach:** this is implemented through the development of different tasks that require the use of the language and are carried out on a daily basis, such as acquiring information or asking for something, which implies a participatory relationship with other individuals, applying their language skills and developing their ability to solve problems, which will favour their performance in the exchange of ideas (Valencia & Morales, 2017).

- **Evaluation or feedback:** the process of constant evaluation serves as a means of determining whether the communication attempt has been effective, provides positive feedback when the case requires it or learning difficulties arise that can be resolved autonomously after evaluation.

- **Group or collaborative learning:** includes the implementation of group dynamics that try to recreate dynamic, creative, spontaneous and motivational situational environments that develop the assimilation of a specific topic and allow the effective exchange of ideas, through constant learning based on previous information to then generate new knowledge with logic and reasoning (Torres K. , 2012).

- **Communicative-cultural approach:** studies suggest that the communicative approach in English language teaching is based on the need to establish international relations of

different kinds as it is required to communicate efficiently the meaning of what is being dealt with, encompassing not only cultural understanding but also the mastery of the various grammatical, phonetic and lexical rules (UNIR, 2022).

- **Technological approach:** this is based on the communicative approach and arises from the need to implement technological tools to increase interactive learning and motivate learners to develop language skills in and out of the classroom. Technological applications include the use of resources such as texts, interaction pages with images, sounds, videos, exercises, etc., online development sheets, web portals that allow interaction and efficient communication with classmates and native speakers. The application of technology in education today is fundamental and is applied as a discipline of integration using various tools or strategies (Cedeño & Moreira, 2024).

In today's age, the English language is recognised as predominant and widely accepted globally, as it is spoken, read and understood in various regions of the world by both native speakers and those acquiring it as a second language. It is also used in multicultural and communicative settings.

The ability to teach a new language to primary school students is mainly based on the teachers' knowledge and ability to stimulate them, keep them motivated and bring them closer to the new language effectively within the classroom through various dynamic activities, the use of appropriate teaching resources, teaching strategy that fosters interest and dynamic educational environment as both the materials and the technique used will have positive or negative effect on the learning process (Geite, 2020).

Ying et al., (2021) indicate that mastering the native language is already a challenge due to grammatical and spelling rules, vocabulary and poor ability to pronounce words correctly in order to acquire practical oral and written communicative skills. For this reason, learning a new language is even more challenging, as it will require a greater individual and collaborative effort between students and teachers to learn by applying a successful process for the development of writing in English.

Active techniques in the English teaching-learning process.

The purpose of the English teaching-learning process in the academic context is to induce students to develop aural, oral and written communication skills, where the role of the teacher is fundamental to implement pedagogical techniques that are adapted to the specific student needs, through interactive activities, the use of technological resources and group participation (Peña, 2019).

It is essential to promote the holistic development of students through innovative educational strategies. Anchundia et al. (2023) point out that the game-based learning approach and gamification, with digital resources, transform conventional educational environments into dynamic and motivating experiences; these practices not only maintain students' interest in learning, but also reduce school dropout rates and foster the development of diverse skills. More and more educational institutions worldwide are adopting innovative approaches such as gamification.

Before acquiring the skill of learning English, it is important to consider that the teaching techniques or strategies used by the teacher play an essential role in this pedagogical process, so it is first necessary to know the learning challenges presented by the students and establish the

one that best suits or favors the achievement of results. For this reason, teachers apply various teaching methods and use different approaches to guide the nature and learning of language and provide the perspective from which to structure a systematic process for teaching English. We can classify these approaches into five categories: traditional, natural, structural, communicative, and humanistic (Gooding, 2020).

- **Traditional" Grammar and Translation Method:** This approach is the first documented method in the history of foreign language teaching and was commonly used to learn classical languages. For this reason, it is also known as the "traditional" method. The main objective of this method is to learn the vocabulary and grammatical rules of the target language, enabling the student to both understand and construct sentences. In this way, the student can appreciate the culture and literature of the foreign language, while acquiring a deeper knowledge of his or her own language, developing his or her intellect and reasoning ability.

- **Natural Method:** This approach is known by several names, however, the most common term in the literature to refer to it is direct method, and it focuses mainly on spoken language, emphasizes phonetics for correct pronunciation and prohibits the use of mother tongue and translation in classes, the latter feature generated criticism because it prioritized speaking over writing, an aspect that is still common in the teaching of English in many educational institutions, despite this limitation, the direct method is praised for having included everyday language as part of the teaching content, which makes it a precursor of current linguistic immersion techniques (Torres & Asqui, 2023).

- **Structural method:** This approach views language as an organized system that is learned through constant repetition. It includes the audio-oral method, which later

evolved into the audiolinguistic method. In the latter, learning is based on continuous practice of grammatical structures and memorization through listening and speaking. Another method is situational teaching, which attempts to teach linguistic structures in everyday contexts, allowing students to apply what they have learned in realistic situations. Finally, there is the SGAV (structuro-global audiovisual) method, which uses visual and auditory components to reinforce the learning of structures through a more complete sensory experience.

- **Communicative Method:** This approach emphasizes the relationship between science and society, and goes beyond the traditional views of General Linguistics. It also transcends conventional methods, shifting from a study centered on the structure of language to one that focuses on speech and communication. This change implies a broader, functional and communicative knowledge. The teacher sets the objectives, selects and organizes the content based on a diagnostic assessment, and creates activities that foster effective communication, allowing students to develop skills to express themselves, communicate and eventually teach the language.

- **Humanistic Method:** the student is the center around which the whole teaching-learning process revolves. Its objective is to develop the student's abilities, needs, interests, expectations and desires in order to maintain his or her motivation, ensure his or her commitment and encourage progress towards greater autonomy in second language learning. It is based on the learner's personal transformation, allowing him/her to progress according to his/her pace and learning style. Unlike more structured, rule-centered methods, the humanistic approach recreates an environment that promotes emotional and personal growth along with language development (Gooding, 2020).

Osejos et al., (2018) highlight that active techniques, are activities encourage the acquisition of new knowledge through analysis and reflection, addressing both objective and subjective aspects of the student environment. These strategies are designed for students to construct, transform, question and evaluate knowledge, becoming actively involved in their own educational process.

According to Merchán (2013) cited by Velez and Ramos (2018) the main characteristics of active techniques are:

- They are easily adaptable to different educational settings for students of different ages in the classroom.

- They help drive the generation of new knowledge in an effective way.
  - They favor the achievement of positive objectives.
  - They are techniques that require analysis and deep reflection.
    - Value all the students' capabilities by engaging in a participatory teaching process.
  - Encourages communication in real contexts to maintain accurate and logical communions.

Based on the proposed information, it can be concluded that the implementation of active techniques in the English language learning process provides a favorable approach in which students play a participatory role in the process of acquiring the new language. With this strategy the main thing is to motivate the students. The active teaching model is based on the fact that learners construct their own knowledge from the beginning, managing to interconnect new ideas or experiences with previous knowledge. Manzano et al. (2023) also consider it a key factor in

the teaching and learning of another language, demonstrating effectiveness in acquiring and retaining information during the process.

According to Vélez and Ramos (2018) cited by Chica (2023), the term active techniques or strategies is currently widely used and refers to a type of instruments of specific action, which tends towards the active participation of teachers and students within the teaching-learning process in order to achieve specific didactic objectives. Such activities are based on communicative action, which facilitates the acquisition of new contents through constant analysis and reflection of the student's environment; that is, of the objective and subjective aspects.

According to Orosz et al. (2021), active learning strategies and techniques in the English language strengthen both the role of the student and the teacher, promote reciprocal learning, increase students' intrinsic motivation, and improve the classroom environment.

For this reason, they recommend techniques among which they highlight:

- **Promote independent thinking and teamwork:** This strategy encourages participation, small group discussion, collaboration and public speaking practice, resulting in a more complete group solution and the development of communication and collaboration skills.

- **The use of playful activities and didactic games:** Incorporating games in the classroom is an excellent strategy for teaching foreign languages; games enhance learning and contribute to the development of the four key language skills: reading, writing, listening and speaking.

- **Constructive dialogues:** This activity also encourages the confrontation of ideas, allowing students to identify objections, raise questions and propose solutions.

- **Role-playing:** is based on the role of understanding the emotions and thoughts of another student by applying activities that resemble everyday reality to assume the identity of another character by reproducing behaviors, thoughts to feelings. This technique has a focus on responding to vocabulary, objectives and grammatical structures.

- **K-W-L charts:** a graphic organizer technique that helps students actively structure information before, during and after a lesson, including helping students connect and engage with a new topic in a meaningful way, activate prior knowledge, monitor learning progress and foster an active learning environment.

- **Sum it up in 20 words or less":** an active technique that combines reading and writing, where students create a summary of 20 words or less after performing various learning activities, the technique requires students to read the text critically, underlining key words and circumscribing main ideas.

- **Think-pair-share or think-pair-share:** involves collaboration among students to come up with solutions and have an effective discussion about a problem or question. This technique helps to think, deepen and draft ideas with the purpose of exposing them effectively in a collaborative environment, increasing self-confidence, structuring diverse ideas and fostering collaboration.

- **Admit and exit tickets**: are represented for the generation of short texts where students must give an answer to a key question or complete sentences before or after the respective class.

- **Use of sentences and images:** it is based on reinforcing the learning of a new language allowing the use of basic cognitive resources such as remembering, analyzing, evaluating, reproducing and generating. It also provides students with vocabulary and knowledge of grammatical structure in a positive way.

- **Summarizing:** relates the skills of reading and writing, through its application students achieve an objective after a period of learning. Students must read a short piece of writing, here they must underline the essential words and circle the priority ideas, and then decide which of the words or ideas have relevance and know what the texts are expressing.

Orosz et al., (2021), active techniques in English language teaching are designed to engage students in a dynamic and participatory way, creating a more engaging and effective learning environment. Unlike traditional techniques focused on memorization and repetition, active techniques encourage interactive learning, where students take a more leading role in their learning process. Here are some of the most effective active techniques for teaching English.

Development of writing skills through the application of active English language teaching techniques.

The skill of writing in English is a skill that is linked to the development of the other essential language skills. It is based on assigning different roles to students so that they assume active and collaborative responsibilities, through socialization and discussion of a particular topic in front of the class, strengthening fluency, coherence, and reading and speaking skills, making them more effective and meaningful to achieve academic success (Ugel & Gomez, 2024).

Writing Skills

Fundamental to the learning of any foreign language, English writing skills are defined as the ability to construct coherent and cohesive texts that clearly reflect the writer's thinking. This skill involves not only the mastery of grammar and vocabulary, but also the ability to organize ideas and arguments in a structured and logical manner.

For Fareed et al., (2016), writing is a fundamental skill in language production and, at the same time, it is considered a complex skill, particularly in the context of English language learning faced by many students. Over the past two decades, learning to write has been considered an important factor because of its role as a tool for effective communication of ideas.

Extensive research has been conducted worldwide on writing as a skill and methods for its development. Broadly speaking, three main approaches stand out: one focused on the text itself, another on the writing process itself, and a third associated with a sociocultural perspective of the phenomenon.

According to Barkaoui (2007) the process approach considers L2 writing learning as the acquisition of successful writing strategies, among them: the acquisition of macro-strategies such as planning, drafting and revision, as well as the apprehension of micro-strategies, such as attention to content and automatic word and syntax searches. Indicators are the following:

- The ability to handle complex mental representations,

- The ability to construct rhetorical and organizational goals and take them into account during writing,

- The efficient use of problem-solving procedures to formulate their texts, - The ability to distinguish between editing and revision as two different operations distributed in different stages of the composition process.

- The adoption of a flexible attitude towards the use of rhetorical devices.

This author himself is of the opinion that the development of L2 writing from the characteristics of the texts produced determines that students need a rigorous linguistic preparation in this language; that is, learning its spelling, morphology, lexicon, syntax, as well as discursive and rhetorical conventions, which is expressed in the following indicators:

- Ability to produce long texts with an appropriate metadiscourse,

- Use of varied and sophisticated vocabulary and syntactic structures,

Use of different patterns of general text organization and incorporation of the ideas and texts of others in their own writing.

Sociocultural aspects are essential for textual production in a second language and within them:

-Rhetorical and cultural preferences for organizing information.

-Rhetorical and cultural preferences for structuring arguments

-Knowledge of appropriate genres,

Familiarity with writing topics and distinctive cultural and instructional socialization,

In the context of this research, these criteria are considered to work on the writing skill and the importance of its development is supported.

Fareed et al., (2016),mention that the application of active teaching techniques, such as direct interaction and collaborative writing, which are seen as effective tools to improve this skill. These techniques encourage greater participation and reflection on the writing process itself, thus facilitating the development of a more solid and versatile writing. The implementation of these techniques seeks to provide students with the necessary tools to improve their writing, treating writing not only as an outcome but as a dynamic and interactive process, essential for effective academic and professional development.

The development of the skill of learning to write in English will depend on the willingness of students, teachers and the active technique used to develop writing in another language. This is one of the macro linguistic skills that consider other learning objectives as it is different to understand what is heard and understand a text through reading, it is not only important to strengthen pedagogical performance, but also favors the emotional-social development necessary to face the challenges of this globalized and highly competitive world (Moses & Mohamad, 2019).

Learning to write in another language is a vital need for students who begin basic education to continue acquiring knowledge in the other pedagogical sectors and foster expressive and coherent communication easily applicable in the future, so it is essential to increase confidence and interest in students through writing exercises that improve handwriting, expand vocabulary and positively motivate learning (Nondabula & Nomlomo, 2023).

Motivation is one of the main factors limiting learning, including the lack of time to cover more didactic information. Improving writing skills in students falls on the teacher, who needs to be aware of this problem in their classroom, to provide an ideal and spontaneous

teaching focused on the real context in addition to providing the necessary follow-up and feedback (Bombini, 2019).

There are several ways to improve handwriting and grammar in students, through active writing exercises, such as prewriting, planning a text, group or collaborative writing, use of sentences and the guided writing process, although they should not be used all at the same time, but focused according to the desired objectives of the lesson plan, using the strategy that adapts to such needs and enables active and creative participation, exchanging ideas, opinions, or analyzing previous information to generate new knowledge (Moses & Mohamad, 2019).

Fareed et al., (2016), in elementary school students, grammar and vocabulary play an essential role in writing skills, since they allow them to better understand a text by giving it a coherent meaning. Primary school students present several errors in concordance, word relationship and general structures that make up sentences. That is why it is required to develop the spelling skill that leads to an efficient learning process of writing, due to the fact that students tend to spell during the process and if there is this spelling limitation it will generate bad writing by skipping or adding incorrect letters (Moses & Mohamad, 2019).

To meet these challenges, educators need to be aware of the challenges of the new generations, such as distractions or interests, and the different active learning techniques that foster interest in students and encourage reading, since these competencies are interrelated. Reading provides a brainstorm of ideas and the necessary vocabulary to convey a message from previous knowledge acquired through practice. In addition to strategy selection and reading development, motivation is a key factor during this process. It allows learners to want to

continue learning and their academic results to increase. Verbal rewards such as motivational phrases or positive feedback are valuable (Abrar, 2016).

In the context of information, teachers are the ones who are forced to focus their class according to the different levels of knowledge presented by their students in the classroom. This should address all the needs of each of them simultaneously, applying different learning approaches, as a complex planning to implement activities that favor all students (Moses & Mohamad, 2019).

Geite (2020), in a study focused on determining the factors that influence students' motivation in learning writing in English, determined that motivation with the use of innovative techniques and negative student attitudes are directly related to the mastery of a new language. These needs must be met by the teacher to keep them motivated. These results agree with those presented by Vélez and Ramos (2018) in their study to foster teacher development and student interest, where they concluded that traditional teaching techniques limit interest, while including interactive techniques contribute positively to motivation, performance, and acquisition of a foreign language.

In the context of information, teachers are the ones who are forced to focus their class according to the different levels of knowledge presented by their students in the classroom. This will have to meet all the needs of each of them simultaneously, applying different learning approaches, as a complex planning to implement activities that favor all students (Moses & Mohamad, 2019).

The study published by Moses & Mohamad (2019), trying to overcome the challenges of teachers and students in learning the skill of writing in English, concluded that educators must be

trained in the application of specific techniques that motivate students to want to master this skill.

Nikbakht et al., (2024), in the results of their research focused on active strategies with an innovative, exciting and energetic approach based on motivation for learning writing in English, determined that they positively influence the performance of writing in a new language, improving the results obtained, since it allows the exchange of ideas and real internships that favor learning. Celda et al., (2023) concluded that, by implementing the use of technological tools for writing progress, they boosted the collaborative sense among students, in addition to allowing open discussion to obtain effective feedback and achieve the desired academic results.

Rincón (2013), in his study, describes that the application of cognitive techniques applying planning, transcription, revision and writing, manage to improve the process of developing written skills in English, since it allows recording frequent errors made by students when writing a text in a foreign language. These findings are consistent with those presented by Valencia and Morales (2017), who states that applying active techniques of collaboration, interaction, discussion of ideas, answering questions, thinking, constructing new knowledge and obtaining feedback favors the development of writing skills in a foreign language.

Moncayo et al. (2024) present similar results in a quantitative study carried out at the national level, which had the objective of analyzing the different methodologies in the development of writing in English in a primary school classroom, with the result that reading comprehension and vocabulary fluency acquired with participatory strategies are the linguistic competencies that improve the mastery of writing.

According to Ugel and Gomez (2024) in their study that aimed to evaluate integrative strategies

to determine their relationship with the development of writing in English, established that there is a close relationship between the selection of participatory techniques with the skills and quality of writing produced by students individually and in groups. These strategies kept students motivated through the exchange of ideas or knowledge.

The use of specific strategies for writing in English is crucial when learning a second language, as it allows teachers to better plan their assessments and obtain meaningful results, also, for students, these strategies facilitate the adoption of successful approaches to writing, which translates into better written work, among the most effective strategies, rewriting stands out, which includes skills such as taking notes in class, writing texts, constructing short sentences and writing exercises based on topics proposed by the teacher during class, these practices reinforce the students' ability to improve their textual productions and contribute to a more solid and meaningful learning Rosas et al. , (2021).

Contextual characteristics of the teaching-learning process of the English language in the 5th year of general basic education room "A" in the "Gral. Manuel Serrano" elementary school.

The present study will be carried out in the Basic Education School "Gral. Manuel Serrano Renda" located in the canton of El Guabo, parish of El Guabo and province of El Oro. It is an urban educational center with classroom mode, morning and afternoon, with Regular Education type and with Initial Education Level and General Basic Education (EGB), of intercultural jurisdiction and fiscal support. It has a total of 48 teachers and 1,319 students.

English language teaching and learning process in the Ecuadorian education system.

The main objective of teaching English is to provide students with the ability to fluently use the new language and enable positive communication (Leong & Ahmadi, 2017). In Ecuador, nowadays it has become more important to the point of being mandatory the process of mastering a foreign language such as English in basic, high school and university educational institutions since each one of them is governed by its own teaching curricula, but always maintaining coherence, so new methodologies are required to achieve the required standards according to the current reality.

The choice of strategies implemented by the teaching staff is directly related to the learning of English as a foreign language skills. In Ecuador, the fact that previously teachers did not have concrete knowledge to plan their classes and the texts used to impart learning sometimes did not reach the classrooms became a great challenge for teaching, in order to meet these current needs in the region it is necessary to provide valid and updated information on the various dynamic techniques with positive results, in addition to understanding the relationship between these innovative strategies and their impact on the acquisition of the new language (Càrdenas & Soto, 2022).

Vanegas et al. (2024) note that studies on pedagogical strategies have evolved over time to improve the educational system. However, it has been observed that, in Ecuador, along with other Spanish-speaking countries, despite the great efforts made in the development of the English teaching-learning process, they have not been able to achieve the proposed objectives. The main cause is a class system based on the use of traditional techniques that do not motivate

students and the presence of teachers without sufficient training to address these needs, in addition to the poor knowledge and reading comprehension of students.

There are several techniques for learning English as a second language. In Ecuador, the strategies that have proven to be effective in the English teaching process are the following.

- **Communicative competence:** due to technological progress, the communicative approach promotes the ability to transmit relevant information through the development of logic, physical activities, direct interaction with other students and their environment, the creation of images, listening to music, and the management of emotions that occur on a daily basis (Salazar, 2023).

- **Task-based approach:** Among the new methodologies in second language teaching, the Task-Based Approach has captured considerable attention from both educators and researchers. However, its implementation has been limited, as it requires a significant change from traditional teaching methods and presents a challenge for many teachers. This may be due to the lack of information about this approach or the effort required to modify established educational techniques. The Task-Based Approach, introduced in the late 1980s, arose from the interest in the practical application of language and its teaching from a communicative perspective, being developed by several authors in that period (Martinez, 2020).

There are several techniques for learning English as a second language. In Ecuador, the strategies that have proven to be effective in the process of teaching English are the following.

A study by Valencia and Morales (2017) described that the task-based approach has strengthened the skill of grammatical structures in second language learning, because it is easily

adaptable to current situations. While the low application of this approach has limited the progress of oral or written English learning from the earliest stages in the region.

- **Communicative and cultural language approach:** According to Figueroa et al, (2021) in Ecuador, the intercultural approach in the teaching of English in schools has demonstrated effectiveness in the acquisition of linguistic and communicative skills to relate positively in the intercultural environment, however, it is still necessary for schools to promote the development of intercultural activities that promote cultural and linguistic diversity, since it is in these spaces where students become familiar with the language and culture, acquire cultural and communicative awareness, and also allows them to develop effectively in a space with similar conditions to those of the region where the language of learning is used.

- **Meaningful learning:** based on the theory proposed by David Ausubel, it holds that students have better learning possibilities when receiving oral information related to each other's previous information in order to give it a new meaning (Silva, 2009). This approach confronts learning by memorization, using previous knowledge and experiences that students effectively relate to generate a new one (Olivo, 2021). In Ecuador, meaningful learning to acquire proficiency in English, based on technological techniques is still not used in the right way, mainly because teachers are not updated with these new strategies (Barreno & Eguez, 2020).

Each of these approaches enriches the ability to understand and learn a new language in the educational setting; however, studies have concluded that one of the best ways to acquire a new language is by applying the communicative approach, because it motivates students' participation in role-playing of everyday activities. In

addition, they suggest that applying playful techniques in a traditional way or with the use of technology increases the desire to continue learning and the fear of learning a foreign language is lost (Murcia & Restrepo, 2024).

Ponce et al., (2019) mention that it should be considered that the teaching-learning process of the English language has gained more strength worldwide at present, since it is applied in the development of different technologies, within the commercial industry and in the field of science, offering a communicative advantage to individuals better trained in the English language and in turn providing better salary opportunities upon completion of education. For these reasons, it is becoming increasingly important to promote the implementation of various effective teaching strategies or techniques in educational centers.

Ponce et al., (2019) affirm that due to the advances of the time, the mastery of this language has become indispensable in education, reason why the Ministry of Education in the Curricular reform proposed on February 17, 2016, established a specific academic load for the acquisition of a foreign language from the levels between second and seventh year of EGB so that they can face the challenges they need to achieve the academic degree and subsequently develop in the world of work.

To achieve learning effectiveness, two pillars are necessary; the teacher and the student, being the role of the instructor key to design and master appropriate techniques according to the requirements of the students, in addition to the positive attitude of the students (Beltrán, 2017). Despite the importance of achieving certain pedagogical standards, Ecuador in 2017, according to the Education First (EF) study maintained a low level of proficiency in English compared to

other countries in the region such as Argentina, Brazil, Chile, Dominican Republic and Costa Rica.

Ponce et al., (2019) mention that despite Ecuador's efforts to encourage English proficiency, it still does not reach the proposed objectives, however, Ecuador was for the first time included in the ranking of Latin American universities with the best English score, including the National Polytechnic School and the University of San Francisco de Quito (USFQ), although these institutions still need to make more efforts in their teaching process.

Camizàn et al., (2021) mention that the English learning system has undergone several changes in Ecuador, has prioritized making efforts with the objective of developing English learning and proficiency and has increased its interest in achieving positive results in English teaching.

Considering the above information, one of the most significant limitations when acquiring proficiency in another language is based on the role of the teacher, being of vital importance that he/she is trained to motivate students with the use of innovative and interactive strategies that are applied according to the academic level, available materials and time constraints to overcome the barriers of traditional methods that do not attract attention and do not prepare them positively for the professional challenges after the educational context.

CHAPTER II. METHODOLOGICAL FRAMEWORK FOR THE STUDY OF THE USE OF ACTIVE TECHNIQUES IN THE DEVELOPMENT OF WRITTEN ENGLISH LANGUAGE SKILLS.

This chapter describes the methodological approach chosen to address the objectives previously defined in the research. The research paradigm, as well as the type and design adopted for the study are detailed. In addition, the methods used both theoretically and empirically are explained, offering a detailed description of each technique and its application in the research process. The study population is also defined, specifying its characteristics and the key aspects to be examined during the research. This chapter provides the reader with a clear understanding of the methodological process, ensuring the transparency and reproducibility of the study.

2.1 Type of research

The present research adopts a quantitative methodological approach, also known as positivist paradigm, as established by Mosteiro and Porto (2017), this approach integrates the hypothetico-deductive method, a widely accepted procedure in scientific research, both in natural and social sciences. Its main characteristic is the rigorous verification of general propositions (hypotheses) through empirical observation and experimentation on large samples. This approach is used with the aim of developing laws to explain educational processes.

2.2 Research Design

The research is carried out under an experimental design that focuses on the observation of behavior, the manipulation of variables affecting the research subject and the analysis of their

effect. It is of a pre-experimental type, characterized by the lack of control and non-intervention in the independent variable. According to Campbell (1969), quoted by Chávez et al., (2020) "pre-experiments serve to approach the phenomenon under study, administering a treatment or stimulus to a group to generate hypotheses and then measure one or more variables to observe their effects". To this end, a pretest will be conducted to measure knowledge before the pedagogical procedure and a posttest to verify and observe its effect.

The research is of the explanatory type, since the methods used allow us to establish the cause and effect relationship. This allows us to formulate a hypothesis, describe the problem under investigation and find its causes.

2.3 Population

According to López (2004), the population is the group of people or things about which information is sought in an investigation. In this research, the population is composed of a total of 31 students in the fifth year of General Basic Education.

Gender	Number of students
Males	17
Females	14
Total :	31 students

2.3 Research Methods

The empirical and theoretical methods were used for this research.

2.4 Historical-logical method:

This approach is based on examining the facts and their development from the beginning to the end, covering the historical details and the causes that originated a specific situation. Rodríguez and Pèrez (2017), explain that the historical and logical aspects are closely related: the former provides the necessary data and the latter is used to discover the essence of the object. Without this connection, it would simply be a speculative argumentation. However, the logical aspect must reflect the essence and not merely describe the historical facts and data (p. 9).

2.4.1 Hypothetico-deductive method:

According to Sanchez (2019), it is argued that the hypothetico-deductive model is employed for the purpose of reaching a specific conclusion, which constitutes the hypothesis subject to falsification or verification. This approach is considered crucial to enhance the effectiveness of the theory and to offer more effective solutions to the theoretical problem at hand.

2.4.2 Methods at the empirical level:

Empirical methods are activities designed to gather relevant information about the object of study. The choice of methods should be closely linked to the type of research selected; in this case, the research focuses on the application of quantitative methods.

Non-participant observation: This approach involves observation carried out by outside observers who do not participate in the events observed. Therefore, there is no direct interaction

with the subjects in the setting; the observers are simply spectators of the events. The researcher is engaged only in recording what is happening without influencing the situation. This technique allows for objective and unbiased data collection, since the observer's presence does not alter the behavior of the subjects studied (Campos & Lule, 2012).

Experimentation: In a research with a quantitative approach, experimentation deals with the study of causal relationships between independent and dependent variables for the description, analysis and/or explanation of phenomena, according to the actual extent of the study (Mata, 2019).In fact, its implementation consists of the analysis of the educational environment used for the observation of the behavior of the object of study under conditions controlled by the researchers.

Pedagogical test: This method is generally applied in pedagogical research with the objective of identifying the study and obtaining the results that will be interpreted. Through its application, the students' learning is verified, besides being a legal document that justifies the qualification.

2.5 Data processing techniques
2.5.1 Content analysis
Within the framework of this research, quantitative content analysis will be implemented as the main method, which involves clearly defining the purpose and research questions, selecting the material to be analyzed, developing a coding system with specific categories, and coding the data according to this system. Statistical analysis is then applied to examine the frequency and distribution of categories, identifying patterns and trends. Finally, the results are interpreted and presented in a structured manner with tables and graphs, allowing an objective and systematic evaluation of the content, facilitating the identification of quantifiable trends.

2.6. Working with the research variables.

For the correct development of the research, it is necessary to identify the necessary variables to work with. The achievement of the research objectives will depend on these variables. Therefore, in this research we identify two variables: variable one is a system of didactic activities based on virtual didactic resources, and variable two is the improvement of listening comprehension in the English language in students in the eighth year of basic education.

2.6.1 Working with the dependent variable: Improvement of written English language skills

CONSISTENCY MATRIX

PROBLEM	VARIABLE (CONCEPTUAL DEFINITION)	DIMENSIONS	INDICATORS	INSTR
How to improve English writing as a skill in students of 5th grade of Basic Education of room school "A" in the school "Gral. Manuel Serrano" in the school period 2024-2025?	**Written Skills :** Written skill refers to the ability to express ideas, thoughts, and messages clearly and effectively through writing. It involves the ability to organize ideas coherently, use appropriate and accurate vocabulary, correctly apply grammatical and spelling rules, and hold the reader's attention (Brown, 2004).	• Coherence	• Creates coherent writing using different linking elements. • Consistency of ideas is evident (clarity, sufficiency, gradual/logical progression).	• •
		• Vocabulary	• Use of lexical means according to the context/situation. Lexical correctness (knowledge of lexical means, ability to construct them and to use them according to the context/situation).	

		Grammar	Use of letters or graphemes, correctly.
			Use of graphic accentuation,
			Use of punctuation marks,
			Use of lowercase and uppercase letters.

Table 1. Working with the variable - Writing skills.

2.7 Data analysis

The data are analyzed by evaluating the students' writing level, focusing especially on the production of short texts. They are classified into three levels:Developed level, Basic level and Insufficient level . For this purpose, a rubric is used that is based on the category of 'writing skill development, which includes indicators and a measurement scale.

Figure 2. Assessment rubric

Indicators	*Developed Level (3)*	*Basic Level (2)*	*Insufficient Level (1-0)*

Creates coherent writing using different linking elements.	Logical and clear sequence of ideas with appropriate use of connectors.	Partially logical sequence of ideas, but lacking coherence	Confusing or non-existent sequence of ideas.
Use of lexical means according to context/situation. and appropriate use of vocabulary.	Correct and adequate use of vocabulary with complete and well-constructed phrases and sentences.	Partially adequate use of vocabulary with some incomplete sentences.	Inadequate or limited use of vocabulary.
Correct use of letters or graphemes..	Absence of grammatical and spelling errors.	Some grammatical and spelling errors.	Multiple grammatical and spelling errors.

Own elaboration

2.8 Description of Instruments

- **Observation:** Participant observation was applied to the students to collect the necessary data and organize conclusions based on the information provided.

- **Diagnostic Test:** This test was administered at the beginning of the teaching-learning process to obtain information about the students' level of writing skills and to evaluate their progress at the end of the course.

Description of Data Analysis Techniques:

Given the quantitative nature of the research, content analysis was employed to interpret the expressions of the established research subjects. This process was carried out manually and included the review of concepts from various authors as part of the analysis of the data collected.

CHAPTER III: INTERVENTION PROPOSAL FOR DEVELOPING WRITING SKILLS IN THE ENGLISH LANGUAGE

This chapter presents the theoretical foundation of the classroom system planned in this research. It begins with a description of the importance of its development and continues with a detailed analysis of its structural functioning and the pedagogical bases that support it. In addition, an evaluation is included to determine the effectiveness of the system in improving the written English language skills of the 5th grade students of the "Gral. Manuel Serrano" School during the 2024-2025 school year.

3.1 THEORETICAL FOUNDATIONS OF THE CLASS SYSTEM TO DEVELOP THE WRITTEN SKILLS IN THE ENGLISH LANGUAGE THROUGH ACTIVE TECHNIQUES IN THE STUDENTS OF 5TH "A" OF GENERAL BASIC EDUCATION OF THE SCHOOL "GRAL. MANUEL SERRANO" SCHOOL.

One of the key skills in the English language is writing, which is developed throughout the learning process. During this process, the student acquires the ability to identify and apply the appropriate grammatical structures and vocabulary, resulting in coherent and accurate written communication. The teaching of writing is a fundamental component of the English language and its effectiveness depends largely on the appropriate use of pedagogical methods in the classroom.

In this framework, a classroom system that employs active techniques to improve students' English writing skills is proposed. Richards and Rodgers (1986) define the classroom system as a comprehensive methodological approach that organizes the teaching-learning process in a systematic and coherent manner. These authors argue that a well-structured lesson

system facilitates the acquisition and practice of specific language skills through a logical sequence of activities.

Expanding on this definition, Nunan (2015), describes the lesson system as a planning tool that allows teachers to create a cohesive and meaningful learning environment. According to this author, each element of the lesson contributes to the achievement of the established objectives, emphasizing the importance of the interconnection between the different components of a class.

The relevance of the lesson system in teaching English as a foreign language is multifaceted. An effective lesson system facilitates the planning, implementation, and evaluation of lessons in a coherent manner, ensuring that all aspects necessary for the development of language skills are addressed. This structure provides a framework that benefits both teaching and learning (Harmer, 2015).

Brown (2014), adds that the classroom system contributes to maintaining a balance between different language skills. According to this author, this approach ensures that students have adequate opportunities to practice listening, speaking, reading, and writing in an integrated manner, which is particularly beneficial for the development of communicative competence in English.

Suggesting that an effective classroom system for teaching writing should incorporate clear stages that include idea generation, planning, drafting, writing, revising, and editing. This structure allows students to understand and practice each stage of the writing process in a systematic way (Hyland, 2019).

Active techniques are fundamental in a modern and effective classroom system. Scrivener (2011), argues that these techniques encourage student participation, making them the protagonists of their own learning. In the context of teaching writing, these techniques may include:

(a) **Team writing:** this technique allows students to exchange ideas, agree on meanings, and learn from each other.

b) **Idea generation:** this is an effective method for producing and ordering concepts before beginning to write.

c) **Peer review:** this practice not only improves the quality of writing, but also develops critical and analytical skills in students.

d) **Use of graphic organizers:** these resources help students structure their ideas and plan their texts visually.

For students in the 5th "A" grade of General Basic Education, the class system should be adapted to their stage of cognitive and linguistic development.

Cameron (2001) adds that, at this age, students can handle more complex writing tasks, but they still need support in planning and organizing their ideas. Therefore, the classroom system should incorporate appropriate scaffolding and a gradual progression in the complexity of writing tasks.

A crucial component of the classroom system for writing skill development is assessment and feedback. Brookhart (2017), argues that effective feedback should be specific, timely, and

improvement-oriented, allowing students to understand their strengths and areas for improvement in writing.

Hattie and Timperley (2007), propose a feedback model that integrates well into the classroom system. These authors suggest that effective feedback should answer three key questions: Where am I going (goals), How am I doing (progress), and What is the next step (action).

A well-designed classroom system tailored to the needs of elementary students can be a powerful tool for developing English writing skills. By incorporating active techniques, providing a clear structure, and offering effective feedback, such a system can create a learning environment conducive to the development of strong and meaningful writing skills.

3.1.1 Characteristics of the classroom system for improving written English language skills

The classroom system designed to improve English writing skills is characterized by its focus on active techniques that promote student participation in their own learning. This system has the following fundamental characteristics:

First, it focuses on the learner, prioritizing his or her active participation in the learning process. This means that students have a leading role in the development of their writing skills, as suggested by (Nunan, 2015).

One of the key features of the system is the integration of the different stages of the writing process, which include idea generation, planning, drafting, revising, and editing. This integration allows students to understand and practice each stage of the process in a systematic way, as mentioned by (Hyland, 2019).

The system also incorporates a variety of active techniques, such as collaborative writing, brainstorming, peer editing, and the use of graphic organizers. These techniques encourage student participation and help them to structure and organize their ideas effectively, as proposed by (Scrivener, 2011).

In addition, the system adapts to the cognitive and linguistic level of the students, allowing them to express their ideas in a creative and structured way. This is achieved through the use of appropriate scaffolding and a gradual progression in the complexity of the writing tasks, as suggested by (Cameron, 2001).

The system also incorporates continuous assessment and effective feedback, which allows students to understand their strengths and areas for improvement in writing. This is achieved through specific, timely, and improvement-oriented feedback, as proposed by (Brookhart, 2017).

Therefore, the classroom system for English writing skill improvement based on active techniques creates a dynamic, structured, and student-centered learning environment. This comprehensive approach facilitates the effective development of English writing skills by providing students with the necessary tools to express themselves coherently and accurately in written form.

3.2.- DESCRIPTION OF THE CLASS SYSTEM TO IMPROVE WRITING SKILLS IN ENGLISH.

This section details the planning of the proposed class system aimed at improving the writing skills of students in the fifth "A" grade of General Basic Education at the "General Manuel Serrano" School. The proposed class system has a functional systemic structural approach; which

mainly takes into account the general objective of this research that focuses on improving writing through active techniques.

CLASS 1
Content: Greetings and Commands
Topic: Greetings and Commands in English
Method: Communicative Language Teaching (CLT). This method is used because it encourages meaningful interaction in the target language, allowing students to practice greetings and commands in realistic contexts.
Resources: Situation cards, whiteboard, markers, worksheets, pens.
Introduction:
Starts with a greeting in English, then the topic and objective of the class is stated. A 5-minute warm-up activity is conducted where students greet each other using different English expressions.
Development:
Role Play Activity:
- The class is divided into pairs.
- Each pair receives cards with different situations (e.g. "At school", "In a store").
- Pairs create and write short dialogues that include greetings and at least two commands.

- They practice their dialogues.
Dialogue Presentation:
- Some pairs perform their dialogues in front of the class.
- Some pairs perform their dialogues in front of the class.
Individual Writing:
- Each student writes a short paragraph describing a situation where they would use the greetings and commands learned.
Conclusion:
The types of greetings and commands learned are summarized. The importance of adapting language to the context is emphasized. A homework assignment is given: write a short dialogue using greetings and commands in a different situation.
CLASS 2
Content: Nationalities and Countries
Topic: Nationalities and countries
Method: Total Physical Response (TPR) combined with Task-Based Learning. TPR is used to associate physical movements with learning about countries and nationalities, while the task-based approach allows students to apply knowledge in a practical activity.
Resources: large world map, cards with names of countries and nationalities, tape, worksheets, pens.

Introduction:

The class begins with a greeting in different languages. Introduce the topic and objective. As a warm-up activity, students name countries they know in English.

Development:

Interactive Map Activity:

- A large world map is created on the classroom floor using masking tape.

- Students are given cards with names of countries and nationalities.

- They take turns placing the cards in the correct place on the map.

- As they place a card, they must say a sentence using the country and nationality.

Creative Writing:

- Each student chooses a country from the map.

- They write a brief profile of a fictional character from that country, including name, nationality, and some made-up details.

Sharing and Guessing Activity:

- In small groups, students read their profiles without mentioning the country.

- The others guess the country based on the description.

Conclusion:

The countries and nationalities learned are reviewed. The importance of cultural diversity is emphasized. Research and write about an interesting tradition of a country studied in class.

CLASS 3

Content: Present Simple

Topic: Use of the Present Simple

Method: Cooperative Learning combined with Process Writing. Cooperative learning is used for the interview activity, while the process writing approach is applied in the creation and revision of the reports.

Resources: Interview worksheets, writing paper, pens, whiteboard, markers.

Introduction:

The class begins with a Present Simple question about daily routines. Briefly explain the use of the Present Simple for routines and facts.

Development:

Interview activity:

- Students form pairs.

- They create 5 questions using Present Simple about daily routines.

- They interview each other and take notes.
Report Writing:
- Individually, they write a paragraph about their partner's routines using the third person Present Simple.
Pair Review:
- They exchange their reports.
- They review the correct use of the Present Simple and suggest improvements.
Presentation and Feedback:
- Some volunteers read their reports.
- Teacher provides feedback on the use of the Present Simple.
Conclusion:
The main rules of the Present Simple are summarized. The importance of subject-verb agreement is emphasized. A typical day of a famous person is assigned as a homework assignment using the Present Simple.
CLASS 4
Content: School Vocabulary
Topic: School Vocabulary
Method: Project-Based Learning. This method is used to allow students to apply school vocabulary in a creative and meaningful context.

Resources: Cardstock, colored markers, dictionaries, worksheets, pens.
Introduction:
The class begins by showing school objects and naming them in English. The objective of the class is explained and a brainstorming session is held to brainstorm words related to school.
Development:
School Map Creation:
- In groups, students create a map of an imaginary school.
- They label all areas and objects using the vocabulary they have learned.
- They add creative details to their school.
Descriptive Writing:
- Individually, each student chooses an area of their imaginary school.
- They write a paragraph describing that area, using as much school vocabulary as possible.
Map Gallery:
- Maps are displayed in the classroom.
- Students go through the "gallery," reading their classmates' descriptions.
Quick Vocabulary Game:
- Teacher says a word in Spanish and students must write the English equivalent.
Conclusion:

The school vocabulary learned is reviewed. The importance of using specific vocabulary in descriptions is emphasized. As homework, students are asked to write a comparison between their real school and the imaginary school they created, using the vocabulary learned.

CHAPTER IV: RESULTS OF THE IMPLEMENTATION OF THE SYSTEM OF CLASSES WITH ACTIVE TECHNIQUES FOR THE IMPROVEMENT OF ENGLISH WRITING SKILLS

This chapter presents the results obtained through the implementation of a system of didactic activities using active techniques to improve the written skills in English in the students of Fifth Year of Basic Education room "A" of the basic education school GRAL. MANUEL SERRANO". during the 2024 - 2025 school year. The activities were carried out on Fridays in July of this year and were based on an experimental design. This design made it possible to evaluate the effectiveness of the active techniques in the development of writing skills, providing specific data on the progress of the students and the effectiveness of the strategies used.

4.1 Description of the application of the system of activities using the active technique for the improvement of English writing skills.

In order to evaluate the results of the didactic strategy implemented to improve the students' English writing skills through the "active technique", several activities were carried out. Each of the classes is detailed below:

Class 1: Greetings and Commands

This class was held on June 14, 2024 with a duration of 45 minutes. The main objective was to improve students' English communication skills by practicing greetings and commands in realistic contexts. Communicative Language Teaching (CLT) methodology was employed, encouraging meaningful interaction in the target language.

Beginning:

The class began with a greeting in English, followed by the presentation of the topic and objective. A 5-minute warm-up activity was conducted where students greeted each other using different expressions in English.

Development:

Role-Play activity:

- Students were divided into pairs.

- Each pair received cards with different situations (e.g., "At school," "In a store").

- The pairs created and wrote short dialogues that included greetings and at least two commands.

- They practiced their dialogues and received feedback on the correct use of greetings and commands

Dialogue Presentation:

- Some pairs presented their dialogues in front of the class.

- The teacher provided feedback on the correct use of greetings and commands.

Individual Writing:

- Each student wrote a short paragraph describing a situation where they would use the greetings and commands learned.

Conclusion:

The types of greetings and commands learned were summarized. The importance of adapting language to the context was emphasized. Homework was assigned: write a short dialogue using greetings and commands in a different situation.

Class 2: Nationalities and Countries

This class was held on June 21 of this year and lasted 45 minutes. The objective was to learn about nationalities and countries by using Total Physical Response (TPR) combined with Task Based Learning.

Beginning:

The class began with a greeting in different languages. The topic and objective were introduced. As a warm-up activity, students mentioned countries they knew in English.

Development:

Interactive Map Activity:

- A large world map was created on the classroom floor using masking tape.

- Students were given cards with names of countries and nationalities.

- Taking turns, they placed the cards in the correct place on the map.

- As they placed a card, they had to say a sentence using the country and nationality.

Creative Writing:

- In small groups, students wrote a brief profile of a fictional character from a specific country, including name, nationality, and some made-up details.

Sharing and Guessing Activity:

- In small groups, students read their profiles without mentioning the country.

- The others guessed the country based on the description.

Conclusion:

The nationalities and countries learned were reviewed. Emphasized the importance of cultural diversity. Homework assignment: research and write about an interesting tradition of a country studied in class.

Class 3: Use of the Present Simple

This class took place on June 28, 2024 and lasted 45 minutes. The objective was to learn and practice the use of the Present Simple through Cooperative Learning combined with Process Writing.

Beginning:

The class began with a question in the Present Simple about daily routines. The use of the Present Simple for routines and facts was briefly explained.

Development:

Interview Activity:

- Students formed pairs.

- They created 5 questions using the Present Simple about daily routines.

- They interviewed each other and took notes.

Report Writing:

- Individually, they wrote a paragraph about their partner's routines using the Present Simple in the third person.

Pair Review:

- They exchanged their reports.

- They reviewed the correct use of the Present Simple and suggested improvements.

Presentation and Feedback:

- Some volunteers read their reports.

- The teacher provided feedback on the use of the Present Simple.

Conclusion:

The main rules of the Present Simple were summarized. The importance of subject-verb agreement was emphasized. Homework assignment: write a typical day of a famous person using the Present Simple.

Class 4: School Vocabulary

This class focused on school vocabulary and was conducted using Project Based Learning. This method allowed students to apply school vocabulary in a creative and meaningful context.

Beginning:

The class began by showing school objects and naming them in English. The purpose of the class was explained and words related to school were brainstormed.

Development:

Creating School Maps:

- In groups, students created a map of an imaginary school.

- They labeled all the areas and objects using the vocabulary they had learned.

- They added creative details to their school.

Descriptive Writing:

- Individually, each student chose an area of their imaginary school.

- They wrote a paragraph describing that area, using the school vocabulary learned.

Map Gallery:

- Maps were displayed in the classroom.

- Students went through the "gallery," reading their classmates' descriptions.

Vocabulary Quick Game:

- The teacher would say a word in Spanish and students had to write the English equivalent.

Conclusion:

Learned school vocabulary was reviewed. The importance of using specific vocabulary in descriptions was emphasized. As homework, students were asked to write a comparison between their real school and the imaginary school they created, using the vocabulary learned.

These descriptions detailed the structure and content of each class, highlighting the objectives, the activities carried out and the results obtained in improving students' English communication skills in different practical contexts.

4.2 Evaluation of the effectiveness of the activity system for improving English writingskills

The skills assessed in the pretest and post-test were the same, thus allowing an accurate comparison to verify the effectiveness of the implemented activity system. The evaluation included all 31 students, among which were the population for the activity system.

The following graphs show a comparison between the pretest and post-test results in writing skills. The first graph, corresponding to the pretest, shows that the scores on the writing skill were relatively low for most of the students. In contrast, the second graph, which presents the results of the post-test, shows a marked improvement in scores. This difference underlines the effectiveness of the system of activities applied for the development of the writing skill.

Figure 1. **Pre-test results**

Diagnóstico General
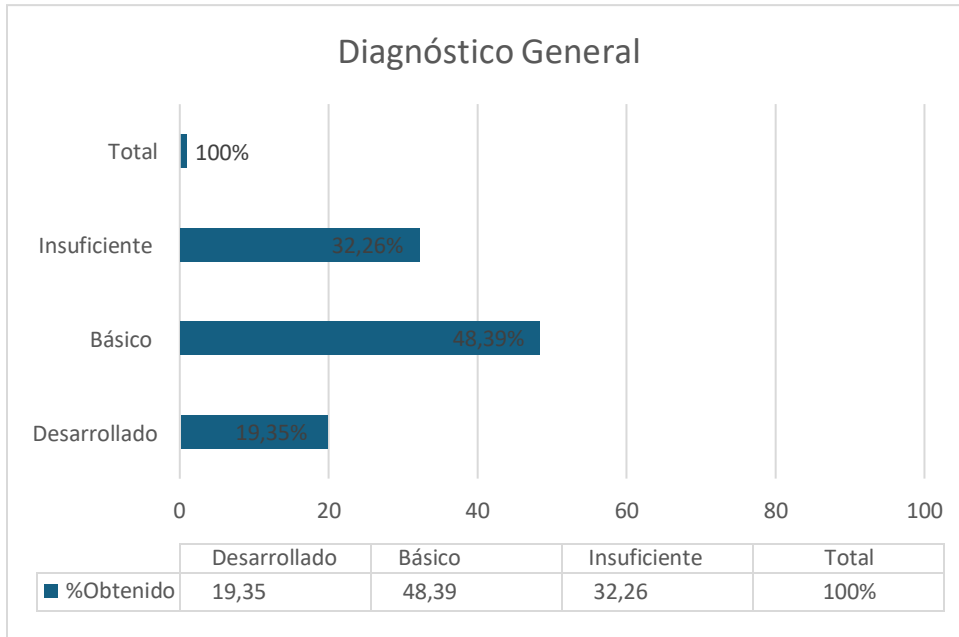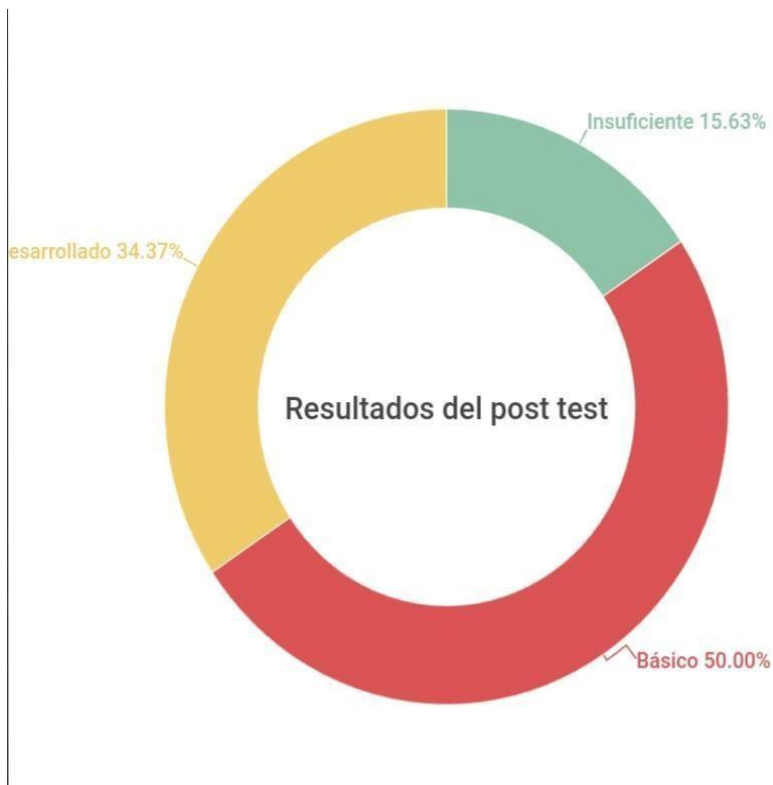
	Desarrollado	Básico	Insuficiente	Total
■ %Obtenido	19,35	48,39	32,26	100%

Figure 2. **Pos-test results**

Resultados del post test

Insuficiente 15.63%

Desarrollado 34.37%

Básico 50.00%

The results of the post-test show a marked improvement in the students' English writing skills. The percentage of students at the insufficient level decreased considerably, while the percentages at the basic and developed levels increased. Therefore, it is concluded that the implementation of the system of didactic activities with active techniques has been effective in strengthening the students' writing skills.

4.3 Verification of the hypothesis

If a classroom system using active techniques is applied, it will improve English writing in 5th grade students of "Gral. Manuel Serrano" in the 2024-2025 school year.

Margin of Error : 0.05

	Developed level	Basic level	Insufficient level	Total
PRE-TEST	6	15	10	31
POST-TEST	11	16	4	31
TOTAL	17	31	14	62

Ho: If a class system using active techniques is applied, it will not improve English writing in 5th grade students of "Gral. Manuel Serrano" in the 2024-2025 school year.

H1: If a class system using active techniques is applied, it will improve English writing in 5th grade students of "Gral. Manuel Serrano" in the 2024-2025 school year.

4.3.1 Observed and expected results

PRE-TEST	Observed	Formula	Expected	Chi
Developed level	6	17*31/62	8.5	0.735
Basic level	15	31*31/62	15.5	0.016
Insufficient level	10	14*31/62	7.00	1.286

POST-TEST	Observed	Formula	Expected	Chi
Developed level	11	17*31/62	8.5	0.735
Basic level	16	31*31/62	15.5	0.016
Insufficient level	4	14*31/62	7.00	1.286

4.4 Chi x2 calculation

PRE-TEST	POST-TEST	TOTAL
2.037	2.037	4.074

Tabla Distribución Chi Cuadrado X^2

V/p	0,001	0,0025	0,005	0,01	0,025	(0,05)	0,1
1	10,8274	9,1404	7,8794	6,6349	5,0239	3,8415	2,7055
(2) →	13,815	11,9827	10,5965	9,2104	7,3778	(5,9915)	4,6052
3	16,266	14,3202	12,8381	11,3449	9,3484	7,8147	6,2514
4	18,4662	16,4238	14,8602	13,2767	11,1433	9,4877	7,7794
5	20,5147	18,3854	16,7496	15,0863	12,8325	11,0705	9,2363
6	22,4575	20,2491	18,5475	16,8119	14,4494	12,5916	10,6446
7	24,3213	22,0402	20,2777	18,4753	16,0128	14,0671	12,017
8	26,1239	23,7742	21,9549	20,0902	17,5345	15,5073	13,3616
9	27,8767	25,4625	23,5893	21,666	19,0228	16,919	14,6837
10	29,5879	27,1119	25,1881	23,2093	20,4832	18,307	15,9872

As shown in Figure , with a margin of error of 0.05, the Chi-square value is 5.9915, while the result of the Chi-square in the research was 4.074. It should be noted that if the result of the Chi-square in the research is lower than the value assigned in the table of values, the null hypothesis is rejected. Therefore, it is concluded that if a classroom system using active techniques is applied, it will improve English writing in 5th grade students of "Gral. Manuel Serrano" in the 2024-2025 school year.

CONCLUSIONS

- Active techniques in English language teaching, especially for developing writing, are highly effective. They promote student participation, motivation, and interaction, significantly improving language learning and communicative skills. Their implementation in the classroom is considered crucial for more effective and practical English language learning.

- The diagnosis of the English writing skills of the 5th grade students of the "Gral. Manuel Serrano" school was carried out through a diagnostic assessment. This assessment was essential to determine the students' current level of writing proficiency. The results revealed areas in need of improvement and will serve as a basis for implementing specific pedagogical strategies to improve students' writing skills.

- A classroom system based on active techniques was implemented to improve English writing skills. This system, designed with structured activities and interactive methods, effectively addressed initial writing challenges by engaging students in meaningful practice. structure.

- It was confirmed that the implementation of a system of didactic activities with active techniques has been effective in strengthening students' writing skills, achieving the expected development. The students gained more confidence in using the vocabulary learned in small speeches within the classes and, without fear of making mistakes, they formed sentences correctly following the grammatical structure.

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APPENDICES

Pedagogical Test

General Objective: Evaluate the level of written proficiency in the English language of students in the fifth year of Basic Education, in order to identify areas for improvement and plan didactic strategies that reinforce their writing skills.

Name :

Date:

General Instructions:

Complete all sections of the test.

Read each instruction carefully before responding.

Be sure to review your work before you turn it in.

Question 1: Identify the sentences that are wrong and place them correctly.

Write the sentence in the correct order.

We had / the beach / fun playing on / a lot of.

_____

Last went/ my family / weekend to the/, / beach.

_____

We built / ice cream and / ate / sandcastles.

_____

The warm / was sunny / and weather.

_____

Question 2: Complete sentences with the correct word from the box. Draw a line from the word to the blank.

in

on
under
next to

1. The cat is_____the table.

2. The book is_____the shelf.

3. The dog is sitting_____the chair.

4. The pen is_____the pencil.

Question 3: Read the paragraph and draw a circle around the correct sentence type (Topic Sentence, Supporting Detail, Concluding Sentence)

1. I like apples very much. (Topic Sentence / Supporting Detail / Concluding Sentence)

2. They are sweet and crunchy. (Topic Sentence / Supporting Detail / Concluding Sentence)

3. Apples are my favorite fruit. (Topic Sentence / Supporting Detail / Concluding Sentence)

4. I eat an apple every day. (Topic Sentence / Supporting Detail / Concluding Sentence)

Question 4: Select the correct option and draw a circle around the letter.

1. She_____to school every day.

  - a) go

  - b) goes

  - c) going

  - d) gone

2. They _____pizza last night.

- a) eat

- b) eats

- c) eating

- d) ate

3. He＿＿＿＿＿a book now.

  - a) read

  - b) reads

  - c) reading

  - d) is reading

4. ＿＿＿＿you like ice cream?

  - a) Do

  - b) Does

  - c) Did

  - d) Doing

Observation Guide

Objective: To observe specific factors that affect the teaching-learning process of English, especially in the written skill.Guía de observación

School of Basic Education "Gral. Manuel Serrano".	
Name of the subject:	English
Teacher:	Eddie Monserrate Montesdeoca
Group:	Fifth "A"
Author:	Paula Ortiz
Date:	
Observation Time :	

N°	Indicators	Compliance record		Observations
		YES	NO	
1	Are there obvious distractions in the classroom that could affect students' concentration?	X		
2	Does the teacher show adequate control and management of the classroom during lessons?	X		
3	Are significant gaps in students' prior knowledge evident that could influence their language learning?		X	
4	Do students show an adequate level of attention and interest during English classes?	X		
5	Is grammar teaching overemphasized compared to other language skills?	X		
6	Does the teacher use effective motivational techniques during classes?	X		
7	Do students usually take notes during the teacher's explanations?	X		
8	Are teaching resources that facilitate English language learning used appropriately?	X		
9	Is sufficient time and attention devoted to teaching writing skills in English classes?	X		

POST TEST

General Objective: Evaluate the level of written proficiency in the English language of students in the fifth year of Basic Education, in order to identify areas for improvement and plan didactic strategies that reinforce their writing skills.

Name :

Date:

General Instructions:

Complete all sections of the test.

Read each instruction carefully before responding.

Be sure to review your work before you turn it in.

Question 1: Fill in the Blanks

Complete the sentences with the appropriate word from the list provided.

1. She_____(is / are / was) a student at the local school.

2. They _____(go / goes / went) to the park every Saturday.

3. I_____(like / likes / liked) to watch movies on the weekend.

4. He_____(don't / doesn't / didn't) have any pets at home.

5. We_____(am / are / were) having dinner at a restaurant tonight.

Question 2: Jumbled Sentences

Rearrange the following words to form correct sentences. Write the sentences in the spaces provided.

1. *cake / bake / I / on / Sundays*

2. *usually / we / breakfast / at / 7 o'clock / have*

_____

3. *a / her / brother / has / bike / new*

_____

4. *their / they / in / live / a / house / big*

_____

5. *the / read / I / every / book / night*

_____

Question 3: Short Answer Questions

Answer the following questions with 1-2 sentences.

1. What do you like to do on weekends?

I like to _____

2. Where do you usually go for vacation?

I usually _____

3. How often do you exercise?

I often_____

4. What is your favorite food?

My favorite food is_____

5. Who is your best friend and why?

My best friend is_____because_____