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FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Use of the Project-Based Learning Methodology to Improve the Writing
English language Skills.

PESANTEZ SUAREZ MAGDALENA LISSETH
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

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**SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O
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SARMIENTO CHUGCHO KLEBER OSWALDO

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DEDICATION

First, I dedicate this work to God, who sustained me throughout this process, granting me wisdom and strength.

Secondly, I dedicate this work to my family, especially to my parents, who have always shown pride in the fact that their only female daughter has obtained a bachelor's degree. That pride was my greatest impetus to continue my studies.

And finally. I dedicate this work with much love to my faithful companion, my dog Enano, who would not fall asleep in his bed until I went to sleep too. Enano accompanied me in every late night, in every sadness, and in every moment of joy that I experienced during my time at university. His unconditional company and his warmth motivated me to keep going with my studies.

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RESUMEN

El presente estudio tuvo como objetivo mejorar la habilidad escrita en inglés de los estudiantes de décimo año de Educación General Básica de la Institución Educativa “N.A” mediante la implementación de un sistema de clases basado en la metodología de Aprendizaje Basado en Proyectos (ABP). El enfoque fue cuantitativo, con un diseño pre-experimental aplicado a una sola muestra. Para evaluar los efectos de la intervención, se emplearon métodos teóricos y empíricos, tales como observación y pruebas pedagógicas (pre-test y post-test). Los resultados obtenidos mostraron mejoras significativas en las dimensiones evaluadas de la escritura: contenido, gramática, vocabulario y organización. Antes de la intervención, la mayoría de los estudiantes se encontraban en niveles bajos de desempeño, evidenciando deficiencias en la producción escrita. Posteriormente, tras la implementación del sistema de clases, se observó un avance general en la redacción de textos, el uso adecuado y amplio del vocabulario, el uso de estructuras gramaticales y los textos con coherencia. La intervención se desarrolló durante dos semanas, con un total de cuatro sesiones centradas en la producción escrita a través de tareas significativas y contextualizadas. Los estudiantes trabajaron en pequeños grupos para crear proyectos escritos, como correos electrónicos, permitiéndoles aplicar estructuras del idioma en contextos reales de comunicación. Las actividades incluyeron revisión de tiempos gramaticales, ampliación de vocabulario y organización de ideas mediante conectores. Además, la retroalimentación constante del docente y entre pares permitió a los estudiantes reflexionar y mejorar su desempeño. Se concluye que el uso del ABP propició un aprendizaje activo, significativo y contextualizado, favoreciendo el desarrollo de habilidades de escritura en inglés. Asimismo, fomentó la colaboración, el pensamiento crítico y la autonomía en el aula. Esta

investigación demuestra la efectividad del ABP como estrategia metodológica en contextos educativos donde predomina la enseñanza tradicional.

Palabras Claves: aprendizaje basado en proyectos, habilidad escrita, metodología activa, trabajo colaborativo, enseñanza del inglés.

ABSTRACT

This research aimed to improve the English writing skills of tenth-grade students of (GBE), room “D” at “N.A” Educational Institution, through the implementation of a class system based on the Project-Based Learning (PBL) methodology. The study followed a quantitative approach with a pre-experimental design applied to a single group. To measure the impact of the intervention, both theoretical and empirical methods were used, including observation and pedagogical tests (pre-test and post-test). The findings revealed notable improvements in the writing components assessed: content, grammar, vocabulary, and organization. Initially, most students performed at low levels, reflecting serious deficiencies in written production. After applying the class system, students demonstrated improved sentence construction, vocabulary usage, grammatical accuracy, and text coherence. The intervention was carried out over two weeks, with a total of four class sessions focused on developing writing through real-life and meaningful tasks. Students worked in small groups to create written projects, such as emails, allowing them to apply language structures in authentic communicative contexts. The activities incorporated review of grammar tenses, vocabulary building, and organization of ideas using logical connectors. In addition, the constant feedback from peers and the teacher throughout the process helped students to reflect on and enhance their own writing. The study concludes that PBL encouraged active, meaningful, and contextualized learning, effectively enhancing students’ writing skills in English. It also fostered collaboration, critical thinking, and autonomy in the classroom. This research supports the use of PBL as a powerful teaching strategy in traditional educational settings.

Keywords: project-based learning, writing skills, active methodology, collaborative work,
English language teaching

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INTRODUCTION

In the contemporary world, due to globalization, mastering the English language has become an essential skill for effective communication and professional success (Chávez-Zambano et al., 2017). Likewise, Crystal (2003) states that “there is great variation in the reason for choosing a particular language as a favoured foreign language: they include historical tradition, political expediency, and the desire for commercial, cultural or technological contact” (p. 5).

Since English plays a key role as a bridge between language proficiency and participation in the global economy, Van Wechem & Halbach (2014) highlight the importance of learning a second language from an early age. Likewise, according to Acosta et al. (2018) in several Latin American countries, English is taught with the aim of developing only communicative competence in students and providing an integral education aligned with each country’s specific needs.

In the case of Ecuador, English was established as an official subject in schools in 1950. However, in its early stages, this subject was not taught by teachers with specific training in language instruction (Castro et al., 2016). In this regard, Ariza (2025) states that the quality of this learning remains a major challenge that has yet to be overcome.

This is shown in the global ranking of the English Proficiency Index prepared by Education First (2024) which indicates that English proficiency in our country is low, ranking 19th out of 21 in Latin America and 82nd out of 116 worldwide.

Therefore, Castro et al. (2016) state that the low performance in English learning is attributed to teachers using outdated methodologies. Similarly, the author of this project observed during her pre-professional practice at the “N.A” Educational Institution in the city of

Machala that tenth-grade students of General Basic Education (GBE) have a low level of writing proficiency in English, which implies a lack of written production in this second language. This manifests can be notice in different ways, such as follows:

- The teacher does not encourage activities to develop productive skills in English (writing)
- Teacher limit their approach to traditional methods.
- Students need to gain more vocabulary in the English language.
- Students present problems when writing paragraphs in English.
- Students need to familiarize themselves with grammatical tenses and sentence structure.
- Students do not perform systematic writing practices in the classroom.

Therefore, this led to the formulation of the following **scientific problem**: How can the English writing skills for tenth-grade students of General Basic Education (GBE), room “D” at “N.A” Educational Institution, during the 2025-2026 academic year be improved?

As a consequence, taking into account the **object of study**: the teaching-learning process of the English language in General Basic Education.

The following are **the possible causes** that lead to the appearance of the above problem

- Use of traditional teaching methodologies by the teacher.
- Limited production of writing texts in English.
- Lack of vocabulary in the English language.
- Insufficiency of activities focused on the development of writing skills in English.

Considering this, the **general objective of the research** is to elaborate a class system using the Project-Based Learning (PBL) methodology to improve the writing skills in the

English language for tenth-grade students of General Basic Education, room “D” at “N.A” Educational Institution, during the 2025-2026 academic year.

By Galindo (2019) Project-Based Learning does not focus only on the transmission of theoretical concepts as happens in traditional education, but also focuses on the development of skills. This allows students to build meaningful learning according to their interests. Therefore, according to this author, PBL promotes a more active and participatory education through the use of projects to develop skills in the English language. Considering that the research field of this study is the Project-Based Learning methodology (PBL) as a methodological strategy, the following specific objectives are proposed:

- To justify the use of the Project-Based Learning methodology in the teaching and learning of the English language to improve writing skills.

- To diagnose the level of development of writing skills in the English language for tenth-grade students of GBE, room “D” at “N.A” Educational Institution, during the 2025-2026 academic year.

- To apply the system of classes based on the use of the Project-Based Learning methodology to improve writing skills for tenth-grade students of GBE, room “D” at “N.A” Educational Institution, during the 2025-2026 academic year.

- To verify the contribution of the Project-Based Learning methodology for improving writing skills for tenth-grade students of GBE, room “D” at “N.A” Educational Institution, during the 2025-2026 academic year.

The following **scientific hypothesis** is formulated regarding the object of study: If a system of classes based on the use of the Project-Based Learning (PBL) methodology is applied, it will improve the writing skills for tenth-grade students of GBE, room “D” at “N.A”

Educational Institution, during the 2025-2026 academic year. The two variables have been identified as the **independent variable**, the class system based on the use of the Project-Based Learning (PBL) methodology, and the **dependent variable**, which is the improvement of writing skills.

This research uses **theoretical methods** such as historical-logical, analytical-synthetic, and hypothetical-deductive. Among the **empirical methods** are observation and pedagogical tests to determine the level of writing with a pre-test and a post-test.

The **population** is defined as the students in the tenth-grade of GBE, room “D” at “N.A” Educational Institution, during the 2025-2026 academic year.

The research focuses on using Project-Based Learning methodology in a class system to improve writing skills. This will allow the learner to take a more active and participatory approach to the educational process.

This research’s **practical contribution** lies in designing and implementing a class system that improves students’ writing skills using a Project-Based Learning methodology. The main objective is to encourage students’ active participation in practical projects. The relevance of this contribution is reflected in the direct application of the knowledge acquired, allowing students to understand the theoretical concepts and apply them in real situations.

This research has four chapters: **Chapter I** refers to the theoretical description based on the object and field of research supported by historical, conceptual, and contextual background. **Chapter II** establishes the study’s methodology, including its type, methods, and techniques. **Chapter III** presents the intervention proposal, in this case, the application of the class system to improve writing skills in English. Finally, **Chapter IV** discusses the results and concludes with conclusions and recommendations, a bibliography, and annexes.

CHAPTER I: THEORETICAL FOUNDATIONS OF PROJECT-BASED LEARNING IN ENGLISH LANGUAGE EDUCATION.

This chapter establishes the theoretical basis for using the Project-Based Learning (PBL) methodology in English language teaching and learning. It includes a literature review offering a chronological overview of the history, conceptual, and contextual background of PBL in English language education, extending to the present day.

1.1. Evolution of Language Teaching: A Historical Journey from Traditional Methods to more Dynamic and Participatory Approaches.

The teaching of English has changed significantly over time, and the methods used for learning it have often been criticized. In this context, the first known method, called the Grammar-Translation Method, appeared in the 18th century. Dewey (1897) criticized this traditional teaching model, which was based only on memorization and repetition, where students played a passive role. According to Dewey, this approach led to shallow or empty learning for students, where the teacher was the only one with knowledge and was responsible for delivering it in a one-way manner.

Origins in the 19th Century: The Philosophical Foundations.

Project-Based Learning (PBL) is based on active and meaningful learning, where students take an active role in their educational process through direct experience with what they are being taught. This method is philosophically rooted in the ideas of Dewey (1897) who believed that experience is the foundation for achieving deep and meaningful learning. According to Dewey, learning does not happen just by passively receiving information, but it

becomes stronger when students actively engage in practical activities, such as experiments or projects, that allow them to apply the knowledge they have gained.

In this sense, experience is the key to achieving meaningful learning in students, while they carry out a practice or experiment alongside the passive education they receive. This creates a result that helps them gain a deeper understanding. This way, their brains can better internalize what they have learned. Dewey (2001) emphasizes this in democracy and education:

The nature of experience can be understood only by nothing that it includes an active and a passive element peculiarly combined. On the active hand, experience is trying-a meaning made explicit in the connected term experiment. On the passive, it is undergoing. When we experience something, we act upon it, we do something with it; then we suffer or undergo the consequences (p.145).

For Dewey, educational experience should not be limited to just trying something; it must also include experiencing the consequences of what was done, whether it results in success or failure. This helps students reflect on the outcome of their attempt. That is why; Project-Based Learning (PBL) is based on the idea that students should experience, reflect, and absorb what they learn, so they can build meaningful and active learning that goes beyond simply acquiring theoretical knowledge.

Similarly, Dewey is a strong proponent of progressive education. In his work *My Pedagogic Creed* (Dewey, 1897) he stated the following:

The teacher's place and work in the school will be interpreted similarly. The teacher is not in the school to impose specific ideas or to form certain habits in the child but is there as a community member to select the influences that shall affect the child and to assist him in appropriately responding to these influences (p. 77-80).

According to Dewey's work, who is the leading proponent of progressive education, the teacher's role must shift from authoritarian to a facilitator of learning. Dewey argues that the teacher should not impose knowledge or habits on students but rather serve as an educational guide. The teacher's primary responsibility is to select the influences that will shape the learner's experience and help the learner respond appropriately to these influences. In this way, the learner becomes the center of the educational process, where they are guided to explore, discover and apply knowledge in practical and meaningful contexts, thereby promoting more authentic and lasting learning.

Beginnings of the 20th Century: Development and formalization.

Project-based learning (PBL) was first developed in the early 20th century by William Heard Kilpatrick, a student of John Dewey. In his work *The Project Method: The use of the purposeful act in the educative process* (Kilpatrick, 1918) formalized the concept of the project method, which organizes learning around projects with a clear and meaningful purpose for students. This approach emphasizes the importance of tailoring projects to students' interests, making learning more relevant and meaningful to them. In this way, students would engage in simple activities and recognize the practical value of their learning.

Likewise, according to Bruner (1960) "increasing the inherent interest of materials taught, giving the student a sense of discovery" (p,73); therefore, this proposal focuses on promoting active learning, in which the student constructs knowledge through motivation, exploration, and deep understanding of concepts, rather than relying solely on rote memorization.

In addition, PBL began to integrate a collaborative and cooperative approach into its development. According to Tarco & Contrera (2023) states that cooperative learning is an

effective strategy for teamwork, as it allows the development of various skills and competencies in students, promoting both individual and group learning. By using this strategy, students learn to be responsible, communicative effectively, and develop the critical thinking necessary to carry out the assigned tasks.

1960s-1980s: Expansion and Implementation in Schools.

During this period, Freire (1970) strongly criticized traditional education in his work *Pedagogy of the Oppressed*. He argued that educators merely deposit and transfer their knowledge to students without checking whether they understood it. The only goal was to fill students with information and the best student, in the teacher's view, was the one who could memorize everything.

Consequently, during this period, cognitive psychology began to emphasize meaningful learning and focused on analyzing how students process information and how they develop critical thinking skills therefore, according to Palau-Guillén (2022) cognitive psychology focuses on how the brain processes the information it receives and how it transforms it so that humans can use it to create new knowledge and find solutions to challenges.

In the same vein, Díaz and Hernández (2002) state that meaningful learning emerges as a result of the cognitive approach, which proposes that content should be understood in a practical and lasting way, supporting student learning. Therefore, Puenayan et al. (2024) point out that project-based learning encourages active student participation, promoting interaction with content through practice. This is because this methodology goes beyond traditional education, in which students take on a passive role, and instead push them to apply what they have learned in real situations, thus generating lasting and not merely memorized knowledge.

It is also important to mention that the expansion of PBL focuses on constructivist cognitive theory, where Serrano & Pons (2011) argue that constructivism sees knowledge as an active process in which the individual creates their own ideas without exactly reproducing the knowledge already established in the world. Moreover, Vasco (1998) states that constructivism seeks the internal reconstruction of the previous context each person has acquired. Therefore, this implies that the individual is free to build their own varied and unique knowledge without being limited to repeating what others have already expressed.

In this regard, Piaget (1973) states that when students constantly participate in building knowledge, that learning will remain in their brain, unlike in traditional education, where everything is given to them, and therefore, it is easily forgotten over time. According to this author, project-based learning leads the student to seek knowledge in order to consolidate it and generate meaningful learning.

1990s: Consolidation and Popularization.

During this period, project-based learning (PBL) began to progressively expand across different educational levels. According to Guaicha et al. (2024) in the field of higher education, its implementation aims to prepare students so they can function and face challenges that arise in their environment.

Lavín (2018) states that through PBL, interdisciplinary training is strengthened, as it allows students to connect knowledge from different areas to create a project, and this integration promotes the development of skills necessary to face the changes of the 21st century. Along these lines, Fallas (2021) indicates that:

Developing students' 21st century skills when learning English as a Foreign Language (EFL) should be central in every language program. In order to meet this, students have

to be provided with purposeful and meaningful tasks that allow them to develop not only the four linguistic skills, namely, listening, speaking, reading and writing but also learning literacy, and life skills (p.2).

In this sense, since then PBL began to become popular with the purpose of developing comprehensive competencies in students for the 21st century, through meaningful projects connected to their environment.

21st Century: Innovation and Technologies in PBL.

In the 21st century, digitalization, the expansion of the internet, and access to digital tools significantly transformed teaching, driving the innovation of active methodologies in order to meet the needs of developing the new competencies required by today's society. According to Parra-Rocha et al. (2022) since the med-20th century, some educational institutions began incorporating technology into their teaching practices, although some teachers showed resistance to its implementation. However, it was at the beginning of the 21st century when its use in education intensified.

Likewise, according to Corral et al. (2012) the incorporation of technology in PBL promotes collaborative work among students, who take an active role in the collective construction of projects. Moreover, the use of technology allows them to manage their own learning and strengthen key competencies to face the challenges of the current educational context.

Therefore, Guerra et al. (2019) point out that through collaborative learning, students and teachers become active participants in their teaching-learning process. In other words, according to these authors, we can say that the use of ICT in classrooms has a significant impact on student learning, allowing the collaboration of all project members and facilitating project management.

It is important to mention that PBL is characterized by its ability to adapt to diversity and promote inclusion in the classroom. Through the creation of projects that consider individual and cultural differences, PBL fosters accessible education for all students.

In this sense, Muntaner-Guasp et al. (2022) argue that inclusive practices must be adaptable to meet the needs of all students. For this reason, active methodologies play a fundamental role in promoting equitable learning for everyone.

It is worth adding that, besides inclusion, PBL promotes interactive learning by encouraging constant student participation in their educational process. In this context, according to Ley & Espinoza (2021) assessment is a process that takes place throughout the pedagogical intervention to determine the quality of the learning students have acquired.

Present and Future: Adaptation and Sustainability

At the end of December 2019, the world was shaken by the rapid spread of the COVID-19 virus, which resulted in a global pandemic. This event had a significant impact on educational systems, driving the expansion of distance education and online learning. According to Dhawan (2020) thanks to technological advances and internet access, online learning became an accessible option, even for students in rural areas.

Given the situation, project-based learning (PBL) underwent a significant transformation. Its format completely changed, adapting to the virtual environment. This change presented new challenges for both teachers and students, but it also provided the opportunity to strengthen interaction and collaborative work at a distance, allowing students to develop autonomous learning. According to Gómez et al. (2024) it involves the student in the analysis and evaluation of their own learning, not only with the goal of completing or creating a requested activity, but also to apply that knowledge in different contexts. This generates in students an awareness of

what they have learned and what they still need to improve, preparing them to face real situations independently.

Therefore, Sosa et al. (2025) indicate that project-based learning (PBL) is increasingly aimed at providing the necessary competencies that allow students to tackle challenges with a global impact, through the development of critical thinking.

1.2: Theoretical Foundation of the Use of Project-Based Learning in the English Language Teaching and Learning Process.

This section analyzes the theoretical characteristics of the English language teaching process through the methodology of Project-Based Learning (PBL), aimed at improving writing skills. The objective is to provide a scientific foundation for this research and add value through the reflection of various authors.

1.2.1. Characterization of the Teaching and Learning Process in English.

The teaching and learning process is a collective phenomenon that happens through the interaction between two or more individuals, helping to make this process more dynamic both in education and in daily life (Tinta, 2020). Therefore, the teaching and learning process is a space where the student takes a leading role, while the teacher acts as a facilitator in the student's learning process (Abreu et al., 2018).

Likewise, Benoit (2021) states that from a cognitive perspective, the teaching and learning process is based on the methodology used in the classroom and on how students interact with each other to achieve the objective of the task.

In addition, it is important to highlight that the teaching-learning process includes a series of dimensions that are connected to carry out the didactic process. Among these dimensions are the main agents of the process, which are the teacher and the students; the pedagogical resources,

such as the planning of the methodology, tools, and the appropriate assessment; and finally the structural frameworks, which includes the objectives to be achieved in this process and the curriculum, which includes the respective adaptations to the educational context (Osorio et al., 2021).

In the same way, Osorio et al. (2021) indicate that, in this process, the teacher and the student maintain an active and reciprocal participation, where each one contributes to the development and outcome of the teaching-learning process. Therefore, Puya (2023) argues that the students must put into practice all their knowledge and abilities related to the skill being developed, in order to achieve competent mastery in the educational context.

Therefore, it is important to mention that learning has great difficulties due to the lack of family support for their children to learn a new language. In this situation, it is essential that teachers awaken interest through innovative methodologies so that students learn and show that through this learning they can grow and open doors in a competitive job market (Almeida & Moya, 2019).

On the other hand, the second main actor in this process is the teacher, who, according to Castillo et al. (2023) takes on various roles. Their role is not focused on transmitting knowledge, but they must also promote critical thinking in students. In addition, it is essential that the teacher communicates with their students to identify their needs and make the necessary adaptations that allow meaningful learning to take place.

Continuing with the dimensions of the teaching-learning process, Macías-Mendoza (2017) states that it is necessary for the teacher to implement dynamic methodologies that promote the active participation of the student. In this regard, he proposes that the use of

different approaches to English teaching is key to achieving the objective of the class. However, Zambrano et al. (2022) argue that only society has changed significantly, but education has not.

Therefore, according to Martín (2009) the teacher has the right to choose an appropriate approach to teach a second language. Taking into account that the expected results will depend on the chosen approach. This author mentions the traditional method as an inefficient method that lacks motivation for the students, since it focuses on memorizing grammar rules and translating literary texts.

In the same vein, a new model for teaching the English language emerged, called the Audiolingual Method, in which authors such as Navarro & Piñeiro (2011) argue that this method relies on techniques like memorization and repetition, focusing only on grammatical structures without making any effort to improve spontaneous communication.

Following the Audiolingual Method, the communicative approach emerged as a new paradigm in language teaching. According to Gooding de Palacios (2020) is aimed at helping the student develop meaningful communication in both oral and written expression.

Therefore, new methodologies with a more interactive approach have begun to be introduced, allowing students to build meaningful learning. As noted by Baque-Reyes & Portilla-Faican (2021) this type of learning offers advantages in the teaching process, as it is interactive with its context, allowing the student to be actively involved in the construction of their own knowledge.

Based on the advantages of meaningful learning, active methodologies such as Project-Based Learning (PBL) have emerged. According to Guerrero (2022) this methodology promotes knowledge construction through the active participation of the student, who must solve

contextualized challenges using the content learned, in order to achieve meaningful and lasting learning.

Likewise, from these active learning approaches, the collaborative learning methodology is incorporated. According to Vargas et al. (2020) this methodology encourages the participation of each student within their group, where they must contribute their individual knowledge in order to collaboratively solve a group challenge.

And as the last active methodology, there is problem-based learning. According to Espinoza (2021) this contributes to strengthening essential skills such as effective communication, decision-making, and the ability to solve complex situations related to real and everyday contexts.

Taking all these methodologies into account, it is important to recognize that teaching strategies must be adapted to the specific educational level in which they are applied. In this regard, Bravo-Cobeña & Viguera-Moreno (2021) education must respond to the changes and evolution of society, and classes should be designed as two-way spaces where knowledge is built and applied, avoiding the simple transmission of content to the student. Also, it is necessary to consider the curriculum content for teaching the English language in order to reach the exit profile proposed in the national curriculum for EGB and BGU (Ministry of Education, 2016).

Likewise, the Ministry of Education (2016) establishes that students who finish 7th grade of EGB must reach an A2 level, according to the standards of the Common European Framework of Reference for Language (CEFR). Therefore, in the following years (8th, 9th and 10th grade of GBE), grammatical knowledge and vocabulary are reinforced to consolidate previously acquired knowledge, incorporating new vocabulary and grammatical structures that are applied in everyday situations. This allows the learning process to be progressively consolidated so that

students reach higher levels with a solid foundation and achieve B1 level by the end of the 3rd year of BGU.

Finally, as a fundamental component of the teaching process, there is evaluation. According to Ruay & Campos (2020) they state that through evaluation, the teacher obtains information about each student's performance, and it is necessary for students to know the criteria that will be evaluated before taking the test. At the end of the evaluation, the teacher can determine if the students have achieved the learning objectives or if it is necessary to provide reinforcement on the evaluated topics. Therefore, according to these authors, through this component, the teacher can verify if the group has reached the required level.

1.2.2. Characteristics of the Project-Based Learning Methodology.

The project-based learning methodology, according to Galeana (2006) focuses on the creation of a final product through the development of a project, which will be carried out by groups working on a specific topic. This allows students to have more autonomy in this execution.

Likewise, this methodology needs to be meaningful, according to Larmer and Mergendoller (2010):

A project is meaningful if it fulfills two criteria. First, students must perceive the work as personally meaningful as a task that matters and that they want to do well. Second, a meaningful project fulfills an educational purpose. Well-designed and well-implemented project-based learning is meaningful in both ways (para. 3).

In other words, PBL involves the active participation and interaction of both the student and teacher in the development of a project. The student gets involved based on the interest and

motivation the project generates, while the teacher acts as a guide and facilitator to address the educational goals established during the project's execution.

According to Cobo & Valdivia (2017) project work promotes the negotiation of commitments and decision-making within the team, as well as the development of social and tolerance skills. This helps develop critical thinking and creativity to look for innovative solutions. Therefore, according to Delgado & Alarcon (2022) this methodology gives students a leading role, as they must be actively involved in the creation of the product. This encourages critical and reflective thinking, allowing them to solve the challenges that arise during the execution of the product.

In relation to this, Borja et al. (2023) state that this methodology is based on the need for students not only to acquire knowledge, but also to take ownership of it and apply it in practice to build the project. In other words, according to this author, this methodology leads to meaningful and lasting learning through the practice of students' knowledge.

In the Project-Based Learning (PBL) approach, it is important to consider the roles of both the student and the teacher. According to Martí et al. (2010) the teacher shifts from the traditional role of transmitting knowledge to the role of a guide or facilitator, providing content so that students can actively build their own learning. On the other hand, the student takes on a participative role, where they build their knowledge collaboratively, developing the skills and content proposed by the teacher to carry out a final project. In addition, it is important to mention that this is because the methodology is based on constructivism through the resolution of contextualized and meaningful projects.

And finally, a key feature of project-based learning (PBL) is a structure made up of interrelated and flexible phase, as proposed by the PLANEA program and share by UNICEF

(2020) these phases guide the teaching and learning process and are: presentation of the challenge, followed by analysis of prior knowledge and needs, planning and organization, searching and synthesizing information, creation of the final product, presentation of the final project, and evaluation.

1.2.3. Theoretical Characterization of the Development of English Writing skills.

Writing skills are considered essential because it allows students to communicate and demonstrate what they have learned (Sánchez & Flores, 2021). Through writing, people can construct their knowledge and share it with their surroundings.

Writing skills are a fundamental component of education, play a crucial role in academic achievement and professional success (Moreno et al., 2022). Beyond their educational value, writing serves as a vital tool for preserving and transmitting knowledge across various domains, including scholarly research and workplace communication (Chasi-Solórzano et al., 2025).

Thus, the purpose of writing is to convey a message with successful understanding. For this reason, the writer must consider aspects such as punctuation, spelling, grammar and the use of a broad and context-appropriate vocabulary (Hinojosa et al., 2021).

Similarly, Chasi-Solórzano et al. (2025) state that writing requires the ability to organize ideas in a clear, coherent and cohesive manner in order to express them effectively. According to these authors, writing skills involve complex and structured processes to deliver a message with clarity.

In this regard, Roa (2014) argues that it is crucial for students to clearly understand the task instructions, including their characteristics, structure and the specific objective they must meet when submitting the assigned work, to support writing production aligned with the original purpose.

Moreover, to improve language learning, vocabulary instructions is essential; therefore, the teacher should select frequently used words, related to the content addressed and have practical value in the students' context (Herrera et al., 2025).

In addition to meeting the task objective and using appropriate vocabulary, grammatical mastery are key elements in the writing process. Moreira & Montero (2025) highlight that grammar allows for the construction of a clear message; however, limited mastery in this area can result in an incoherent message. A lack of knowledge about grammatical rules is reflected in the incorrect use of verb tenses or in the lack of agreement between subject and verb, whether in number or person.

Likewise, Andrade et al. (2023) point out that mastering grammatical rules is essential for students to develop correct writing and at the same time, to communicate successfully with their surroundings.

As a final aspect to consider in writing expression, Sierra & Lobelle (2025) emphasize that a text must meet semantic requirements so that the reader can understand the topic, the main idea and the supporting ideas within the text. They indicate that the main obstacles to successful text comprehension are problems of coherence and cohesion, which involve the improper use of connector, incomplete information and a lack of organization in ideas, sentences and paragraphs.

1.3: Contextual Characterization of the Teaching and Learning of English in Ecuador.

This chapter presents the results of the characterization the teaching and learning of English in Ecuador, as well as the diagnostic assessment applied to the tenth-grade students of GBE, room “D” at “N.A” Educational Institution during the 2025-2026 academic year to determine the current state of the development of their writing skills.

1.3.1. Contextual Characteristics of the Use of Project-Based Learning Methodology to Improve Writing Skills in the English Teaching and Learning Process in Ecuador.

The teaching-learning process of the English language in Ecuadorian classrooms continues to undergo constant renewal and innovation, with the aim of overcoming the traditional methodology, which has not generated significant changes in the development of students' language skills (Roca-Castro & Véliz-Robles, 2022).

Bringas (2020) states that students show weaknesses when it comes to expressing themselves in writing. Likewise, Solís (2022) states that writing represents a significant challenge for students, since it is a complex skill that requires mastery of several elements, and developing this skill requires different educational practices that effectively build this competence in students.

Therefore, several studies conducted in Ecuador have been analyzed, in which Project-Based Learning (PBL) is implemented with the aim of improving this competence in the English language. In this regard, a study carried out at the in a study conducted at the Technical University of Manabí by Solórzano-Intriago & Loor-Salmon (2023) concluded through a pre-test, that although students should have a B1.2 level according to the semester they are in, the majority present an A1 level in productive skills, such as writing and speaking. After applying the intervention based on Project-Based Learning (PBL), the results of the post-test showed an increase in levels, reaching B1 in writing skills and B2 in speaking skills. This demonstrates a significant effect on the development of students' productive skills in the area of English.

Castillo et al. (2024) evaluated students' performance through a writing production test in their study titled Analysis of the Influence of Project-Based Learning on the level of English language learning in a higher education institution in Ecuador. This test considered aspects such

as content, organization, accuracy or precision, and design. The results of the Pre-Test showed a score of 14.1, and after the implementation of Project-Based Learning (PBL), it was confirmed through the Pos-Test that the score increased to 15.5. This confirms that Project-Based Learning has a significant impact on the achievement level of writing English production in a higher education institution in Ecuador.

Furthermore, Larrea (2020) emphasizes the feasibility of the Project-Based Learning (PBL) method to develop writing skills in English among ESPOCH students. Larrea points out that “This improvement after the utilization of PBL is because of the use of applied strategies dependent on this method. The use of PBL can improve the sub-skills essential for writing” (p. 12).

Therefore, Gonzales & Miñan (2023) from the Technical University of Machala conducted a study titled *The Use of the Project Based Learning Methodology to Improve Oral Expression in English*, in which they concluded that “PBL allows the teacher to include projects in their lesson plan, so that students relate these topics learned in class with their daily experience, thus being able to generate possible solutions to a certain problem” (p. 42).

Nevertheless, these studies have not specifically and exclusively addressed how to use Project-Based Learning (PBL) to strengthen the productive writing skills in English, considering key indicators such as Content, Grammatical Accuracy, Vocabulary, Organization (cohesion - coherence). For this reason, the incorporation of this methodology is proposed as a teaching strategy to comprehensively develop the productive skills in learning the English language.

1.3.2. Diagnosis of the current level of English writing skills at "NN" High School.

This section presents the results obtained from the diagnosis conducted with tenth-grade students from class “D” at “N.A” Educational Institution. The instruments used for data collection were: Observation (Appendix 1) and Pedagogical Tests (Appendix 2).

The first instrument used is the observation of the students' writing skills during the diagnostic test, analyzing their behavior while completing the test.

Key findings:

-Lack of attention to instructions: Many students did not carefully read the test instructions, repeatedly asking their peers or the teacher for clarification.

-Poor drafting habits: The majority of students completed the exam without engaging in drafting or revising processes, writing their responses directly.

-Limited vocabulary and dictionary use: Students lacked knowledge of English words but did not use dictionaries because their teacher did not require them to bring one to class.

-Literal translation: Although students were able to formulate ideas in their native language, they showed difficulties when transferring them into English due to a limited command of grammatical structures, often relying on literal translation.

-Teacher dependence: Some students felt comfortable asking the teacher for clarification on unclear concepts.

-Preference for collaborative work: Several students requested to take the test in pairs or groups.

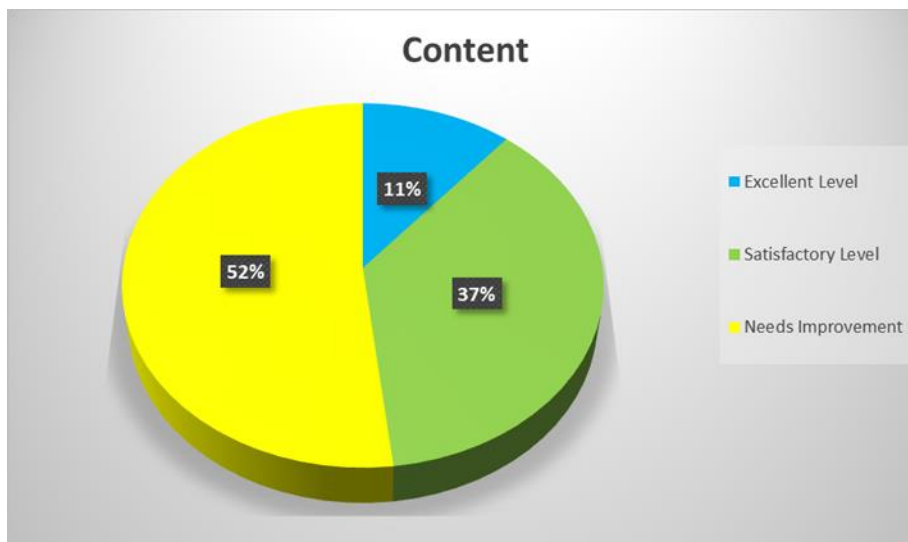
-Time constraints: most students did not review their texts before submission due to limited time.

Pedagogical test: pre-test

A pre-test was used to determine the current level of English writing skills of the tenth-grade students from class “D” at “N.A” Educational Institution. Therefore, the following analysis presents the results of this pre-test, which is based on the dimensions and indicators of this project.

Graphic 1

Dimension 1: Content



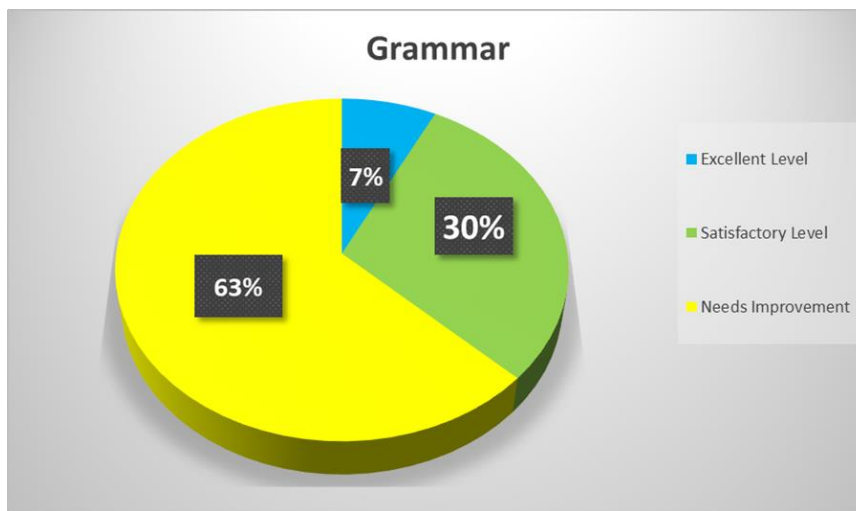
This dimension makes it possible to evaluate whether the student fulfills the assigned task. As shown in this figure corresponding to the content dimension, it reflects the performance level of the 27 students evaluated, categorized according to the quantitative rubric used in the diagnosis of writing production.

It is observed that 52% of the students are at the "needs improvement" level, which means they vaguely accomplished the task requirements. On the other hand, 37% of the students reached the "Satisfactory" level, the student partially accomplishes the task requirements. Finally, only 11% were able to reach the "Excellent" level, the student fully accomplishes the task requirements.

This figure highlights the need to strengthen content development in students' writing production.

Graphic 2

Dimension 2: Grammar



The grammar dimension allows for the construction of a clear message through the correct use of grammatical structures and verb tenses. Therefore, this figure shows the performance level of the 27 students evaluated.

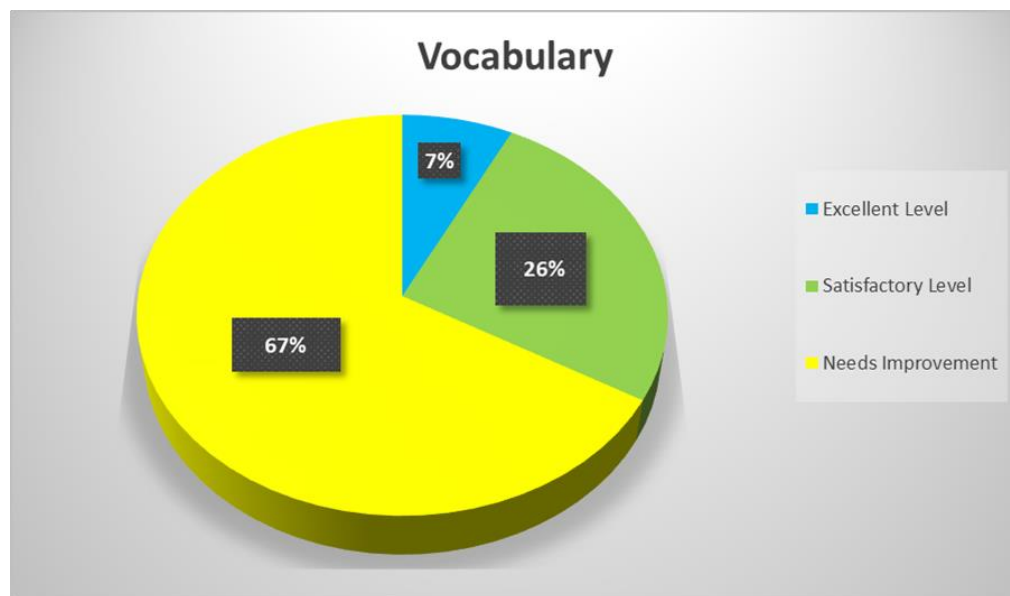
This chart shows that 63% that is, the majority of the students are at the “Needs improvement” level, which indicates that the student does not make use of the grammatical structures, with errors that affect the clarity of the message. In contrast, 30% reached the “Satisfactory” level. This demonstrates that the student makes some errors in the use of grammatical structures that slightly affect the comprehension of the message.

On the other hand, only 7% of the students reached the “Excellent” level, showing clear mastery the grammatical structures and vary the verb tenses learned in the classroom.

This figure highlights the urgent need to reinforce grammar learning among the majority of students, through didactic strategies that help them practice the grammatical structures.

Graphic 3

Dimension 3: Vocabulary



The vocabulary dimension determines whether the students have a good vocabulary range and use that vocabulary correctly. This chart shows the lexical proficiency of the 27 students evaluated, categorized according to the criteria established in the quantitative rubric.

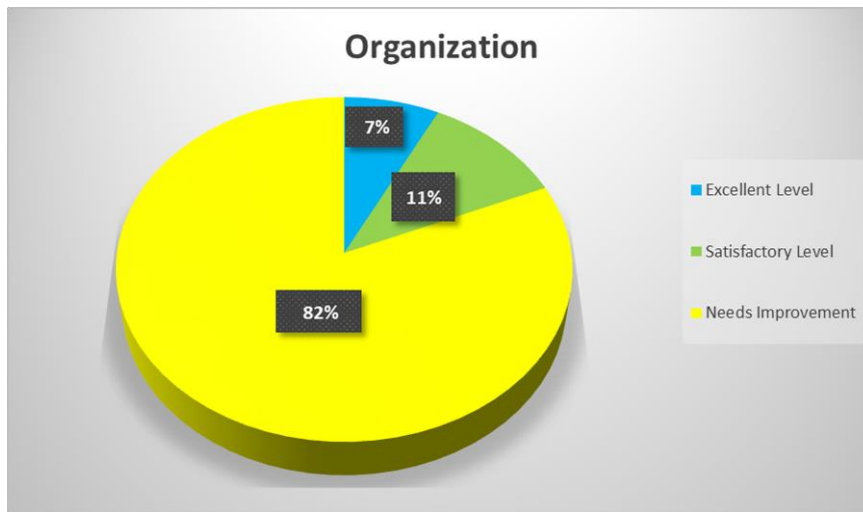
This chart highlights that 67% of students fall into the “Needs Improvement” level, which indicates that they use inappropriate, repetitive, and insufficient vocabulary.

On the other hand, 26% of the participants were placed at the “Satisfactory” level, using appropriate but limited vocabulary. Finally, only 7% of the students reached the “Excellent” level, demonstrating varied vocabulary that is appropriate to the context.

In conclusion, the results show that a large part of the group lacks a functional and sufficient vocabulary for effective writing production. Therefore, it is necessary to use and implement pedagogical strategies that support vocabulary acquisition and application in various texts.

Graphic 4

Dimension 4: Organization



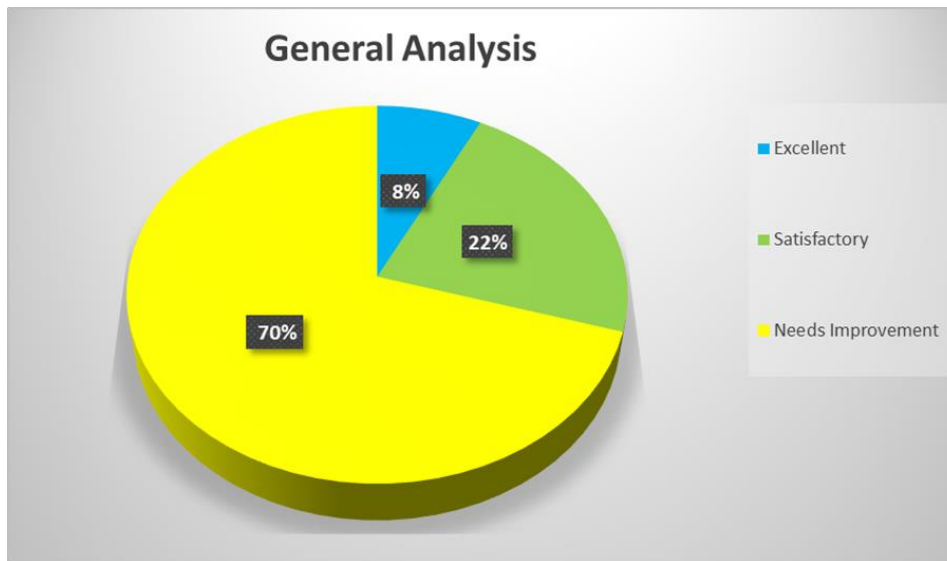
The organization dimension identifies the ability to structure a text with clarity and logical order in its ideas. This chart shows the performance of the 27 students evaluated, based on the criteria established on the rubric.

The results show that 82% of the students are at the “Need Improvement” level. This implies that students present disorganized text with no connection between ideas and no use of connectors. On the other hand, 11% of the students were placed at the “Satisfactory” level, showing that students have little organization in the text, with issues in clarity and the connection of ideas. Finally, only 7% reached the “Excellent” level, demonstrating organized text with clear ideas that are logically connected.

Therefore, this chart demonstrates that the organization dimension represents one of the most critical areas in writing production. Consequently, it is necessary to implement pedagogical strategies to develop coherence and cohesion in texts.

Graphic 5

General Analysis



According to the results of the writing production pre-test, three performance levels were identified among the 27 students evaluated, based on the criteria of content, grammar, vocabulary and organization established in the quantitative rubric.

As shown in the chart, only 8% of the participants demonstrated Excellent proficiency in their writing expression. This percentage achieved excellent scores in the four evaluated dimensions, producing texts with a clear structure, fulfilling the assigned task, using a wide range of vocabulary, and applying correct grammatical structures.

In contrast, 22% of the students reached a satisfactory level in their writing expression. Although they did not excel in all dimensions. On the other hand, 70% of the students demonstrated a “Need Improvement” level, with low scores in the evaluated dimensions. Their texts show no accomplishment the task, no make use of the grammatical structures, no uses vocabulary appropriate and presents a disorganized text

Finally, the results of the pre-test demonstrate the need to intervene in pedagogical practice through a class system based on the Project-Based Learning methodology to develop

English writing expression among the tenth-grade students of class ‘‘D’’ at ‘‘N.A’’ Educational Institution.

CHAPTER II

A PROJECT-BASED LEARNING CLASS SYSTEM TO IMPROVE WRITING SKILLS.

METHODOLOGICAL FRAMEWORK.

This chapter addresses the methodological aspects selected to achieve the objectives of the present research. It outlines key components such as the research approach and type, the overall research design, the target population, as well as the theoretical and empirical methods applied. Additionally, it describes the techniques and instruments used for data collection.

2.1. Research paradigm and Type.

This study was conducted within the quantitative research paradigm. As Pinto (2018) argues about the quantitative research should be characterized by its objectivity and its focus on results, which are obtained through direct intervention in the phenomenon under investigation.

The design of this study is experimental. As noted by Galarza (2021) this type of design seeks to implement and evaluate interventions in order to verify the effectiveness of scientific research. Within this framework, the independent variable generates changes in the dependent variable. While the independent variable defines the experimental groups, the dependent variable must be measured before and after the intervention to determine the effects obtained in the experiment.

This research employed a pre-experimental design, in which the independent variable intervenes in only one experimental group and the dependent variable is measured with a pre-test at the beginning and after the intervention with a post-test. (Galarza, 2021)

2.2. Population

The population of this research comprises tenth-grade students of General Basic Education (GBE) in the city of Machala, El Oro Province.

2.3. Research methods.

In this study, theoretical and empirical level methods were used. The theoretical level methods include historical-logical, analytic-synthetic and hypothetical-deductive methods. The empirical level methods include two pedagogical tests such as a pre-test and a post-test, and an observation sheet. These methods will help us to determine the current students' writing proficiency level and to understand teaching practices.

2.3.1. Theoretical Level Methods.

According to Santiesteban (2014) theoretical level methods allow for the analysis and characterization of the object of study in order to explain the phenomena being investigated and to theoretically understand reality. Therefore, in this research, the following theoretical level methods were used to establish the conceptual framework and guide the methodology of the present study.

2.3.1.1. *Historical Logical Method.*

The historical logical method allowed us to construct the historical background of the object and field of this research. From a technical perspective, López and Ramos (2021) argue that this method enables understanding the history and evolution of the object of study presented in the research through its chronological sequence, while also logically expressing the essence of the object by analyzing its development over time.

2.3.1.2. Analytical-Synthetic Method.

The analytical-synthetic method allowed us to structure the conceptual background in an objective sequence to approach the analysis of the results obtained from the pedagogical tests and the development of the conclusions of this research. Rodríguez and Pérez (2017) argue that the analytical- synthetic method consists of two processes that address an objective reality: analysis, which breaks down a whole into its parts for study, while synthesis combines these analyzed parts to uncover relationships between the elements.

2.3.1.3. Hypothetical-Deductive Method.

According to López-Roldán and Fachelli (2020) the hypothetical-deductive method begins with the formulation of hypotheses, which are the subjected to a deductive process in various stages that connect them with experience, thus allowing the hypotheses to be confirmed or refuted. Therefore, within the framework of this research, this method allowed us to construct and verify the hypotheses posed in this study in order to confirm or refute them.

2.3.1.4. Systemic Method.

In this research, the systemic method proposed by Ortega-Chávez et al. (2021) was adopted, which holds that it is a research strategy based on bibliographic review. The objective of this approach is to interrelate knowledge with experience in order to understand the entirety of a phenomenon.

2.3.2. Empirical Methods

According to Rojas et al. (2018) empirical methos should be employed based on the primary needs of scientific research, fulfilling the objective of addressing the research object, as

well as the problem, objectives and the verification of variables, which allows for the evaluation of the indicators of scientific research. Taking this into account, this research employed the following empirical methods: indirect observation and pedagogical testing.

2.3.2.1. Observation

As stated by Medina et al. (2023) this method allows for the analysis of the behavior of the groups to be studied in their environment. These methods include participant observation, where the researcher actively involves themselves in the activities being studied, and non-participant observation, in which the researcher observes events without direct engagement, maintaining objectivity. In this research, the non-participant observation method was used indirectly to gather information about the observed phenomenon.

2.3.2.2. Pedagogical test

According to Rosalba et al. (2023) pedagogical test are evaluation instruments applied to students who will participate in the research in order to identify their level of mastery of academic knowledge. Likewise, for Medina et al. (2023) a test consists of a set of questions designed to assess a specific characteristic, and its score serves as a starting point to determine the level of mastery of that characteristic. In this sense, this method allowed us to identify the level of mastery in English writing skills among the students who are part of the study population in the present research.

2.3.2.3. Measurement

According to Mendoza & Garza (2009) an appropriate measurement process allows researchers to achieve the objectives proposed in a study. Therefore, the instruments used must

be applied correctly. These instruments should demonstrate a high degree of reliability, meaning they are minimally affected by random errors. However, it is also essential that they guarantee validity to ensure they accurately measure the intended phenomenon rather than a different one. For this reason, in the present research, this instrument is used to collect data that helps verify the relationship between the results obtained and ensure that the applied instrument has the necessary validity to meet the proposed research objectives.

CONSISTENCY MATRIX

Scientific Problem	General objective	Scientific hypothesis	Definition of variables	Dimensions	Indicators
How can the English writing skills for tenth-grade students of General Basic Education (GBE), room “D” at “N.A” Educational Institution, during the 2025-2026 academic year be improved?	Elaborate a class system using the Project-Based Learning (PBL) methodology to improve the writing skills in the English language for tenth-grade students of General Basic Education, room “D” at “N.A”	If a system of classes based on the use of the Project-Based Learning (PBL) methodology is applied, it will improve the writing skills for tenth-grade students of GBE, room “D” at “N.A” Educational Institution during	Independent Variable The class system based on the use of the Project-Based Learning (PBL) methodology Dependent Variable Which is the improvement of writing skills. Definition The purpose of writing is to convey a message with successful understanding (Hinojosa et al., 2021)	content	Comply with the task instructions perfectly.
				Grammar	-Correct use of grammatical structures. -Varied use of verb tenses
				Vocabulary	-Good range of vocabulary. -Correct use of vocabulary.

	Educational Institution, during the 2025-2026 academic year.	the 2025-2026 academic year.		Organization	-The structure of the writing is clear(I/BP/C). -The order of the ideas is logical (connectors).
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QUANTITATIVE RUBRIC

Dimensions: Content, Grammar, Vocabulary, Organization

Rating Scale: 7-10 (Excellent), 4-6 (Satisfactory), 0-3 (Need Improvement)

Dimensions	7-10(Excellent)	4-6 (Satisfactory)	0-3 (Needs Improvement)
Content	The student fully accomplishes the task requirements.	The student partially accomplishes the task requirements.	The student vaguely accomplishes the task requirements.
Grammar	The student masters the grammatical structures and vary the verb tenses learned in the classroom	The student makes some errors in the use of grammatical structures that slightly affect the comprehension of the message	The student does not make use of the grammatical structures.
Vocabulary	The student uses varied vocabulary that is appropriate to the context	The students uses appropriate but limited vocabulary	The student uses vocabulary that is inappropriate, repetitive, and insufficient.
Organization	The student organizes the text with clear ideas that are logically connected	The student has little organization in the text, with issues in	The student presents a disorganized text with no connection between ideas and no uses of connectors.

		clarity and the connection of ideas	
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Grading

Maximum total score:10 points (3 parameters).

7 to 10 points: Excellent level.

4 to 6 points: Satisfactory level.

0 to 3 points; Needs Improvement.

CHAPTER III

A PROJECT-BASED LEARNING (PBL) CLASS SYSTEM TO IMPROVE WRITING PROFICIENCY IN ENGLISH.

This section presents the design of an instructional system grounded in the Project-Based Learning (PBL) methodology, specifically aimed at improving English writing skills among tenth-year students at “N.A” Educational Institution. The pedagogical approach encompasses three key phases: planning, implementation and assessment of integrated activities within meaningful projects. Notably, these components are carefully designed to address the competency dimensions identified in the diagnostic phase.

3.1. Theoretical foundations of the Project-Based Learning (PBL) classroom system for enhancing English writing proficiency.

Writing, as Portillo (2022) asserts, constitutes an extensive process that necessitates incorporating resources, strategies and developing structured planning to produce properly crafted texts. Similarly, Kloss and Muños (2022) contend that writing demands systematic and sustained training, given that mastery of this skill is neither innate nor easily attained by humans.

For this reason, the current didactic proposal is structured as a classroom system designed to enhance writing expression. As Hernández et al. (2013) emphasize, a classroom system involves the coherent organization of lesson plans to achieve predefined learning objectives. Building on this perspective, Espinoza-Freire et al. (2022) argue that from a pedagogical standpoint, instructors must systematically organize content and select appropriate resources aligned with their chosen methodology to effectively address target competencies in students.

Gooding de palacios (2020) argues that it is necessary to seek and apply effective methods to teach the English language, involving didactic and psychological advances that allow

progress in the teaching of this language. In this context, the present proposal adopts the Project-Based Learning methodology in order to improve writing skills in English, assuming different pedagogical, didactic and psychological foundations that support it.

From a pedagogical perspective, the proposed classroom system is based on constructivism, using ideas from Piaget and Inhelder (1997) they explain that cognitive development doesn't come only from natural biological factors in each student, but also from hands-on experiences connected to their environment and daily life.

According to these authors, practical activities and the active role of students in their own learning are very important. That's why Project-Based Learning (PBL) works well here it creates hands-on real-world learning that students build themselves.

In this same vein, Ortiz (2015) explains that in the constructivist approach, teachers and students maintain a close relationship where they exchange and compare knowledge with each other. This interaction helps build understanding that leads to long-lasting learning.

From a teaching perspective, this proposal follows the principles outlined in Ecuador's National English Curriculum. According to the Ministry of Education (2016) which states “language is best learned as a means to interact and communicate, rather than as a body of knowledge to be memorized” (p. 3). Based on this principle, language learning focuses on the development of communicative competence, emphasizing continuous practice and avoiding memorization.

Therefore, according to Castañeda (2017) points out, students need to take on an active role, developing skills that allow them to acquire competencies in language use. In this process, teachers should act as guides, helping students solve problems through critical thinking and

collaborative work with their peers. In other words, these elements are essential in the competency-based education approach.

Finally, from a psychological and educational perspective, this proposal is based on the theory of meaningful learning. According to Baque-Reyes and Portilla-Faican (2021) in this type of learning, students activate their prior knowledge to build broader understanding through the practical and everyday use of that knowledge, allowing it to be consolidated in the mind as useful and lasting learning. Along the same line, Larmer et al. (2015) argue that this methodology allows students to "deeply learn traditional academic content and understand how it applies to the real world" (p.2). In other words, this methodology strengthens the link between academic knowledge and its usefulness in daily life, creating meaningful learning for students.

3.2. Description of the Class System based on Project-Based Learning to Improve Writing Skills in English.

The class system based on the Project-Based Learning (PBL) methodology in this work aims to improve writing skills in English for tenth-grade students in General Basic Education. Through the development of practical projects. These projects are carried out in small groups where students collaborate using their prior knowledge. During the writing project process, students must integrate different aspects of writing such as content, vocabulary, grammar and organization to present a meaningful final product.

According to Garza (2023) this methodology is centered on the creation of meaningful projects based on real-life situations from the student's environment. In this way, it promotes the development of key skills such as critical thinking, collaborative work and autonomy.

Similarly, Castillo (2022) notes that this methodology completely transforms traditional roles: students become active participants in their groups working toward common goals, while

teachers facilitate the process by providing appropriate resources and scaffolding to guide the students during the development of the project. Consequently, according to Zambrano et al. (2022) emphasize that teachers must create strategies aimed at addressing identified problems by designing activities and assigning responsibilities at both the individual and group levels, so that students can develop autonomous and collaborative learning. Therefore, as these authors highlight, continuous interaction between students and teachers is essential for developing final project that meet all required objectives.

According to UNICEF (2020) within the framework of the PLANEA program, the phases of Project-Based Learning are described. The first phase is the presentation of the challenge, which is led by the teacher. This phase aims to capture the student's interest through a proposal that is meaningful and connected to their reality, so that they remain engaged throughout the project. The second phase is the analysis of prior knowledge and learning needs. In this stage, the students identifies what the project requires, focusing on the knowledge they already have and what they need to learn in order to complete the project effectively. Simultaneously, the teacher supports this process through guided activities, helping students recognize what they know and what they need to strengthen (UNICEF, 2020)

The third phase, according to the project-based learning model proposed by the PLANEA program and shared by UNICEF (2020) is planning and organization. In this phase, the goal is to define the process that students need to follow in order to complete the project, promoting a structured workflow that organizes the necessary actions to achieve the project's objectives. In the same line, the fourth phase focuses on the search for and synthesis of information. During this stage, students begin to build their knowledge, either independently or with the teacher's guidance. In this phase, the teacher supports, guides, answers question and helps organize the

content so that students can identify what they already know and what they still need to learn in order to complete the project (UNICEF, 2020).

The fifth phase corresponds to the development of the final product. In this phase the project is progressively carried out throughout the working sessions. It involves the integration of both prior knowledge and newly acquired knowledge, guided by the teacher and supported through teamwork. Finally, the sixth phase is the presentation of the final product. In this last stage, students present their projects to the rest of the class. Although the teacher does not assign a summative grade at this point, this approach encourages students to reflect on and evaluate their own work before presenting it to their classmates (UNICEF, 2020).

In project-based learning, there is a cross-cutting phase called metacognition and assessment. This stage is present throughout the entire process, as the teacher supports the evaluation process while students constantly engage in self-assessments and peer assessments. These help them reflect on their progress and the development of the skills they are acquiring through the creation of the project (UNICEF, 2020).

To conclude the evaluation of the class system based on the project-based learning methodology, Galeana (2006) states that formative assessment should be applied, either by group members or by the teacher. Additionally, the teacher should create an environment of trial and error, where students feel free to create without the fear of being graded in a way that could affect their overall average. This approach allows students to evaluate their own work and build solid knowledge.

3.3. Characterization of the Class System to Improve Writing Skills in English.

WEEK 1

Class: 1

PHASE: phase 1, 2 and phase 3 –presentation of the challenge, analysis of prior knowledge and work organization

Unit: Simple Present

Topic: Project introduction and use and grammatical structures.

Objective: Form groups, present the project structure, select topics, reinforce the use of the simple present and time expressions.

Content:

- Simple present
- Time expressions

Teaching Strategies: PBL methodology

Time: 100 minutes

Resources: English notebook, flashcards, worksheets, board, markers.

Introduction (30 minutes):

At the beginning of the class, start by asking the students if they send emails to their friends telling them about their lives. Once the questions are posed, explain the project they will have to carry out. Then form small groups, once in groups, conduct a brainstorming session about which topics they would like to tell their friend about in an email. Each group selects a topic of interest.

Development (40minutes)

Review the grammatical structure (simple present) with a guided explanation of usage, structure and examples. Then each student writes sentences using the simple present that will later contribute to the final email project. Students research vocabulary they will use according to their chosen topic.

Closing (30 minutes):

Students share their sentences with the group, creating a mind map with the sentences that will be used in the email. This will be the partial product.

WEEK 1

Class: 2

Phase 4: Information search and synthesis.

Unit 2: Present Continuous

Topic: Email development and applying the use of the present continuous

Objective: Continue developing the content of the email by applying the present continuous and integrating appropriate vocabulary and time expressions.

Content:

- Present continuous
- Vocabulary and appropriate time expressions

Teaching Strategies: PBL methodology for the improvement of writing skills.

Time: 50 minutes

Introduction (15 minutes)

Guided review of the present continuous, its use, structure and a comparison between the simple present and the present continuous to help students identify how and when to use each grammatical structure.

Development (20 minutes)

Students in the group discuss how to use this tense to continue with the email and write sentences describing current actions related to their project topic, using time expressions in the sentences.

Closing (15 minutes)

Within the group, students correct and remove sentences that are unrelated or incorrect for this tense and as a partial product, add these sentences to the first draft of the email.

WEEK 2

Class: 3

Phase:5 development of the Final product

Cross-cutting Phase: meta-evaluation and group review

Unit: Organization

Topic: text revision and coherence

Objective: review and improve text organization, use connectors to enhance coherence

Content:

- Text structure
- Text organization

Teaching strategies; PBL methodology of the improvement of writing skills.

Time: 100 minutes

Introduction: (25 minutes)

An analysis of the structure of an email is conducted (greeting, body closing) first students review the sentences written in previous classes and then identify which aspects need improvement.

Development (40 minutes)

Students identify whether their text has a logical sequence, check if they fulfill content, grammar and vocabulary requirements, determine what changes need to be made in their email and whether they need to use connectors to link sentences and create paragraphs with logical sequencing.

Closing (35 minutes)

At the end of the class, students rewrite their emails incorporating the changes identified during the revision, producing a partial product with the corrected email.

WEEK 2

Class: 4

Phase:6 Presentation of the Final Product.

Topic: final project presentation

Objective: present the email written by each group.

Content:

- Final presentation

Teaching Strategies: PBL methodology of the improvement of writing skills.

Time: 50 minutes

Introduction: 10 minutes

The last class, dynamic activities were conducted at the beginning to break the ice and help students lose the fear of presenting their project. Then groups organize themselves to present their email to their classmates.

Development (30 minutes)

Each group presents their email, where each member reads a small part of the email.
Their classmates provide feedback on the email.

Closing (10 minutes)

Then, students present their work to the entire class and teacher for evaluation.

WEEK 3

Post-Test

Phase: 7 metacognition and evaluation

Cross-cutting phase: final evaluation (individual post-test)

Topic: Final individual evaluation

Objective: apply a post-test to measure individual progress

Content:

Final individual evaluation (content, grammar, vocabulary, organization)

Metacognitive reflection on personal learning and participation

Teaching strategies: individual instruments

Time: 100 minutes

Resources: Printed post-test, pencil, eraser

Introduction (5 minutes)

Brief oral review of the process experienced during the project, the teacher explains that now each student will individually demonstrate what they have learned, during the post-test sheet

Development (35 minutes)

Students complete the individual post-test, which includes:

Writing an email

Use of grammatical tenses (simple present, present continuous)

Proper use of connectors and textual coherence

Closing (10 minutes)

After the test, students answer reflection question such as:

What did I learn during this project?

What skills did I improve?

What was the most difficult part?

The teacher gives a brief closing, recognizing the group effort and individual achievements

CONCLUSION: This section presented a system of classes designed to strengthen writing skills, using Project-Based Learning methodology as the core to develop the four dimensions established in this research. This approach aims to promote meaningful learning, where students develop their writing abilities through active and collaborative participation with the teacher. Furthermore, it is based on the idea that knowledge is constructed from experience and the concrete application of the content worked on in the classroom.

CHAPTER IV

CLASS SYSTEM BASED ON THE PROJECT-BASED LEARNING METHODOLOGY.

This chapter presents the results obtained after the implementation of the class system designed to improve the writing skills in English among tenth-grade students of General Basic Education, room "D" at "NN" High School during the 2025-2026 academic year. To carry out this analysis, data collected through observation and the comparison between the results of pedagogical tests were used, which included the application of a pre-test and a post-test.

4.1. Description of the Implementation of the Proposal Based on the Class System Using the Project-Based Learning Methodology.

The author of this research initiated the necessary procedures to obtain permission from the institution where she carried out her pre-professional practices over a period of eight months. Once all the required documentation was submitted, the institution granted authorization to implement the thesis proposal.

This section describes the implementation of the class system, which was carried out over two weeks, consisting of four instructional sessions where the teaching system was applied using the Project-Based Learning (PBL) methodology. Each session lasted approximately 50 to 100 minutes, with a frequency of two classes per week, totaling 150 minutes. Below is a detailed account of the classes, based on classroom observations.

4.2. Description of the Implementation of a Class System Based on the Use of the PBL Teaching Method for the Development of English Writing skills.

Class 1

Date: June 3.2025

Duration: 100 minutes

The first class began with a question directed at the students: Do you send emails to friends who live in other places? Most of them responded no, mainly because they didn't know how to write an email or what elements it should include. Additionally, they mentioned that it had never occurred to them to write one.

In response to these answers, the teacher implemented the first phase of the project: presenting the challenge to the students. The challenge consisted of learning how to write an email to a friend. This proposal sparked the students' interest, as the topic was new to them. However, it also raised some questions, especially regarding the structure of an email. At this point, the second phase of the project was developed, focusing on identifying students' prior knowledge and learning needs.

Next, the teacher organized the students into small groups, with whom they would work throughout the project. Then, he gave a detailed explanation about how an email is structured and what elements it should include. After that, the groups were asked to discuss and choose a topic they wanted to write to their friends about. Following this activity, the teacher introduced the grammatical structure of the simple present, along with the time expressions commonly used with this tense. The students recognized that they had already studied this content in previous years, although they admitted having doubts about how to use it in everyday situations. Many students did not clearly remember how to form sentences or questions correctly.

To reinforce learning, the teacher provided individual activities focused on the use of the simple present and useful vocabulary for writing the email. Once they were completed, the students were invited to review their answers in groups, helping each other to solve any doubts. At this point, the third phase of the project took place: planning and organization.

During this class, strong teamwork and trust were evident among the members of each group. The students helped each other, sharing what they had understood and correcting the activities together before handing them in to the teacher. However, many questions came up related to vocabulary, since several words were new to them. The teacher helped with some of the answers, but left the rest as homework, asking the students to look up the meanings in the dictionary for the next class. In addition, everyone was asked to bring their own dictionary next time.

At the end of the class, the students created sentences using a simple present, related to the topic they had chosen for their email. These sentences were organized in a mind map that would serve as the basis for the first draft of the email.

Class 2

Date: June 4, 2025.

Duration: 50 minutes

In the second class, the students got back into their groups to continue working collaboratively. At the beginning of the session, the topics from the previous class were reviewed, especially those that had caused confusion. At this point, the fourth phase of the project was carried out, which involved the search, analysis, and synthesis of information. During this phase, the students shared the information they had researched at home about the new vocabulary, and the teacher oversaw checking and confirming the accuracy of their findings, correcting mistakes and clarifying concepts when necessary.

After that, the teacher introduced a new grammatical structure that the students would use in writing the email: the present continuous. Some students vaguely remembered the structures. However, they express doubts about when this tense should be used or what kind of actions it

describes. The teacher addressed these questions, explaining that the present continuous is used to describe actions that are happening at the moment of writing or during a current period.

Next, individual activities focused on the use of the present continuous were handed out, along with new vocabulary related to the topic of the email. After completing the activities, the students reviewed their answers in groups to identify and correct mistakes before turning them in to the teacher.

To end the class, the students wrote sentences using the present continuous and time expressions, related to the topic they had previously chosen for their email. Then, in groups, they selected the sentences they thought were most appropriate to include in their email. These ideas were organized in a brainstorming session, which helped them start shaping the first draft of the email.

Class 3

Date: June 10, 2025

Duration: 100 minutes

In this class, the fifth phase of the project was carried out, which focused on the creation of the final product. The students began by reviewing the sentences they had written in previous classes. The teacher asked them to organize those sentences into paragraphs, following an email structure. At that point, many questions arose, since the students had individual sentences and didn't know how to connect them coherently.

With questions like "How can I join these ideas?" Or "How do you say "porque" in English?". The teacher took the opportunity to introduce the use of connectors and explained their function and presented several practical examples that helped the students understand how and when to use linking words to connect ideas within a text.

Once the use of connectors was explained, the students began writing their second draft, now structured in full paragraphs that included a greeting, the body of the message, and the closing of the email. This exercise allowed the students to apply, in a practical way, the grammar and vocabulary content previously studied within a functional text structure.

To end the class, the students reviewed their second draft in collaboration with their group members. They made grammatical and coherence corrections with the goal of improving their work. Afterwards, they handed in the draft to the teacher, who gave them additional feedback to refine the final product of the project: the complete writing of the email.

Class 4

Date: June 11, 2025

Duration: 50 minutes

In this final class, the students did a last review of their emails, making sure they were correctly written in terms of structure, grammar, vocabulary, and organization. With help from the teacher and group work, they made the final corrections before presenting the final product.

Before starting the last phase, which is the presentation of the final product, a short icebreaker activity was done to reduce nervousness and motivate the students to share their work with confidence in front of the class.

Next, each group presented their email out loud to their classmates. During these presentations, the students read their texts with enthusiasm, applying what they had learned throughout the project. At the end of each presentation, their classmates gave suggestions, ideas, or comments about what else could be included in the email, as if they were real recipients of the message.

This exchange created a relaxed and cheerful atmosphere, since many comments were based on popular and familiar topics for the students, such as the Dragon Ball Z series or the character Homer Simpson. Thanks to this, the students used their creativity to imagine new situations or ideas that could be added to the emails, enriching the process with original and fun contributions.

The class ended on a positive note, where both individual effort and teamwork were appreciated. The students showed significant progress in their writing production in English and developed more confidence to communicate in the language.

Post-Test Description

Date: June 17, 2025

Duration: 100 minutes

The post-test was given to individually evaluate the students' level of development in English writing after the implementation of the Project-Based Learning (PBL) approach.

Students were asked to write an email about a topic of their choice, following the formal structure of an email and using the verb tenses studied (present simple and present continuous), as well as appropriate connectors. The activity was done individually and lasted 40 minutes.

After submitting their tests, the teacher led a round of reflective questions to understand the students' perception of the process, some of the most notable questions and answers were:

What did you learn during this project? Most students said they learned to develop tolerance and empathy with their classmates, since they usually don't work in teams with the goal of creating something together.

What skills did you improve? They mentioned improvement in their interpersonal communication skills due to constant group interaction. They also highlighted an increase in

autonomy and individual responsibility, as they felt committed to contributing to the group based on their own knowledge.

What was the most difficult part? The students agreed that the most challenging part was agreeing on the topic of the email at the beginning of the project, since each person had different interests.

At the end, the teacher gave a brief closing, recognizing the collective effort and the individual progress observed throughout the process. The teacher highlighted the students' growing commitment and their active participation in each class.

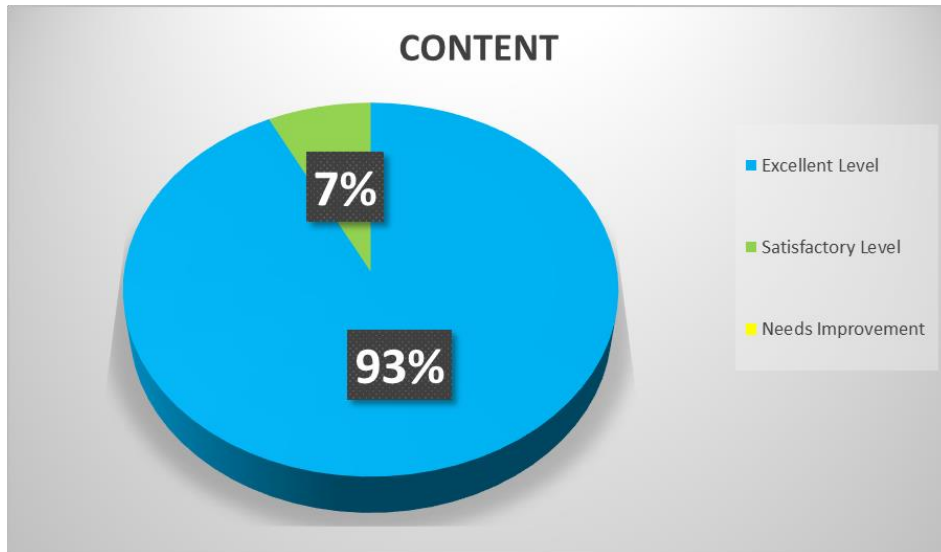
And as a conclusion, the class system was evaluated in a cross-cutting and formative way, since constant feedback was given during the sessions. However, the project also included an individual summative evaluation through the post-test, which was graded using the same rubric applied in the pre-test. This rubric evaluated the four main areas addressed in the project: content, vocabulary, grammar, and organization.

4.3. Details of the Post-Test Results According to the Evaluated Dimensions.

Below are the results obtained in the post-test, organized according to the four key dimensions considered in this project: content, vocabulary, grammar, and organization. These dimensions were evaluated using a previously established rubric, which was also used in the pre-test, allowing for a direct comparison of the students' progress.

Graphic 7

Dimension: Content



This dimension evaluated the relevance, clarity, and development of the ideas presented in the email. The vast majority of the group reached the “excellent” level, corresponding to grades between 7 and 10 specifically, 93% of the students-25 out of 27 received a score within this range, which shows that they fully accomplish the task requirements and were able to express their ideas in a coherent and relevant way.

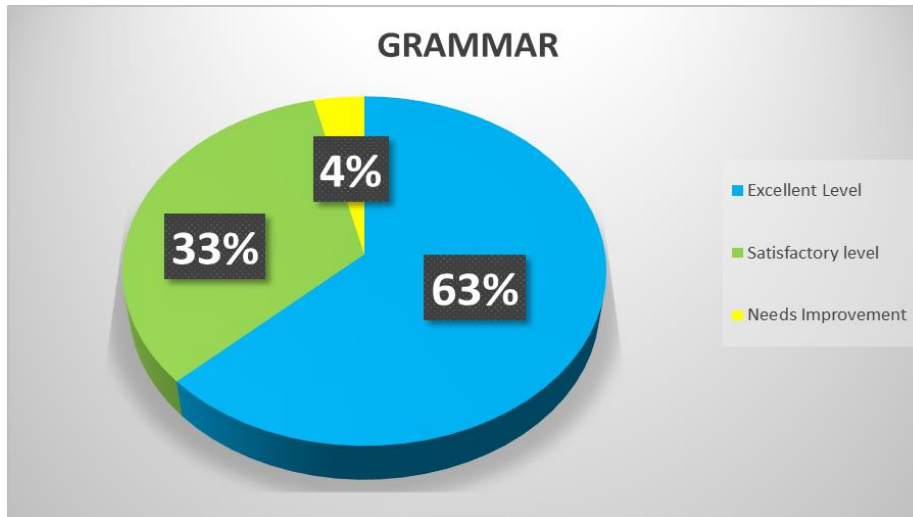
On the other hand, only 7% of the group. That is, two students were at the “satisfactory” level, with scores between 4 and 6, indicating partial accomplishment of the task requirements.

However, this small percentage does not represent a concerning trend but rather isolated cases where content development still needs improvement.

In general, the results show a strong command of content and a clear improvement compared to the initial performance observed in the pre-test.

Graphic 8

Dimension: Grammar



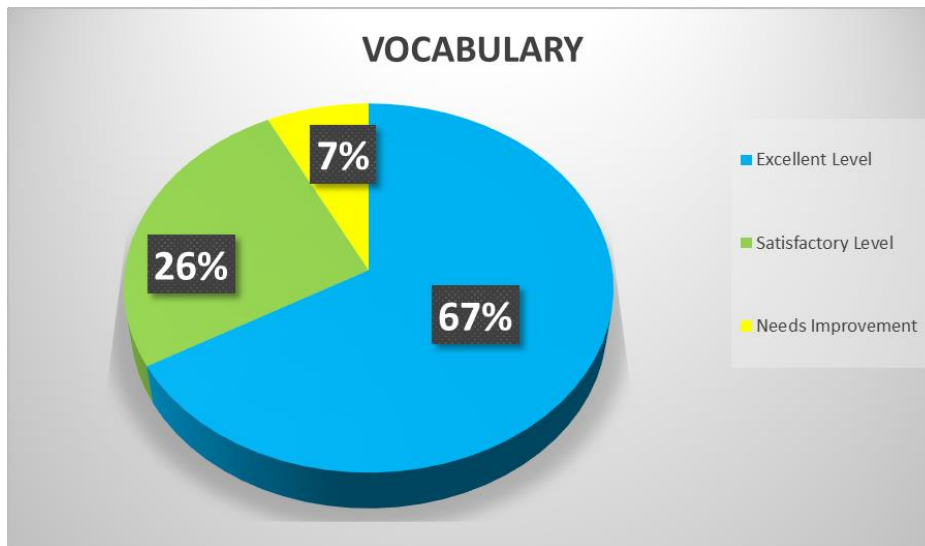
In the grammar structures dimension, a relative majority of students reached the "Excellent" level (7-10), with 17 participants, which represents 63% of the total. According to the established rubric, these students master the grammatical structures and vary the verb tenses learned in the classroom. This result reflects a solid and consistent performance in applying the grammar content taught.

However, 33% of the group (9 students) reached the "satisfactory" level (4-6). This percentage, although not alarming, indicates that a significant number of students make some errors in the use of grammatical structures that slightly affect the comprehension of the message.

Finally, 1 student (4%) was placed at the lowest level, "needs improvement" (0-3), which means that the students do not make use of the grammatical structures. Although this represents a minority, the situation should be addressed with targeted support strategies and individualized follow-up.

Graphic 9

Dimension: Vocabulary



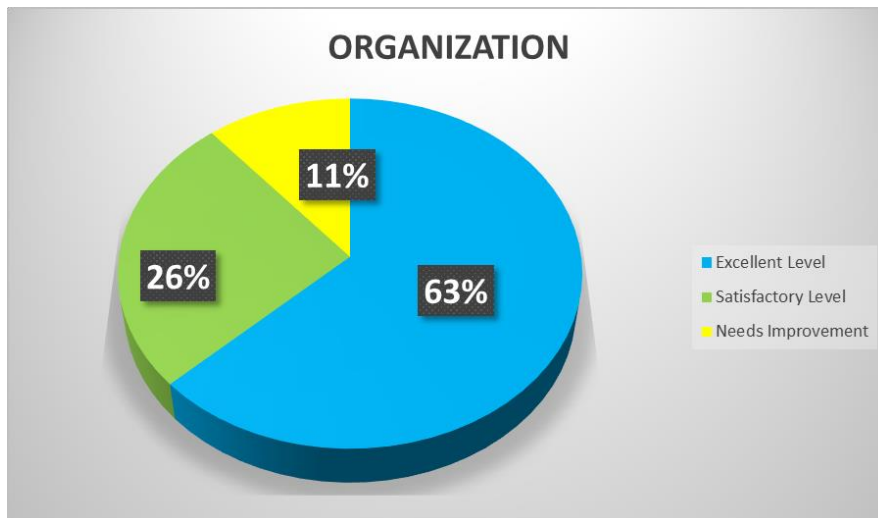
Regarding vocabulary use, the results show that 18 students, equivalent to 67% of the total, were placed at the "Excellent" level (7-10). According to the rubric, the students use varied vocabulary that is appropriate to the context, which indicates a competent use of the learned vocabulary and an ability to adapt it effectively to different communicative situations.

On the other hand, 7 students (26%) were at the "satisfactory" level (4-6). This means that, although the student uses an appropriate but limited vocabulary, there is still room for improvement.

Finally, 2 students (7%) were placed at the "Needs Improvement" level (0-3). According to the rubric, this means that the student uses vocabulary that is inappropriate, repetitive, and insufficient. Although this is a minority, it shows serious difficulties in vocabulary acquisition and requires specific pedagogical attention to achieve meaningful improvement in these students' language performance.

Graphic 10

Dimension: Organization



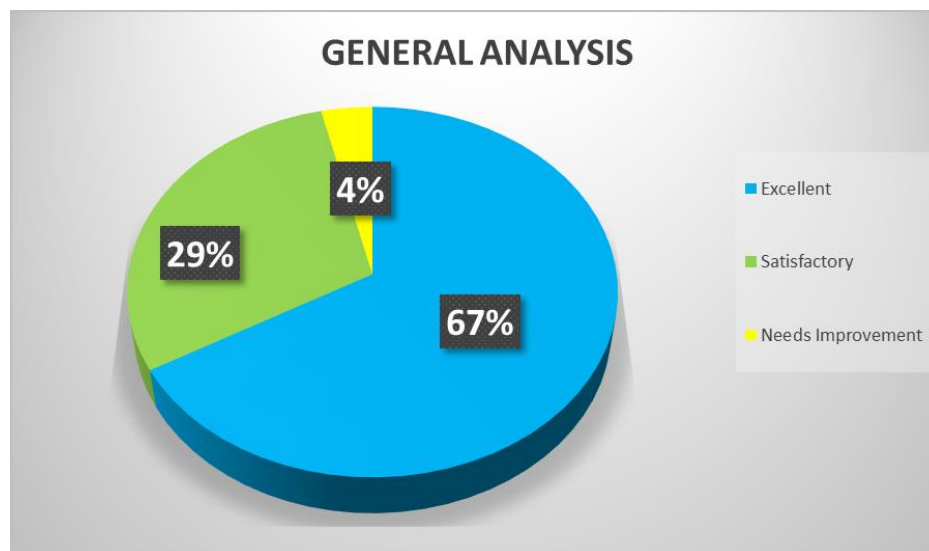
Regarding text organization, the results show that 17 students (63% of the total) were placed at the "Excellent" level (7-10) according to the rubric, the student organizes the text with clear ideas that are logically connected. This majority percentage reflects a good command of coherence and cohesion, which are essential elements for effective writing production.

In contrast, 7 students (26%) reached the "Satisfactory" level (4-6), which means that their texts show that the student has little organization in the text, with issues in clarity and the connection of ideas.

Finally, 3 students (11%) were placed at the "Needs Improvement" level (0-3). These texts are characterized by the fact that the student presents a disorganized text with no connection between ideas and no use of connectors. Although this is a smaller percentage, it is important to address it, as it reflects fundamental structural difficulties that directly affect the understanding of the message.

Graphic 11

General Analysis: Post-Test.



The post-test results show that the majority of students (67%) reached the "Excellent" level, with an overall average equal to or higher than 7, showing a good overall command of the evaluated dimensions. A significant percentage, 29% are at the "Satisfactory" level, which indicates areas where performance is adequate, but there is room for improvement, especially in aspects that may need reinforcement. Finally, only 4% of the group was at the “Needs Improvement” level, indicating that only one student requires more specialized support and attention.

4.4. Hypothesis Testing

This section aims to determine whether the applied strategy had a significant impact on the development of writing skills (in terms of content, grammar, vocabulary, and organization) among the participating students. For this purpose, the paired samples Student's T-Test was used to compare the pre-test and post-test results within the same group. This test helps identify whether the observed improvements are statistically significant.

Statistical hypotheses

Null hypothesis (Ho): If a class system based on the Project-Based Learning (PBL) methodology is implemented, it will NOT significantly improve the English writing skills of tenth-grade students in general basic education during the 2025-2026 school year.

Alternative Hypothesis (H1): The implementation of a class system based on the Project-Based Learning (PBL) methodology will significantly improve the English writing skills of tenth-grade students in general basic education during the 2025-2026 school year.

Paired T-Test Analysis (General Results)

Table 1: Full results and differences (pre-test vs post-test)

N	Pre-test	Post-Test	Difference (X2 -X1)
1	7.75	10.00	2.25
2	1.25	9.25	8.00
3	4.75	8.50	3.75
4	7.50	9.50	2.00
5	5.00	8.00	3.00
6	4.00	8.25	4.25
7	1.50	6.50	5.00
8	2.75	8.50	5.75
9	4.00	6.75	2.75
10	4.75	8.00	3.25
11	4.25	6.25	2.00
12	2.75	9.00	6.25
13	1.25	5.25	4.00
14	2.00	6.75	4.75
15	2.25	6.50	4.25

16	0.75	10.00	9.25
17	3.25	7.75	4.50
18	2.25	6.50	4.25
19	2.50	7.50	5.00
20	2.00	4.75	2.75
21	3.00	8.00	5.00
22	3.50	8.50	5.00
23	3.00	9.25	6.25
24	3.75	8.75	5.00
25	2.25	7.50	5.25
26	2.25	3.75	1.75
27	1.50	8.00	6.50

This table shows the individual scores from the pre-test and post-test.

All the differences are positive, which means that all students improved their performance in the post-test.

Table 2. Statistical Analysis:

Statistic	value
Pre-test Mean	3.12
Post-Test Mean	7.52
Mean of Differences	4.51
Standard Deviation of Differences	1.80
Calculated T-value	13.00
Degrees of Freedom (n-1)	26
Critical t-value ($\alpha=0.05$, two-tailed)	2.056
p-value	< 0.0001

Analysis by Dimensions

Table3: Content Dimension

Performance	Pre-Test (27 students)	Post-Test (27 students)	Change
Excellent	3	25	+81.48%
Satisfactory	10	2	-29.63%
Needs Improvement	14	0	-51.85%

A significant improvement was observed: students moved to the Excellent level, with only two remaining in the satisfactory level

.

Table 4: Grammar Dimension

Performance	Pre-Test	Post-Test	Change
Excellent	2	17	+55.56%
Satisfactory	8	9	+3.70%
Needs Improvement	17	1	-62.96%

Notable improvement: a large number of students moved beyond the basic level. This shows that students have knowledge of grammatical structure and that, with practice and teacher guidance, they understand when and how to use different grammatical tenses.

Table5: Vocabulary Dimension

Performance	Pre-Test	Post-Test	Change
Excellent	2	18	+59.26%
Satisfactory	7	7	0.00%
Needs improvement	18	2	-59.26%

There was clear progress in vocabulary use, with a significant decrease in low-level cases.

Table 6: Organization Dimension

performance	Pre-test	Post-test	Change
Excellent	2	17	+55.56%
Satisfactory	3	7	+14.81%
Needs improvement	22	3	-70.37%

Notable improvement in text structure, moving from disorganization to coherence.

Comparison by Categories (Pre-Test vs Post-test)

Table 7: Averages by Dimension

Dimension	Pre-Test Average	Post-Test Average	T (t-student)	P (significance)
Content	3.85	8.67	15.76	<0.0001
Grammar	3.30	7.56	14.82	<0.0001
Vocabulary	3.00	7.41	15.03	<0.0001
organization	2.26	6.93	16.12	<0.0001
average	3.12	7.52	18.11	<0.0001

All dimensions showed a significant increase in average scores from pre-test to post-test. The p-value are all less than 0.0001, which indicates the improvement is statistically significant. This supports the alternative hypothesis that using the PBL(Project-Based Learning) methodology improves students' writing skills.

Interpretation and Conclusion

The calculated T-value (13.00) is much greater than the critical T-value (2.056), and the P-value is less than 0.05, which indicates that there is a statistically significant difference between the pre-test and post-test results.

Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.

It is concluded that the application of the pedagogical strategy had a positive and significant effect on the development of students' writing skills

4.4. Analysis and Discussion of the Results.

After a general analysis of all the results obtained during the pedagogical intervention with tenth-grade students, room “D”, at “N.A” Educational Institution, it is concluded that the participants, after the intervention, reached an excellent or satisfactory level in all the evaluated dimensions.

This shows that the educational institution does not currently incorporate active methodologies for teaching the language; therefore, students may have a basic knowledge, but they do not know how to apply it in every context.

with the intervention, the post-test results show significant improvements in the English writing skills of the students who participated in this pedagogical proposal. The first evaluated dimension was content, in which the percentage of students at the “Excellent” level increased from 37% in the pre-test to 93% in the post-test.

On the other hand, the “Needs Improvement” level, which was 52% in the pre-test, dropped significantly to 7% in the post-test. This progress shows that the implementation of this methodology helps students pay more attention to the requirements that a written project must include.

In the grammar dimension, there was an increase in the "Excellent" level, rising from 7% to 63% and a significant decrease in the Needs Improvement level, which dropped from 63% to 4%. This show that, after the intervention and with the teacher's guidance, students were able to build on their prior knowledge. In addition, practicing in everyday contexts allowed students to

master grammatical structures and correctly apply the different verb tenses they had learned, contributing to the development of meaningful learning.

The third evaluated dimension was vocabulary. In this area, there was a considerable increase in the "Excellent level, which rose from 7% to 67%, while the Needs Improvement level dropped from 67% to 7%. This change is clear, as after the intervention, students used a wider and more context-appropriate vocabulary. This progress is attributed to the teacher's role as facilitator and to the active construction of knowledge by the students. They used dictionaries to find the meaning of new words introduced by the teacher, as well as words they wanted to use but didn't yet know in English. All of this helped them expand their vocabulary and improve their writing fluency.

The last dimension evaluated in this intervention was organization, which showed a notable change. The 'Excellent level increased from 7% in the pre-test to 63% in the post-test, while the Needs Improvement level dropped significantly from 82% to 11%.

This progress was achieved because, after the intervention, students began to use connectors and read their sentences carefully, which helped them build clear ideas and write coherent and cohesive paragraphs.

Likewise, based on the statistical results, a paired T-Test was used to compare the pre-test and post-test scores. The results showed a statistically significant difference ($t=13.00$; $p < 0.0001$) with 26 degrees of freedom, which allows for the rejection of the null hypothesis and confirms that the intervention had a significant effect on the students' performance.

The mean of the differences was 4.51 points with a standard deviation of 1.80, indicating consistent improvement among the participants. This calculated t-value is much higher than the critical value (± 2.056), which supports the statistical validity of the results. Furthermore, when

comparing the pre-test mean (3.18) with the post-test mean (7.69), there is an average improvement of 142%, which represents a significant pedagogical impact and demonstrates the effectiveness of the intervention applied.

CONCLUSIONS

As a response to the problems identified by the researcher in the educational context, a class system based on the Project-Based Learning (PBL) methodology was developed, with the aim of improving the writing skills of tenth-grade students in Basic General Education (BGE).

In relation to the first specific objective of the study, the use of Project-Based Learning (PBL) in the teaching and learning of the English language was theoretically supported, with an emphasis on the development of writing skills. It has been demonstrated that this methodology fosters critical thinking, active student participation, collaborative work, and autonomy, ultimately leading to meaningful and lasting learning. PBL allows academic content to be connected with real-life situations, making the process more relevant for students.

Regarding the second specific objective, a diagnosis was carried out on the level of development of the writing skills in English among tenth-grade students of Basic General Education. This diagnosis made it possible to identify important weaknesses in written production, such as failure to complete the required task, limited vocabulary use, poor grammatical structure, and low textual coherence. These findings justified the need for a pedagogical intervention based on more effective and contextualized methodological strategies.

Concerning with the third specific objective, the class system based on the Project-Based Learning (PBL) methodology was implemented following a logical and structured sequence according to the phases established by the methodology, under the teacher's guidance. This allowed for the proper management of the project's development within the set timeframe, with the goal of improving the writing skills of tenth-grade students in Basic General Education.

The comparison between the pretest and posttest results, through the application of the corresponding statistical analyses, allowed for the acceptance of the hypothesis that there were

significant improvements in students' written production after the implementation of the class system based on PBL. These improvements are evident in greater grammatical accuracy, appropriate vocabulary use, and increased coherence in writing. All of this confirms that PBL is an effective methodological strategy to strengthen students' writing skills.

RECOMMENDATIONS

-It is recommended to encourage the continuous application of the Project-Based Learning methodology in the English area, as it has proven to be effective in improving writing skills, strengthening critical thinking, and promoting active student participation.

-It is essential for teacher to receive ongoing training on the design and implementation of PBL, as well as on formative assessment strategies, which will allow them to effectively support the writing process and student's autonomous learning.

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APPENDICES

APPENDIX 1: OBSERVATION GUIDE

General Information:

Observer's Name: Magdalena Lisseth Pesantez Suarez

Grade: tenth

Date: Monday, May 19, 2025

Number of students observed: 27

Duration of the activity: 100 minutes

Type of written activity observed: Informal letter.

No	Behavior Observed during writing	YES	NO	OBSERVATION
1	The students carefully reads the instructions		X	
2	Plans before writing (uses drafts, brainstorming, outlines)		X	
3	Uses dictionaries to look up new words		X	They do not bring dictionaries to class.
4.	Expresses ideas correctly in english		X	
5	Ask the teacher for help	X		
6	Shows willingness to write texts independently in Englis		X	They ask to do the test in pairs or groups.
7	Reviews and checks their text before submitting		X	

APPENDIX 2: Pre-Test Results

Scale	Color
7-10 Excellent Level	
4-6 Satisfactory Level	
0-3 Needs Improvement	

No	Content (10)	Grammar (10)	Vocabulary (10)	Organization (10)	Average
1	9	7	8	7	7.75
2	2	2	1	0	1.25
3	6	5	3	5	4.75
4	8	8	7	7	7.50
5	7	4	5	4	5.00
6	5	4	4	3	4.00
7	1	2	2	1	1.50
8	3	3	3	2	2.75
9	5	3	5	3	4.00
10	6	4	5	4	4.75
11	5	4	5	3	4.25
12	5	3	2	1	2.75
13	0	2	2	1	1.25
14	3	3	1	1	2.00
15	3	3	2	1	2.25
16	1	1	1	0	0.75
17	4	4	3	2	3.25
18	3	3	2	1	2.25
19	3	3	3	1	2.50
20	2	3	1	2	2.00
21	5	4	2	1	3.00
22	5	4	3	2	3.50
23	3	2	4	3	3.00
24	5	3	4	3	3.75
25	3	2	3	1	2.25
26	3	3	2	1	2.25
27	2	2	1	1	1.50
Mean	3.85	3.30	3.00	2.26	3.12

APPENDIX 3: Post -Test Results

No.	Content (10)	Grammar (10)	Vocabulary (10)	Organization (10)	Average
1	10	10	10	10	10
2	10	9	9	9	9.25
3	9	9	8	8	8.50
4	10	10	9	9	9.50
5	9	8	8	7	8.00
6	9	9	8	7	8.25
7	8	6	6	6	6.50
8	10	9	8	7	8.50
9	9	6	6	6	6.75
10	9	8	8	7	8.00
11	8	6	6	5	6.25
12	10	9	9	8	9.00
13	7	6	5	3	5.25
14	9	6	6	6	6.75
15	8	6	6	6	6.50
16	10	10	10	10	10.00
17	8	8	8	7	7.75
18	9	6	6	5	6.50
19	9	8	7	6	7.50
20	6	6	3	3	4.50
21	8	8	8	8	8.00
22	9	8	9	8	8.50
23	10	9	9	9	9.25
24	9	9	9	8	8.75
25	8	6	8	8	7.50
26	6	3	3	3	3.75
27	8	8	8	8	8.00
Mean	8.67	7.56	7.41	6.93	7.52

APPENDIX 4: PHOTO REGISTER

CLASS 1



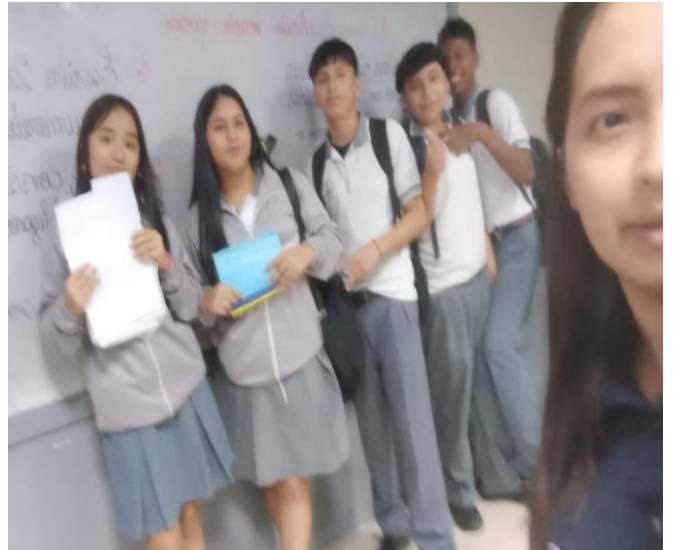
CLASS 2



CLASS 3



CLASS 4: FINAL PRESENTATION



POST-TEST

