



UNIVERSIDAD LAICA VICENTE ROCAFUERTE

DE GUAYAQUIL

FACULTAD DE EDUCACIÓN

CARRERA DE INGLÉS

PROYECTO DE INVESTIGACIÓN

PREVIO A LA OBTENCIÓN DEL TÍTULO DE

LICENCIADO EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y

ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL

TOPIC

**THE EFFECTIVENESS OF PROJECT-BASED LEARNING TO ENHANCE
ENGLISH WRITING SKILL DEVELOPMENT IN SEVENTH YEAR STUDENTS
AT UNIDAD EDUCATIVA GABRIEL GARCIA MORENO, SCHOOL YEAR 2020-**

2021

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GUAYAQUIL

2021



**Presidencia
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**Plan Nacional
de Ciencia, Tecnología,
Innovación y Saberes**



REPOSITARIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO: The Effectiveness of Project-Based Learning to Enhance English Writing Skill Development in Seventh Year Students at Unidad Educativa Gabriel Garcia Moreno, School Year 2020-2021

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INSTITUCIÓN: Universidad Laica Vicente Rocafuerte de Guayaquil	GRADO OBTENIDO: Licenciado en Lengua Inglesa: Mención en Enseñanza y Administración de Sistemas Educativos en TEFL
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FACULTAD: EDUCACIÓN	CARRERA: INGLÉS
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FECHA DE PUBLICACIÓN: 2021	N. DE PAGS: 126
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ÁREAS TEMÁTICAS: Formación de personal docente y ciencias de la educación.

PALABRAS CLAVE:
Writing skill, didactic, teaching method, teaching guide

RESUMEN: English language is today the most widely used language in the world, so its learning is important to promote learning at all educational levels for the formation of the individual capable of communicating with the environment; motivating in turn their learning to acquire a level in which each student can produce the language. This research project consists of demonstrating how Learning Based on Projects influence the development of written English language skills in seventh grade students at the Gabriel Garcia Moreno Educational Unit. The present investigation is focuses on a problem that students face daily when trying to communicate through writing. Instruments were applied for their research such as surveys and their respective tabulation of each question applied to teachers and students; what could be identified the little or no application of the PBL in the classroom. To improve writing skills, because of this, an alternative solution is proposed by creating a guide of activities focused on Project-Based Learning and the development of writing skills, in order to obtain high-quality academic students and future productive entities for Ecuadorian society. This research work aims to support the learning of the foreign language, and at the same time encourages the autonomous and collective work of students.

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En mi calidad de Tutora del Proyecto de Investigación **THE EFFECTIVENESS OF PROJECT-BASED LEARNING TO ENHANCE ENGLISH WRITING SKILL DEVELOPMENT IN SEVENTH YEAR STUDENTS AT UNIDAD EDUCATIVA GABRIEL GARCIA MORENO, SCHOOL YEAR 2020-2021**, nombrado(a) por el Consejo Directivo de la Facultad de Administración de la Universidad Laica VICENTE ROCAFUERTE de Guayaquil.

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Haber dirigido, revisado y analizado en todas sus partes el Proyecto de Investigación titulado: **THE EFFECTIVENESS OF PROJECT-BASED LEARNING TO ENHANCE ENGLISH WRITING SKILL DEVELOPMENT IN SEVENTH YEAR STUDENTS AT UNIDAD EDUCATIVA GABRIEL GARCIA MORENO, SCHOOL YEAR 2020-2021**, presentado por los estudiantes, como requisito previo a la aprobación de la investigación para optar al Título de LICENCIADO EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL , encontrándose apto para su sustentación.



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ACKNOWLEDGEMENT

I thank God for allowing this research project to be carried out satisfactorily.

A Special Acknowledgement to Universidad Laica Vicente Rocafuerte de Guayaquil, who have allowed us to achieve our goals and get our titles.

To our Tutor MSc., who with her wisdom and her charisma helped us in all aspects.

To our families for giving us all the support to carry out this work.

DEDICATION

To God, because he never abandons us, he accompanies us and is our guide

To our parents and family for always being with us and to all the people who have given us their friendship and support.

To our friends who have cheered us to continue despite of not so favorable circumstances.

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INTRODUCTION

Education today acquires a more ecological vision of its activity that conceives the school as a place in which all its components are interrelated with each other and with the environment. In this sense, teamwork, collaboration, and participation are fundamental values and, therefore, teachers are interested in participating in collaborative projects and able to use necessary tools to enhance interaction and learning of a foreign language.

Project-based learning checks for performance progress academic performance in seventh grade students at Unidad Educativa Gabriel García Moreno. In effect, this project seeks to develop a meaningful and constructive learning when teaching the English language by using sorts of pedagogical resources and make students work in a efficiently and orderly way. The purpose is to counteract learning memory and teach students to explore their cognitive approach by potentiating their writing skill and value their motivational effort, raising their self-esteem and work cooperatively with the help of interdisciplinary, capable of cementing learnings for life.

Based on the experience and the results perceived during the teaching practice, Project Based Learning (PBL) has been developed regarding to develop teachers' methods; it is important to determine its usage as an object of study as to analyze its influence as an innovative activity in the English language learning and the development of students' writing skill. It is necessary to analyze the experience of teachers and students to know how they face in their teaching and learning practice, as well as the limitations found, both from the organizational and academic point of view. Reflecting on the practices developed following the PBL methodology and confronting the experiences lived by teachers and students from different educational centers will allow these didactic strategies to be improved.

The justification highlights the importance of approaching reasoned research from what it means to learn a foreign language how project-based learning influences in the development of writing skills; objectives are exposed, which guide the present investigation; the background which includes some research regarding to the contributions of project-based learning, and the characteristics that make them to achieve the meaningful learning.

CHAPTER I

1. STUDY APPROACH

1.1. Theme

The effectiveness of project-based learning to enhance English writing skill development in seventh year students at Unidad Educativa Gabriel Garcia Moreno, school year 2020-2021

1.2. Statement of the Problem

English is currently considered one of the most widely spoken languages in the world, providing many opportunities for students to communicate in a language that is not their official language. One of the ways of communicating is through writing in which many people have difficulty due to the complex structure of each word.

In Ecuador, English is taught in all the educational systems. The Government is very interested in improving the English language teaching in order to improve students' level and thus acquire personnel who can have access to international universities. One of the techniques that the teacher must apply in the classroom is Project Based Learning (PBL), which can be of great help in the development of each class, and thus be able to help students to improve their writing skill, which is one of the main problem students face now to project their ideas and start organizing them grammatically or apply the correct words as to have a better written comprehension.

Different techniques must be carried out to help students improve their skills in order to use English as a communication tool. Project-Based Learning can be taken in different ways to reach students' ability to perform their way of writing. It can be taken as a work strategy, where students only focus on their objective and at the same time, it can be taken as an instructional method in which the teacher shows or presents the information to their students.

Finally, PBL can be taken as a learning strategy useful to acquire new knowledge, so it will be a more didactic way in students' learning process, and they will no longer use only books for their daily studies. Regarding writing, teachers from Unidad Educativa Gabriel García Moreno must carry out different activities such as writing compositions or essays; however, these types of activities are not enough to improve the writing skills in seventh year students.

Students do not perform their writing skills in English therefore they are not able to produce the language, having unfavorable results for their education. It is important to mention that teachers do not use any rubric forms where they can identify the student's flaws at the time of writing. The techniques are carried out in a repetitive way, that is, to use the same technique with frequency, but there is no application of PBL in any observed class.

Project Based Learning (P.B.L) goes hand in hand with writing skills. When second-year high school students choose a topic to develop, they need to catch their ideas using writing as a fundamental tool for their work. There are several teachers who use saturated techniques to teach their classes at Unidad Educativa Gabriel García Moreno. They do not try to innovate and motivate their students capable of acquiring the English language knowledge due to obsolete teaching resources. Teachers do not apply new teaching techniques, so they will have trouble getting the students' attention and might find some difficulties in sharing his knowledge with their students.

English teachers do not specifically emphasize their teaching in writing; everyday, they work on activities to complete, or structure sentences, that is, there is a low level of written production. The P.B.L. requires high motivation in students, so they can seek a way to self-educate and acquire knowledge without the need to have a teacher by their side. There are several students and teachers who feel conformism with the previously acquired knowledge, and think they already know the language to be able to communicate, thus losing interest in research and improving their skills. Writing is a great relevance to learning the English language and its motivation is fundamental enhance students' skill ability. If the students do not read, they will not be ready to learn inside and outside the classroom, since they will not be autonomous or show their independence in their entire educational life.

There are several ways to train and learn new ways of teaching in order to improve the English language, but if there is no training, teachers will not be updated, and their teaching knowledge won't be a great support in the student cognitive learning process. Training is an activity that must be carried out constantly to have productive results in any area in which a teacher is performing. English teachers should look for different resources to train and be an aid for the advancement in the student life, so this can help them feel more confident in order to solve problems and be eager to participate in class actively.

When knowing the existence of new techniques and being trained on the different methods that a teacher can currently apply, the fear arises of using each one of them due to

the lack of knowledge and will be able to commit a wrong way teaching process. This is the reason why many teachers prefer not to use the P.B.L. Students feel motivated when teachers apply some techniques in their classes, since they will be eager to investigate and improve their writing skill.

This research work is carried out due to the different problems that a student has when trying to produce the English language through writing. It is the teacher's responsibility to improve the skills that are part of the language and learning of a foreign language, the lack of activities based on the PBL could have negative results in their writing skills, thus causing, a deficit when trying to communicate in another language.

On the other hand, if a solution is not sought for the scarce use of Project-Based Learning in seventh grade students at Unidad Educativa Gabriel García Moreno, the problem of producing writing skills will become more acute. The teacher is in charge of applying this strategy that motivates the student to acquire the English language knowledge.

1.4. Formulation of the Problem

How does Project-Based Learning influence the development of writing skills in seventh grade students at Unidad Educativa Gabriel García Moreno?

1.4.1. Systematization of the Problem

- What kind of relationship does project-based learning have within the English language activities?
- How does project based learning teaching method develop students' writing skill in seventh grade students?
- What effect does project-based learning have in students' writing skill development?
- What is the level of acceptance and agreement in using project-based learning to improve students' writing skill?
- How does PBL teaching strategy create meaningful learning to improve writing skill in students?
- How to validate the project-based learning proposal to develop written skills in the English language?

1.5 Broad Objective

To determine the use of Project-Based Learning methodology to develop English writing skills in seventh grade students at Unidad Educativa Gabriel García Moreno.

1.6 Specific Objectives

- To describe the fundamental theories about project-based learning to develop writing skill.
- To describe the level of acceptance and agreement in using project-based learning to improve students' writing skill through statistical data, surveys and interviews.
- To design a teaching strategy guidance to improve writing skill in seventh grade students.

1.7 Significance or Justification of the Study

1.7.1. Theoretical Justification

The present research work is carried out since it is of great importance to improve students' writing skills in seventh grade students from Unidad Educativa Gabriel Garcia Moreno to be able to communicate with other people in an optimal way.

Applying Project based learning, students will be motivated to learn and acquire more knowledge in such a way their English language skill will be remarkable, as well as teachers who will be able to use new techniques useful to attract the students' attention, and promote desires to learn in a different way. The P.B.L develops students' writing skills and carries through research.

P.B.L is an innovative technique that is not usually used in the classroom. It must be considered that writing is one of the most difficult skills in English learning process, due to associating the English language to their mother tongue which is Spanish. The words are written in the same way in which they are pronounced, but in case of the English language, the teacher has the most complicated task to help the students understand the foreign language by pronouncing and writing correctly.

1.7.2. Methodological Justification

In education there are several methods that the teacher can use to help the student acquire more vocabulary in English and thus communicate with other people in the foreign language. The teacher as a professional is in charge of finding the best method to guide students in their daily life (Kizkapan & Bektas, 2017), mentioning the importance of the communicative approach, a method that can be applied for the development of Project-Based Learning and improvement of written skills.

With the PBL, students will be able to plan and apply knowledge beyond the classroom, that is, they will be able to put it into practice in real everyday life. Projects are developed with the aim of making the students understand how important it is to acquire new knowledge based on research projects and explain what they need to have a certain vocabulary knowledge to improve their communication.

This research topic is unpublished, and it is going to be applied in the institution where it was developed; therefore, it is considered of great importance because teachers are unaware of varieties of pedagogical strategies to develop meaningful Learning in students. This research has its methodological importance for the development of analysis and the obtaining of results through statistical and graphical data whose purpose is to detect the problems that the educational unit has and seek solutions not only for students but for all teachers who seek every day new strategies, methodologies to apply in their daily work.

1.7.3. Practical Justification

This work is feasible since education must be updated. Most teaching resources used in class must be updated according to the new student tendency. Project Based Learning (PBL) is an instructional methodology encouraging students to learn by applying knowledge and skills through an engaging experience. PBL presents opportunities for deeper learning in-context and for the development of important skills tied to college and career readiness. Students and teachers have several sources from which they can extract information such as books, magazines, films, articles, and a variety of interesting texts found on the internet which at the same time makes this project feasible.

The students from seventh grade will be the beneficiaries, since they will be able to acquire the ability to reinforce their writing skill and be able to communicate in a better way, Project based education follows a flexible, differentiated model where students have the freedom to work independently or collaborate either in person or virtually. Performance tasks work well especially when students do not all have access to the same materials. “PBL has been a good option for students to explore their own interests. It can also be a good opportunity to engage families in learning together. It provides valuable learning experiences for students in a variety of grade levels and helps students develop future-ready skills” (MacLeod, 2020, p. 324).

1.8 Scope and Delimitation of the Study

Responsible unit: Universidad Laica Vicente Rocafuerte de Guayaquil

Responsible person:

Field: Education

Area: English

Population: students from seventh grade

Execution period: School year 2020-2021

1.9. Idea to defend

The effectiveness of Project based learning improves the English writing skill development in seventh year students at Unidad Educativa Gabriel García Moreno.

1.10. Line of research

The present study is framed within the Education Faculty research, which states the “performance and professionalization of the teacher”, and also within its research sub-line “communicative competencies in teachers and students.”

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Theoretical Framework Background

When knowing the existence of new techniques, and being trained on the different methods that currently teachers can apply, the fear arises of using each one of them due in the class for fear of teaching in a wrong way. Due to this, there is a lack of confidence in themselves and in all the knowledge that he has acquired in his professional life. This is the reason why many teachers do not use the PBL without taking into account when trying a new technique, the student feels motivated since they will be able to do something different.

For the research topic, information has been explored bibliography (books, monographs, research theses, scientific journals, articles, conferences, national and international presentations, regulations) and some research papers related to the study variables that are The effectiveness of project-based learning to enhance English writing skill development. It was observed that there is little use of Project-Based Learning with learning strategies that improve their development in writing skills in seventh year students from Unidad Educativa Gabriel García Moreno. Reviewing the research topics previously carried out in repositories from different universities, it was found that there are some research projects with topics like Project-Based Learning which it has served for the development of this investigative work with the purpose to improve written skills in the learning process in seventh year students of basic education.

Ballesteros, J (2016), developed a thesis based on Project-Based Learning and its impact on practical training in the discipline of Autotronics in students at "Instituto Tecnológico Guayaquil" in the province of Tungurahua. The author concludes that a correctly Project-Based Learning planned will improve learning in disciplines that require more research such as Autotronics and encourage learners through teamwork and decision making.

There is another thesis by Freire (2014), titled "the portfolio as a teaching tool and its influence on the development of writing skill of the English language in sixth and seventh students' year of basic education at CEBI high school in Ambato city. This thesis promotes some didactic tools as to develop students' writing skills and show students' interest in the

development of grammar, paragraphs, letters, and reports. This research work has been helpful to justify its theoretical foundation; thanks to the information it contains on the development of writing skills in the English language and the activities that can be carried out to promote the improvement of this productive skill.

Chen & Yang, (2019), in their article named *Revisiting the effects of project-based learning on students' academic achievement: A meta-analysis investigating moderators*. This investigative work carried out by the author has been helpful thanks to the information it contains for the development of writing skills in the English language and the importance of correcting errors that students show when producing the language in written form. It also identifies the problems students must strengthen their written skills and the lack of teaching strategies applied by the teachers in order to carry out a good teaching and learning development; producing demotivation and disinterest in students to learn to write effectively in the English language.

Ismawardani, Nuryatin, & Doyin, (2019), show in their scientific article titled *Implementation of project-based learning model to increased creativity and self-reliance of students on poetry writing skills*. State the use of PBL in Teamwork. It focuses mainly on methodologies where activities are presented as challenges and not as decontextualized assignments of the objectives of the subject. All this, from an interdisciplinary approach and encouraging the cooperative work of the students.

The main thing in this thesis was to demonstrate how teachers can change their pedagogical practice and enhance the teaching and learning processes; considering the students as the main actor of learning who have previous knowledge that helps them to interrelate with the new learning. The methodology used by the teacher must be active and participatory in order to help the student motivate themselves as to be a protagonist in the learning process. Project method was taken as a resource to develop students' writing skills.

2.1.1. The Meaning of Learning in Education

Praba, Artini, & Ramendra, (2018) define the meaning of learning as "the modification of behavior as a result of an experience" (p. 51). Learning is the process that human beings have as to acquire different types of knowledge that help them to live and develop daily within

society. Learning is obtained through factors such as studying, the teaching guided by someone else, and at the same time, it is given by the experience people get by performing their daily activities. To learn, or acquire the knowledge about English, the student must observe, study and practice, which is a process that is carried out in order to have better results in the development of the skills that are part of the subject of English.

According to Sukerti & Yuliantini, (2018) consider that "learning is basically concerned with three dimensions: as a theoretical construct, as a student's task and as a teacher's task, that is, the set of factors that can intervene on learning" (P. 256). It should be taken into account that teachers are currently responsible for the learning and development of language skills in their students; that is, a task for both students and teachers to use good development in the acquisition and improvement of knowledge in the classroom.

The authors (Sukerti & Yuliantini, 2018), mention that there are currently several types of learning for the student to learn the foreign language, among which we can mention:

- **Repetitive Learning.** This learning occurs when the student memorizes the desired content through repetition, it may be the new vocabulary, which is not always understood since the student does not reason what each concept or word that she memorizes in the learning process means.
- **Significant learning.** This type of learning occurs when the student has had previous knowledge about a subject, and associates or relates it to current learning, giving a better meaning to the knowledge acquired, in such a way that he can better understand different subjects that he has studied previously and currently.
- **Visual learning.** There are people who do not always use common techniques for their learning, visual learning occurs when the human being converts the ideas and thoughts that he has into images to remember what he wants. People who do visual learning tend to be more creative humans due to their ease of capturing images in their thoughts in order to reach the desired learning.
- **Auditory Learning.** Hearing learners are very good at hearing, especially when it comes to another language. One of their strengths to develop their learning is the debate, in which they can listen to different opinions that serve to acquire knowledge.

- **Receptive Learning.** In this type of learning the student has the need to understand the content that she is trying to learn to acquire it effectively. It is important to mention that in this learning the subject understands but is not able to discover something.
- **Observational Learning.** This type of learning occurs when the student observes another human being and learns from him. This person is taken as a role model that helps the student's learning. Each human being learns or perceives things differently, all these types of learning are helpful for the different types of students that exist in each classroom to develop skills that improve their learning, such as writing skills in the language English.

2.1.2. The Effect of Study Techniques in the English Language Acquisition

According to Bacon, (2017) considers that “study techniques are ways of making our attitude towards study and learning operational. They promote attention and concentration, and involve not only the visual and auditory, but also writing, reducing dispersion, or making it evident to the subject” (Bacon, 2017, p. 56). The author considers that study techniques are strategies, procedures, or methods, which are put into practice to acquire the learning.

Study technique helps students facilitate the process of memorization and study and improve academic performance. It is a tool which is used to support learners in their studies, with the objective of improving their knowledge and achievements in their academic life. It must be used in a way the students feel motivated to acquire new knowledge in the foreign language in order to be able to produce it correctly, showing a positive attitude in order to participate in each activity established by the teacher.

The study technique is applied in the learning and improvement of student skills in order to find a way to improve their development in the desired ability, since despite the existence of many strategies there is always a specific one that is more helpful for the student and their productive development. Thanks to the correct technique the teacher uses in the classroom, the students can analyze and notice which technique help them to foster their academic performance. So students can develop more adequately in the field of study they are involved.

There are several types of study techniques the students can choose as to improve their writing skills. Syarifah & Emiliasari, (2019) proposes a series of study techniques among which the following stand out:

2.1.2.1. Synthesis

This is a very important technique that is used when reading the ideas of another author, analyzing and reflecting on them, and finally, it is written in the student's own words without losing the main idea that the original author was trying to capture. This technique is useful when the student wants to obtain knowledge based on reading, this being an essential part of acquiring their learning.

2.1.2.2. Memorization

It is one of the most used techniques by students due to its easy practice. It consists on repeating certain content in order to learn it by heart without the need to understand it on many occasions. Within memorization there are several examples such as rehearsal and mechanical learning, which is the practice of the content to be learned to reach a satisfactory result such as learning.

2.1.2.3. Marginal notes:

They are also considered as footnotes; this technique consists of writing important words or keywords that help the student to acquire knowledge in a more basic way. In case students do not want to write, they underline the words or phrases which is like the notes, this technique involves underlining the ideas or phrases students considers important to understand the paragraph they read and thus reach more positive conclusions to get the information or knowledge.

2.1.2.4. Methods based on communication skills.

The English language has important skills that help in the development of communication which are listening, speaking, reading and writing. These skills develop a perfect

communication that students must achieve. One method that helps students improve their communication is the Preview, Question, Read, Summary and Test method (PQRST).

Preview is the first step to be carried out in the PQRST method, which consists of the observation a student makes about the object to be studied and thus create an image of those who are going to study or about what the object is. knowledge that is about to be realized.

Questions. - Once the student studies the subject, it is very important to ask questions in order to fill in the gaps the information when studying a subject. The questions must be answered by themselves. It is important to mention the learning is individual, therefore students cannot go to a third person to clarify their doubts.

Read: Once the topic is clear, the student looks for material that is related to the topic studied and answers the questions asked if they do not have a teacher to clarify their doubts.

Summarize: The student looks for his own techniques to summarize what he has just read; such as footnotes or underlines that help to get or highlight the information that is most helpful.

Evaluation: All the questions that the students formulated previously are answered consistently by themselves, thanks to the information and the study techniques they apply in order to achieve their goals.

2.1.3. Students' learning strategy.

Learning strategy is the way or form in which teachers provide the knowledge to the student, searching any means to encourage them to learn the English language in an effective and constructive way. They consist on the approach of a student to get their learning and the use of correct information, which in this case is the foreign language. Students use them to understand information and solve problems. Students who do not know or use good strategies for learning students often learn passively and eventually fail in school.

Schwind, McCay, & Beanlands, (2017), define learning strategy as "an individual's approach to a task. It includes how a person thinks and acts in planning, executing and evaluating performance in a task and its results" (p.565). The learning strategy helps the students to acquire information correctly, which later helps for their development in society. There are several strategies students can use in order to have a better learning. It is important as teachers, to note which is the appropriate strategy for the students, since not all of them are positive according to the skills they want to improve in them.

There are 5 types of learning strategies the teacher can apply to get the best results in their students and try to improve their skills in the English language in order to reach a written production of the language in a correct way. They are "Essay strategies, elaboration strategies, organizational strategies, comprehension strategies, and support strategies" (Nurcahya & Sugesti, 2020, p. 11).

2.1.3.1. Essay strategy

This learning strategy occurs through the practice the students dedicate to certain information by repeating it several times. This strategy allows them to learn through repetition, in which they can use techniques such as underlining or speaking aloud to learn effectively.

2.1.3.2. Elaboration strategy

The elaboration strategy creates a link between the new and the old information. Relate the information and write it, is a strategy of great value for the students since they reinforce and confirm in a better way what they have already learned.

2.1.3.3. Organization strategy

This strategy consists of grouping all the information that students have on a topic in such a way it becomes easy for them to organize and understand it. To carry out this strategy, techniques such as underlining can be used, which is considered as a great help to get a lot of information from a subject, group the most important ideas and thus acquire the most valuable knowledge.

2.1.3.4. Comprehension strategy

This strategy requires a great awareness of the students because they must adapt what they have learned to their behavior; that is, to apply what they have learned in her daily life.

2.1.3.5. Support strategy

This strategy prioritizes the motivation, which is the basis for the student to be able to concentrate and acquire the desired knowledge. All these strategies can be carried out using several techniques that can be put into practice by the teachers in each class they develop in order to let the student know the best strategy for their learning. Project-Based Learning can be considered as a learning strategy, since this activity needs to be planned according to the students' needs to help them to get the necessary knowledge. It is extremely important to remember that learning strategies are not the same as teaching strategies, since the learning strategy belongs to the student, but not to the teacher.

There are no good or bad strategies, because the students are the only ones who must discover their own learning strategy, and how they can acquire their knowledge in a better way. Once the student discovers their learning strategy, they must seek and perform tasks that promote the use of it; that is, self-educating in order to find methods to learn or acquire information in a feasible way and thus achieve better results every day.

2.1.3. Project-Based Learning.

According to Harisma, Ilmiah, & Yana, (2019) "Project-based learning is a learning strategy characterized by the fact that the group of teachers and students carry out group work on real topics, which they themselves have selected according to their interests" (p. 368). The activities carried out by the students must be attractive that they attract their attention and at the same time encourage their creativity.

The PBL consists of the development of classroom projects, which according to Ramadhani & Sir, (2018), They are considered as "a process of collective construction of knowledge,

where previous experiences, the daily reflections of students, of their sociocultural environment intervene and affective” (Ramadhani & Sir, 2018, p. 6). The classroom projects are carried out based on a grammar explained by the teacher, in which they can develop complex written work. In order to carry out a classroom project, the student must follow three important points which are the activities, steps and time.

The teacher must help the students to identify which activities they are going to develop; once they know the activity they must analyze and explain the steps to follow for the development and finally the time in which the activity must be completed.

Project-based learning is a methodology that is developed in a collaborative way. It confronts students with situations that lead them to make proposals to a certain problem. A project is a set of activities articulated among each other, to generate products, services or understandings, capable of solving problems, or satisfying needs and concerns, considering the resources and the assigned time. (Chen & Yang, Revisiting the effects of project-based learning on students’ academic achievement: A meta-analysis investigating moderators, 2019, p. 256).

Project-Based Learning involves forming teams made up of people with different profiles, disciplinary areas, professions, languages, and cultures who work together to carry out projects to solve real problems. These differences offer great opportunities for learning and will prepare students to work in a diverse and global environment and economies. To have a successful Project Based Learning, it requires a defined instructional design, role definition and project design fundamentals. Project Based Learning is a learning model in which students plan, implement, and evaluate. Constructivism focuses on learning as the result of mental constructions; that is, that human beings learn by building new ideas or concepts, based on current knowledge.

“A project is an activity scheduled for a specific period of time, with clearly defined start and end points, objectives and scope, and sometimes with an assigned budget” (Pohan, 2020, p.

43). A project is a temporary endeavor that is developed with a single objective. Projects normally involve the interrelated activity of several people.

2.1.5. Planning an PBL project

Project-Based Learning requires planning where the teachers apply communicative objectives that help the students improve their skills in order to produce the foreign language. At the same time, they are focused on different methods that help the existence of organized learning with positive results for the student.

According to Kurniawati & Susanto Susanto (2019), “Planning is the process of rational orientation and systematic activities and projects to be developed by appropriately assigning the existing resources to achieve educational education” To be able to carry out a correct planning process it is necessary to focus on three important points for each activity they are planning, development and evaluation.

2.1.5.1. Planning

It oversees publicizing the aims, objectives and goals of each activity that is going to be developed. The teacher must be aware of what students need to learn and how it will be implemented during class time. Before planning the lesson, teachers will first need to identify the learning objectives for the class to design appropriate learning activities and develop strategies for obtaining information about student learning.

When planning, the teachers could visualize what will be the result they will get with their students at the end of the class. Each activity carried out by the teacher must be established for a certain time that helps the organization and optimal development of the class.

2.1.5.2. Development

It is the realization of the planned activity following a process. In the development, the teacher can make learning more effective by practicing it. In this phase, different activities

are carried out where the students can clarify the doubts they had at the beginning of the class.

2.1.5.3. Evaluation

It is through which the student produces language in different ways. In this phase the students can produce the language by carrying out various activities where they apply their written skills.

2.1.6. Characteristics of learning projects

Project-Based Learning is based on collaboration with partners. Usually, it is a group work that must be solved with the cooperation of all the members of the group. It is a form of planning and also temporary, that is, it begins and ends at a specific time. Its duration is variable and allows the development of skills. on the other hand, it is framed in a real or simulated context, which allows integrating different areas of learning. It is aimed at solving a problem in the context to achieve a purpose or respond to a student's concern.

It requires the active participation of students, teachers, and other actors in its development. The PBL requires the mobilization of various personal resources (diverse knowledge, attitudes, skills, etc.), as well as resources from the environment. The resolution of a situation or a problem of interest to the student involves the acquisition, development and mobilization of various personal resources (capacities) and external resources (means and materials of the environment) that contribute to its solution. The organization of the teams according to the purposes that are intended to be developed in the project encourages effective collaboration during its implementation.

2.1.7. Project-based learning methodology

Project-Based Learning (PBL) was born as a strategy that responds to the demands at Unidad Educativa Gabriel Garcia Moreno. As a result of this situation, teachers require methodological changes in which they can meet the learning needs of increasingly heterogeneous classrooms. The PBL should not be a burden on the teacher's work, but by

using innovative and student-centered methodologies, it will help them achieve the course objectives.

2.1.8 Essential elements for the design of a project

To design a project effectively, Wulandari, (2019) proposes eight essential elements which must be considered: Key knowledge,

2.1.8.1. knowledge, understanding and skills.

The project should be focused on helping students reach key subject matter knowledge, as well as a greater understanding and use of skills. These include critical thinking, problem solving, collaboration, and self-regulation.

2.1.8.2. Sustained inquiry.

The project must involve a systematic and deep inquiry. This process should provoke the emergence of more questions and motivate the development of more knowledge.

2.1.8.3. Challenging question or problem.

The project is based on a challenging question or problem, appropriate to the level of the students. According to Nurcahya & Sugesti, (2020), when generating an inquiring question that motivates reflection or encourages research, it is recommended to use the format of an essential question.

Essential questions are open-ended, with multiple possible answers, even if they are not correct or incorrect. Essential questions can be created for any subject. These should be formulated keeping in mind the characteristics that are directly related to the planner.

The essential questions:

- They are open, usually without a final and correct answer.
- They provoke a thought process, generate discussion and debate.

- They need analysis, inference, evaluation, and prediction; actions that respond to processes of the hierarchy of thought.
- They raise important and transferable ideas between different disciplines.
- They generate more questions and more inquiry.
- They can reappear and can be investigated again.

Questions that appeal to the highest levels in the hierarchy of thought can begin with Why? How? or in what way? These questions are inherently open and invite multiple responses. However, it should not be assumed that essential questions necessarily have to begin with those words.

Differentiation and essential questions: Nurcahya & Sugesti, (2020) do not recommend using different essential questions for a differentiated learning group. (Dayu, 2018), recommends that teachers show students respect for their ability to learn. She claims that giving all students the same essential question shows little respect for their intelligence and ability to think. Students can receive a variety of essential questions and find there one that is of interest to them. “As the question is central and not the content, even students who have greater difficulties can achieve feeling confident and competent by seeking the answer to them” (Dayu, 2018, p. 165).

2.1.8.4. Authenticity

The project must be based on a real context, and employ processes, tools and standards based on this. Therefore, the objective is that it relates to the needs, interests and identities of the students.

2.1.8.5. The voice and choice of the student

Within the limits of the methodology, the project will allow the student to develop the voice and the ability to choose it. They will be able to measure how they will use their time and what the product will be. The teacher will be able to guide and recommend the students, according to their age and the experience they have with the methodology.

2.1.8.6. Reflection

During the project it is important to give the student and teacher time to reflect on the project objective and the project process. This is considered a metacognitive process.

2.1.8.7. Review and constructive criticism.

The project allows students to have a space for review and constructive criticism, where feedback is received from the teacher and, as far as possible, from her peers. This can lead to longer inquiry time.

2.1.8.8. Publication and presentation of the project.

It is important that at the end of the project the students can present or publish it, to demonstrate what they have learned. Ideally, this result should seek to have an impact beyond the classroom.

2.1.9. Steps to carry out the project.

2.1.9.1. The start of the project (The intention)

In this methodology, the project begins through a trigger called intention. Abbasian, Ebrahimi, & Bazae, (2017) affirm that there are several strategies that are considered as intention. It is up to the teacher to choose the most appropriate and relevant for the course or grade.

Spontaneous interest of the students. It is when the teacher perceives that the students are unusually interested in some topic. This can be related to the community or, what is happening more frequently now, related to social networks. These are valid and triggering occasions for a project as the motivation factor is high. In this case, it is trusted that the teacher knows how to discern, in the first instance, if the subject can be addressed in the school environment and, in the second instance, in which curricular area someone can work.

Event or event. Refers to positive or negative life-altering circumstances. This may refer to current news or events at the national level. They can be tragic or positive situations: such as accidents, conflict situations, special visits, etc. They generate that the members of the community have a position either in favor or in against. Abbasian, Ebrahimi, & Bazae, (2017) consider this as an excellent occasion to analyze its “educational potentiality.”

Important dates. Students can also use national holidays and celebrations created in order to raise awareness in the community: women's day, human rights, environmental campaigns, Labor Day, etc. For example, on dates near to Christmas students can work on the issue of consumption and shopping. Once again, Abbasian, Ebrahimi, & Bazae, (2017) recommends that teachers meet and analyze whether these dates have “educational potential”.

Commission. Sometimes schools need to plan or organize walks, excursions, trips, conferences, etc., and a group of students can be assigned to take care of them. In this case, the teacher knows the dates and can anticipate the organization and programming.

Action provoked. It may happen that the teacher or a group of teachers does not find the right intention to connect with a school topic. In this situation, the intention can be provoked. "Experience says that many of the great projects are born in a way caused by a team of teachers who build a scenario where they can arise" (Harisma, Ilmiah, & Yana, 2019, p. 128). Here teachers could plan a walk, a movie, a documentary or other activity that serves as a trigger for the project.

Community proposal. It refers to projects that start from a community agent. For example, when one school and another collaborate with a low-income community.

2.1.9.2. Project Design and Execution

Project title. It is important to take the time to name the project because it will create an image connected to the group's commitment to work on the issue. The name describes the

content. Syarifah & Emiliasari, (2019) recommends letting the student choose the name, so they will be like the publicists or creatives of the project. One strategy is to put the options on a panel and see what content can relate to the titles. For example, a project on the Middle Ages called "The monastery library" is not the same as one called "Castles, princes and princesses" (Syarifah & Emiliasari, 2019, p. 236).

Research lines. This point requires that the teacher and the group discuss what content they should include in the investigation. The teacher will guide and structure the investigation; however, it is not something that he will decide alone. The group should take the initiative about what they are interested in knowing about the proposed topic.

From the group's responses, the teacher will obtain the research lines of the project. The great challenge of the PBL is to ensure that the content is seen by the group as useful. In this phase, the concept of prior knowledge, proposed by Ausubel (1960), cited by Dayu (2018), is put into practice what we want to know and towards which lines of research we are heading. These ideas and questions need to be recorded on dashboards, whiteboard, Google Docs, etc. In addition, for the PBL methodology, it is recommended that students be seated in a circle or in "U" so that they can participate, comment, and discuss. To successfully execute a project, the PBL relies on technology, the theory of multiple intelligences, visual thinking strategies and organized cooperative work.

According to (Dayu, 2018), the routine should be as follows:

- a) Identify the knowledge of the group on the subject discussed.
- b) express the aspects of the topic that students want to know.
- c) differentiate between controversial aspects of the subject that are objects of opinion and those that need to be resolved on the subject and that are objects of investigation.
- d) Identify doubts about the subject and what knowledge the students should mobilize to solve them.
- e) formulate generating questions in order to open lines of work and research.

In this phase, the teacher organizes the groups, sequences the project and provides the necessary material (flipcharts, blackboard, laptops, etc.) for the students to analyze the lines of research and decide how they will capture what they have investigated or discovered. The teachers provide them with the materials to present in class and encourages them to do an in-depth analysis for each proposal. Then they compare each line of research to be sure they are not similar to each other.

They then decide on the exhibition dates and the resources that will be needed and which ones can be found at the school. These can be subject matter experts, family members, volunteers, etc. Students must explain how they will work on the aspects of the research lines through an idea map, this will explain the work proposal. Also, they must write a letter presenting the aspects they consider important to work on the subject. Likewise, it is appropriate to specify that it is a cooperative work and the time limits, and the structure indicated by the teacher must be respected.

At this stage of the project, the teachers can help the students to develop categories within the research line they have chosen. They must foster a climate of research, advise them on the reliability of sources, offer methods to solve social and scientific problems, etc., connect everything with the contents of the curriculum. (Dayu, 2018) states that the principles of the research phase are: "Egalitarian negotiation, individual responsibility, cooperative attitude, and consensual decision-making."

2.1.9.3. Action and purpose of the project

An important feature of the PBL is that each project is executed with an end or end product in mind. The project generates new questions in the students, which help develop soft skills, such as effective communication, teamwork, organization, and empathy. It is imperative to consider that the final product must have some purpose related to the community, this is what the PBL calls action. Dayu, (2018) points out that, "The group must convert what it has learned into a cultural product with social value. It must serve a purpose in the social

community in which the group lives, be it the classroom, the grade level, the level, the school or the district”.

The teacher helps the students to visualize the possible scenarios or contexts where they can present their product. "The teacher's job is to provoke this need to act" (Mulyani, 2020, p. 98). The action helps to make sense of the product and the students will question what they have learned.

Actions can use some artistic manifestations such as: representations, exhibitions, exhibitions, narratives, literature, etc. Events such as: math Olympics or other courses, contests, conferences, games, etc. are also feasible. Means such as awareness campaigns, blogs, wikis, podcasts, etc. are viable, including the creation of machines, structures, ramps, orchards, terrariums, and even usual school activities such as trips, walks, visits. An action implies a change in the pre-existing situation, opening up new learning interests and new research and action needs.

2.1.9.4. Evaluation

The evaluation within the PBL is raised and explained in the intention. It is recommended to include and mention the contents and the evaluation rubric during the initial process. Students should have knowledge of what is expected, what will be assessed, and how they will be assessed. Rubrics should be clear and explain the different levels of achievement that the group can achieve through the project.

The evaluation must be continuous during the different phases of the project, what we call formative evaluation. This type of evaluation is based on different evidence on the part of the students. For example, the PBL works on portfolios and learning diaries, which are notebooks where the student writes daily progress and reflections on the project process. Ideally, the reflection process takes place at different stages of the project. However, it should be emphasized in the final reflection on what has been learned, the project process and the results obtained.

2.1.10. Implementation of Project-Based Learning in the Educational Institution

Mulyani, (2020), provides some recommendations for the implementation of this methodology. The first thing it suggests is the importance of knowledge, information management and application of the PBL as a tool that every teacher must put into practice. It also proposes a set of key ideas to apply this methodology. These are listed below:

Assess. Give value to talents based on the area of our expertise.

Listen. Adopt an empathic attitude with the students; This also allows you to discover their interests and concerns.

Time. Respect the phases and times of each group or person.

Take risks. Evaluate the creative proposals of the students.

Trust. Establish a sincere relationship with the students.

Have high expectations. The project must aim to generate lasting and deep learning.

Effort. Value the effort and understand that this is the result of people committed to a project.

Cooper & Murphy (2016), state that, to achieve success in a classroom during the project, it is necessary to promote a culture of inquiry and creativity. Teachers can foster this culture by bonding, which leads to the promotion of a learning relationship within the classroom. Also, offering learning resources, teaching students to ask critical questions, and encouraging them to take on challenges.

2.2. Writing skill Language

According to Lestari, Bharati,, & Rukmini, (2018), language is “man's ability to express his thoughts. Way of speaking. It is a communication instrument that consists of a set of signs and rules produced by man and accepted by a community" (p.568). Thanks to language, the human being is able to express everything he has in his thoughts in different ways. Each human being has an original language, which in the case of our students is Spanish. However,

it is about helping them to acquire a foreign language so that they can communicate in another language and produce it effectively.

Language is the engine of communication of each individual through various manifestations such as; signals that are what we capture through our senses, indications that are those that have a worldwide interpretation such as crying or smiling at the same time, images or icons that can be seen in each place of a city to indicate destinations or rules that are established in a place, symbols that represent a place and finally the words and gestures of a human being.

2.3.Types of language

There are several types of language in which the student can produce the English language:

Oral Language (Speaking): this type of language is used through sounds that form speech, that is, its main tool is the individual's voice, through which it emits its ideas, feelings and thoughts that are received through the ear.

Written language (Writing): This language is made by means of graphic signs made by the human being and understood through sight.

Mimic language: The human being can make signs or signals that communicate a message, the mimic language is responsible for carrying out this action.

Verbal language: it is one in which people communicate through their language and that is how they understand each other in their specific community or locality.

Non-verbal language: this language also called kinetic is the one that is based on gestures or body movements made by individuals with the same language or at the same time with disability problems.

All these types of language are used for the same purpose, which is communication. Each student can use different types of language to express themselves and share her knowledge without the need to use her original language, but rather the foreign language, in this case English. Language is of great importance due to different factors such as communication since it allows the relationship between individuals that surround us creating a harmonic society. Another importance of language is that it serves as a way of structuring our thinking, being fundamental for our learning, since thanks to this the human being communicates and shares the knowledge of it so that others can analyze, understand, and acquire it effectively. Thanks to language, valuable information that highlights a person or culture can be known, therefore it helps the individual to be part of a social group and learn from it.

2.4.Linguistic skill

Rustandi & Setiawan (2018), the design of tasks for communicative teaching: "With the expression linguistic skills refers to the ways in which the use of language is activated" (p. 254). The linguistic skill includes the use of human abilities to communicate, there are four skills divided into two groups: oral and written and productive and receptive. Oral and written skills are oral expression and written expression.

2.4.1. Oral and written skills

2.4.1.1.Oral skills

Oral expression. It refers to the set of techniques and guidelines that the student must follow in order to obtain correct and effective oral communication in order to communicate what she feels and thinks without errors in the English language. There are several aspects that must be considered when using oral expression such as voice, fluency when communicating, rhythm, that is, the harmony and accentuation of each word we mention, the clarity of our words to be mentioned, the vocabulary to be used and the coherence of our message.

2.4.1.2. Written expression

Written expression is the student's way of expressing each of the ideas and thoughts they have by learning each rule for writing in English. In this way, the student captures his ideas, thoughts, and feelings at the same time, through signs and in a correct and orderly way. Thanks to writing expressions, the students can develop their writing skills to be able to communicate their thoughts in the English language.

There are two important components that occur at the time of written expression, which are:

The objective, which entails the topic to be developed, that is, about what it will be related and **the personal or subjective** which consists on what the students are going to communicate or what they express through writing.

2.4.2. Productive skill.

Muslim, (2019), states in his article *Receptive Skills and Productive Skills in the teaching of Spanish as a Foreign Language*: "Language skills are classified into receptive skills (listening, reading) and productive skills (speaking, writing). "Productive skills are those that allow us to express ourselves through oral or written language, hence they tend to be the most valued" (Muslim, 2019, p. 194). Productive skills are the ability of human beings to communicate through their receptive and productive skills. Productive skill in itself refers to the use of our oral and written language in order to convey a correct message in a code known to the individual.

At the time of producing the language orally, the students are able to use the vocabulary learned in order to create sentences that serve to structure the ideas or thoughts they have and wants to share. To produce the English language orally, the student has followed an arduous process which has helped him improve her dexterity over time. It is important to mention that because the English language is not the original language of the students, they are not able to produce a language without any error, therefore they use simple sentences and basic ones that help you to share a clear and understandable message for whoever oversees studying each sound emitted by the student.

Written production, like oral production, occurs when the students try to communicate everything they have learned but through writing skills. The student is able to write in the English language taking into account the difficulty it presents in two specific cases, first the English language is not its original language, and the second that in English it is pronounced in one way, but the writing is different. These factors create confusion that the student must overcome through practice to produce the language correctly.

2.4.3. Writing skill.

Writing is the skill that the student has to graphically represent the language of it, in this case it tries to graph the English language using signs in a correct way. Writing is a skill that helps students communicate in the English language through the development of different activities. To communicate using writing skills, it is necessary to have in mind a specific order that must be developed in order to obtain favorable results. Chasanatun & Lestari, (2017) propose the following writing process.

Starting point: This point refers to what the student is about to write, that is, the selection of the topic that should be of interest to him in order to develop a work that motivates its completion.

Pre-writing: To facilitate writing, the writer must brainstorm all the previously acquired knowledge on the subject to be developed. The pre-writing refers to all the previous information that the student has about his subject and that can help for the development of it.

Information gathering: The writer has several resources to be used to acquire important information for the writing of it. It is important to collect all the information that he finds to gain more knowledge and write better.

Information organization: allows the writer to organize all his acquired information to meet the desired goal at the time of writing. The person in charge of organizing the information.

Write the first draft: In this step the individual is ready to translate his first paragraphs with the information that he has acquired and understood to be able to write. This is the first writing that is carried out; therefore, it is subject to errors that can be modified in the subsequent writings made.

Review and rewriting: Improve the writing of the work by adding information that helps to have a clearer and more comprehensive concept on the subject carried out. In this step, the writer can add examples that help to better understand the work for the person in charge of reading.

Correct and rewrite: The final work is obtained by making the last revisions and corrections necessary in the work.

To carry out written work, the teacher must give the student the openness to be able to include her thoughts in such a way as to develop her creativity. According to (Chasanatun & Lestari, 2017, August)

Creativity is the process of presenting a problem to the mind with clarity (either imagining it, visualizing it, supposing it, meditating, contemplating, etc.) and then originating or inventing an idea, concept, notion or scheme according to new or unconventional lines. It involves study and reflection rather than action (p.265).

Through creativity students can create their own ideas and translate them into written work with greater satisfaction. Thanks to creativity, they can improve their skills by following a process in which she imagines, creates, plays, shares and reflects. Through the PBL and the development of written skills, the student can communicate in a better way, in such a way they can evaluate their learning in different ways.

Self-evaluation: It is through which students can evaluate themselves and notice their errors when producing written language and improve in their next writing activities.

Co-evaluation: It consists of evaluation of students' written skills' performance and development through the observation and determinations of their own study companions.

Hetero-Evaluation: It is based on the observation and recommendations the teacher gives about a work to the student. Through this observation, the students notice their mistakes and improves in their next written work, in order to use the language in a better way.

Writing is one of the most recent skills that humans have developed, it is the product of evolution. Thanks to her, the great step from prehistory to history was made. And from that moment it has developed to the point of being necessary, in our days, to access different pages on the Internet, write letters and even for everyday activities such as sending a text message or chatting.

Both writing and speech are communication systems, however, writing has certain characteristics that exceed the limitations that oral production can have, as Sánchez points out: Writing allows the transmission of information through messages that overcome the barriers of time, acquiring in this way a permanent and spatial reflection. Thanks to this technique, it is also possible to accumulate huge amounts of information and manage complex social structures, which is why its origins are confused with those of civilization.

Teachers can see in the previous section the importance of writing, since it transcends time and space, contrary to orality that is governed by immediacy, also adds to the above, Cassany cited by Sánchez (2014), that writing is a powerful instrument of reflection.

2.4.4. Writing: Definition and Micro Skills

When referring to the term "writing", it is necessary to observe the different conceptions that exist of the definition, since it can refer to the act as such, to the product of the same or to the graphic representation of orality.

Sigman (2019) cites Swales 1990, Cope & Kalantzis 1993, Fairclough 2001 and Ivanic 1998, and indicates that learning to write leads to the learning of process and composition; of the form and organization of the product, and not only that, but it appropriates the writing of a social dimension, a purpose, public and gender. On the other hand, the author (Pohan, 2020) differs a bit from the conception of “What writing is and Focuses on what it is to know how to Write: “... To know how to write –and we say, therefore, that he is a good writer or writer-who is able to communicate coherently in writing, producing texts of considerable length about a topic from general culture” (p.243).

In accordance with what Pohan proposed, it is observed that knowing how to write goes beyond putting spellings on paper, but rather focuses on the process and therefore, on certain specific micro-skills that are developed to be able to effectively carry out this competence.

2.4.4.1. Write in a foreign language.

Writing in a foreign language, according to (Pohan, 2020), has two processes:

Its realization through writing (in terms of the linguistic system and use) involves two processes: on the one hand, the one that relates the students who write with what they say, considering motivations and intentions; on the other hand, the ones that put into action the learning of the foreign language. This last process seeks to replace, to a certain extent, the one that highlights the knowledge of the mother tongue.

The product perspective at Pohan implies that teaching the language system leads students to write; From this act, the students show their learning of the language. However, he indicates the mother tongue is usually used in the creation of the text and then resort to translation, which does not allow a complete knowledge of the language but is taken to a purely structural level. In other cases, production is carried out without prior planning, which for the author is not convenient either.

Second is the process or procedural perspective. It is considered as “the one in which students must develop cognitive composition processes to write good texts” (Pohan, 2020, p. 133), and makes an outline with its main characteristics:

Chart 1 Processual approach

Processual Approach
<ol style="list-style-type: none">1. Emphasis on the composition process (product) and on the student (written)2. Cognitive processes: generate ideas, formulate objectives, organize ideas, write, review, evaluate, etc.3. Composition of texts.<ol style="list-style-type: none">1. Find ideas.2. Make outlines.3. Write.4. Evaluate.5. Review.
- Emphasis on counseling. (correction)
4. Creativity (whirlwind of ideas, analogies, etc.), techniques of study (diagrams, ideograms, etc.) drafts, free writing, value own texts, etc.

Source: Pohan (2020)

When reviewing the table, it is observed that it is an approach in which there is greater interest in integrating the language with the development of writing. The subjective aspects (related to the preparation and correction of the text) bring with it a series of creative and playful strategies for teaching and learning writing; These strategies, which directly or indirectly address linguistic aspects, can be used to promote significant learning of the Foreign Language.

2.4.4.2. The writing processes.

Having found the above and seeing that writing requires some steps, Harmer suggests four:

Chart 2. Steps in the writing process

Planning

- At this stage, the purpose of the writing, the type of text, the audience the text is intended for, and the language are considered

Drafting

- It refers to the first version of a writing. There may be how many drafts consider required by the writer.

Editing

- Reflect on what has been done in the drafts and correct what is considered pertinent.
- Someone else can help with this process.

Final version

- After having corrected and made the changes that are considered necessary, the version is written that is now ready to be read by an audience.

Source: Harmer (2017)

However, Hammer indicates that the process is not always linear and that in many cases one or more of the steps must be retaken before reaching the final version. This procedure is repeated in any written production that takes place, even in quick activities like writing a text message.

In foreign language teaching, as far as writing is concerned, for a long time he focused on applying grammar and learning the correct forms of writing so that later the teacher would review the final product prepared by the student, which in the end it was a reproduction of a text prepared in advance and it was not a real model of creation. In this type of written production, only the application of the learned grammar and the final product were taken into account, forgetting the process of creation and the communicative intentions of the student.

Process writing is based on what was proposed by the linguist (Harmer, 2017), since he proposes that if we focus our mind on what is being said, that is, on the message, instead of the form, then we will end up internalizing the structures unconsciously. This aspect is linked to the communicative approach that guides the research, since it is sought that from a direct contact with the language objective, an acquisition process may occur; in this way it will be easier for the student to internalize these structures.

2.5. Legal Framework

This project is contemplated in the Constitution of the Republic of Ecuador (2013), the Organic Law of Education (LOEI) 2011 and its Regulations (2012) and in the Ten-Year Education Plan (2006-2015), they indicate some general principles of Education in which it establishes in the new Constitution of the Republic (2008) that Education is a necessary condition for equal opportunities and to achieve the Good Living society.

ACUERDO Nro. MINEDUC-MINEDUC-2020-00020-A

SRA. MARÍA MONSERRAT CREAMER GUILLÉN

MINISTRA DE EDUCACIÓN

Artículo 1.- Disponer la suspensión de clases en todo el territorio nacional para todas las instituciones educativas públicas, fiscomisionales y particulares del régimen Sierra – Amazonía 2019-2020, en todas sus jornadas y modalidades, hasta el 30 de abril de 2020.

Artículo 2.- Disponer el inicio de clases para régimen Costa y Galápagos, en todas sus jornadas y modalidades, a partir del 04 de mayo de 2020.

Artículo 3.- Disponer al personal administrativo y docente del Sistema Nacional de Educación, continuar ejecutando sus labores mediante la modalidad de teletrabajo.

Artículo 4.- Disponer al personal de Planta Central y del nivel desconcentrado del Ministerio de Educación, que no ejerzan sus funciones dentro de las instituciones educativas, continuar sus actividades en la modalidad de teletrabajo, en cumplimiento de las disposiciones que el Comité de Operaciones de Emergencia Nacional emita para el efecto.

DISPOSICIONES GENERALES

PRIMERA.- Durante el periodo de suspensión de clases dispuesto con el presente Acuerdo Ministerial, las instituciones educativas podrán utilizar las plataformas tecnológicas que el Ministerio de Educación establezca, con el fin de impartir clases de manera virtual y/o a distancia.

SEGUNDA.- Las Subsecretarías y Coordinaciones del nivel central, en el ámbito de sus competencias, deberán realizar las acciones y mecanismos idóneos para la implementación y ejecución del presente instrumento.

TERCERA.- Las instituciones educativas del régimen Sierra – Amazonía continuarán con el cumplimiento del cronograma escolar a partir del 04 de mayo de 2020, conforme a los lineamientos que la Autoridad Educativa Nacional expida para el efecto a través de la Subsecretaría de Apoyo, Seguimiento y Regulación.

CUARTA.- La Dirección Nacional de Talento Humano, sobre la base de las resoluciones dispuestas por el Comité de Operaciones de Emergencia Nacional, emitirá las directrices para el desarrollo de las actividades de los servidores del Ministerio de Educación durante la emergencia sanitaria en modalidad presencial o teletrabajo.

Constitución de la República del Ecuador

Niños y Adolescentes

The Constitution of Ecuador recognizes children as subjects of rights "Girls, boys and adolescents shall enjoy the common rights of the human being, and therefore the rights of freedom, in addition to those specific to their age, such as" the right to physical and mental integrity; your identity, name and citizenship; to integral health and nutrition; to education and culture, sports and social recreation; to have a family and enjoy family and community coexistence; to security; to social participation; respect for their freedom and dignity; to be consulted on matters that affect them.

Art. 44.- El Estado, la sociedad y la familia promoverán de forma prioritaria el desarrollo integral de las niñas, niños y adolescentes, y asegurarán el ejercicio pleno de sus derechos; se atenderá al principio de su interés superior y sus derechos prevalecerán sobre los de las demás personas. Las niñas, niños y adolescentes tendrán derecho a su desarrollo integral, entendido como proceso de crecimiento, maduración y despliegue de su intelecto y de sus capacidades, potencialidades y aspiraciones, en un entorno familiar, escolar, social y comunitario de afectividad y seguridad. Este entorno permitirá la satisfacción de sus necesidades sociales, afectivo-emocionales y culturales, con el apoyo de políticas intersectoriales nacionales y locales.

Art. 45.- Las niñas, niños y adolescentes gozarán de los derechos comunes del ser humano, además de los específicos de su edad. El Estado reconocerá y garantizará la vida, incluido el cuidado y protección desde la concepción. Las niñas, niños y adolescentes tienen derecho a la integridad física y psíquica; a su identidad, nombre y ciudadanía; a la salud integral y nutrición; a la educación y cultura, al deporte y recreación; a la seguridad social; a tener una familia y disfrutar de la convivencia familiar y comunitaria; a la participación social; al respeto de su libertad y dignidad; a ser consultados en los asuntos que les afecten; a educarse de manera prioritaria en su idioma y en los contextos culturales propios de sus pueblos y nacionalidades; y a recibir información acerca de sus progenitores o familiares ausentes, salvo que fuera perjudicial para su bienestar. El Estado garantizará su libertad de expresión y asociación, el funcionamiento libre de los consejos estudiantiles y demás formas asociativas.

LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL, 2011

In this sense, education is re-conceptualized and can no longer be a privilege of a few, but it is determined that Education is a fundamental right of people throughout their lives and therefore an inescapable and inexcusable duty of the State, and a priority area of public policy and state investment

Art. 2.- Principios. - La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

f. Desarrollo de procesos. - Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, capacidades, ámbito cultural y lingüístico, sus necesidades y las del país, atendiendo de manera particular la igualdad real de grupos poblacionales históricamente excluidos o cuyas desventajas se mantienen vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República;

Art. 17.- Derechos. - Los miembros de la comunidad gozan de los siguientes derechos:

a. Recibir educación escolarizada o no escolarizada, formal o informal a lo largo de su vida que, complementa sus capacidades y habilidades para ejercer la ciudadanía y el derecho al Buen Vivir. Literal b. Participar activamente en el conocimiento de las realidades institucionales de los centros educativos de su respectiva comunidad; y literal c. Fomentar un proceso de conocimiento y mutuo respeto entre la comunidad organizada y los centros educativos de su respectiva circunscripción territorial;

Plan de Desarrollo Social

1.4 Garantizar el desarrollo infantil integral para estimular las capacidades de los niños y niñas, considerando los contextos territoriales, la interculturalidad, el género y las discapacidades.

1.5 Fortalecer el sistema de inclusión y equidad social, protección integral, protección especial, atención integral y el sistema de cuidados durante el ciclo de vida de las personas, con énfasis en los grupos de atención prioritaria, considerando los contextos territoriales y la diversidad sociocultural.

1.6 Garantizar el derecho a la salud, la educación y al cuidado integral durante el ciclo de vida, bajo criterios de accesibilidad, calidad y pertinencia territorial y cultural.

Objetivo 2: Afirmar la interculturalidad y plurinacionalidad, revalorizando las identidades diversas

2.1. Erradicar la discriminación y la exclusión social en todas sus manifestaciones, especialmente el machismo, la homofobia, el racismo, la xenofobia y otras formas conexas, mediante acciones afirmativas y de reparación integral para la construcción de una sociedad inclusiva.

2.2 Garantizar la interculturalidad y la plurinacionalidad en la gestión pública, para facilitar el goce efectivo de los derechos colectivos de los pueblos y nacionalidades.

2.3 Promover el rescate, reconocimiento y protección del patrimonio cultural tangible e intangible, saberes ancestrales, cosmovisiones y dinámicas culturales.

2.4. Conceptual Framework

Cooperative learning. The process of breaking a classroom of students into small groups so they can discover a new concept together and help each other learn. The idea of cooperative learning has been around for decades, but it never got to the same prominence as blended learning or differentiated instruction (Ehsan, Vida, & Mehdi, 2019)

Curriculum (plural: **curricula**) is a program of study. It is used to plan teaching or training. It spells out the details so others can know what is going to happen: what topics will be taught, in which order they will be taught (Sigman, 2019).

Linguistic communication. A systematic means of communicating by the use of sounds or conventional symbols; "he taught foreign languages"; "the language introduced is standard throughout the text"; "the speed with which a program can be executed depends on the language in which it is written" (Pohan, 2020)

Non-verbal communication. Includes facial expressions, the tone and pitch of the voice, gestures displayed through body language (kinesics) and the physical distance between the communicators (proxemics) (Ramadhani & Sir, 2018).

PBL. Project-based learning is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world. Project-based learning, or PBL, is more than just projects (Chen & Yang, 2019)

Podcast. an episodic series of spoken word digital audio files that a user can download to a personal device for easy listening. A podcast series usually features one or more recurring hosts engaged in a discussion about a particular topic or current event (Drew, 2017).

Portfolio. A set of pictures by someone, or photographs of examples of their work, which they use when entering competitions or applying for work. In finance, a portfolio is the combination of shares or other investments that a particular person or company has (Bacon, 2017).

Productive skills. Speaking and writing are known as the productive skills as they both require some form of language output, while reading and listening are known as the receptive skills. Alternatively, you may also find the productive skills referred to as the active skills and the receptive skills referred to as the passive skills (Haerazi & Irawan, 2019).

Receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with the productive or active skills of speaking and writing (Haerazi & Irawan, 2019).

Writing skills include all the knowledge and abilities related to expressing ideas through the **written** word. Knowing what situations call for different styles of **writing** and being able to set an appropriate tone over text are both important **writing skills** that any person can use at work (Mulyani, 2020)

CHAPTER III

RESEARCH METHODOLOGY

3.1. Types and Modality of Research Description

It is descriptive because through this method the information is collected through structured techniques such as the survey, to determine how project-based learning influences English writing skill development in seventh grade students at Unidad Educativa "Gabriel Garcia Moreno."

The study is also descriptive because situations will be described, and it will seek to specify important factors such as teachers and students, who will be subjected to analysis, also measure or evaluate various aspects, dimensions or components of the phenomenon (performance evaluation) or phenomena to be investigated from a scientific point of view. (Etfita & Wahyuni, 2020).

3.2. Research Approach

3.2.1. Qualitative Approach

Qualitative paradigm has a decidedly humanist foundation to understand the social reality from an idealist position that highlights an evolutionary and negotiated conception of the social order. Qualitative paradigm perceives social life as the shared creativity of individuals. The fact that it is shared determines a reality perceived as objective, living and knowable for all participants in social interaction. Furthermore, the social world is neither fixed nor static but changing, mutable, dynamic (Dos Reis, Morze, & Vasylenko, 2018, p. 123).

3.2.2. Quantitative Approach

The present investigation was developed from a **quantitative perspective**, as a methodology that aims to describe the qualities of a social phenomenon, where what is sought is not to measure the degree of a certain quality found in the phenomenon studied. His quantitative methodology consists of discovering as many characteristics as possible. The aim is to study

the attributes of a particular phenomenon by focusing its analysis on their description, understanding and interpretation (Bansal, Smith, & Vaara, 2018, p. 1189).

3.3. Research Instruments and Techniques

The information obtained makes emphasis about the needing resources and academic materials to encourage students still learning. Furthermore, without the resources and academic material, the practice cannot be applied to enhance the pupil's level. **The deductive method** was used in this project as the main instrument of investigation. During the data analysis process, **Surveys** were administered to seventh grade students and teachers from Unidad Educativa "Gabriel Garcia Moreno". Interview was addressed to the school principal as to get some information about the use of project-based learning and its influence in writing skills.

Observation technique has been applied in order to analyze students' English level and classroom management as to provide the necessary resources or tools to reinforce the pupil's failure. This technique has been also applied in order to detect the academic problems that arise in students due to lack of audio-visual and kinesthetic resources for learning the English language and improve their listening skills.

3.3.2. Instruments:

Two questionnaires were developed, one for the seventh-grade students, with a total of 10 multiple-choice questions on the Likert scale.

The interview worksheet was developed with open questions useful to get the qualitative research about the students' academic failure and the need of applying the PBL proposal.

Observation sheet format will fulfill a record format where the researcher will be able to see the students' listening achievements during the teaching and learning process by adapting active school learning environment. A format with multiple options has been developed to diagnose the students' participation and teaching and learning processes applied in teachers for the development of listening skills.

3.4. Research Population and simple

3.4.1. Population

As mentioned by Ramos (2018) "The population is detailed as the generality of the phenomenon to be studied where the population units they preserve a common singularity which is analyzed and established research data" (p.256). For the purposes of this research, the population consists of English teachers, the authority, and students from seventh grade. The population of teachers is corresponding to 10 teachers, the school principal and 40 students.

3.4.2. Sample

Sampieri (2018), indicates that: "It is a subset of the population from which the data is collected and should be particular of this." Sampling was chosen entirely at random among all those who are part of the population. Seven grade students were taken for sampling; However, to verify the veracity of applying project-based learning strategies, five teachers in the English area were taken into consideration.

Chart 3. population and sample

Group	Population	Sample	Percentage	Instruments
Teachers	10	5	50%	Survey
Students	40	40	100%	Survey
School Principal	1	1	100%	Interview

Elaborated by: Rosado & Sinche (2021)

3.4.3. Analysis of results

For the present investigation, its process is explained as follows:

- Definition of the population or sample
- Definition of the methodology
- Selection of technique
- Design of the instrument
- Application of the instrument

- Collection of information based on the structured questionnaire
- Information analysis and processing
- Information debugging
- Data tabulation
- Elaboration of tables and graphs.
- Analysis and interpretation of results

3.5. Students' survey

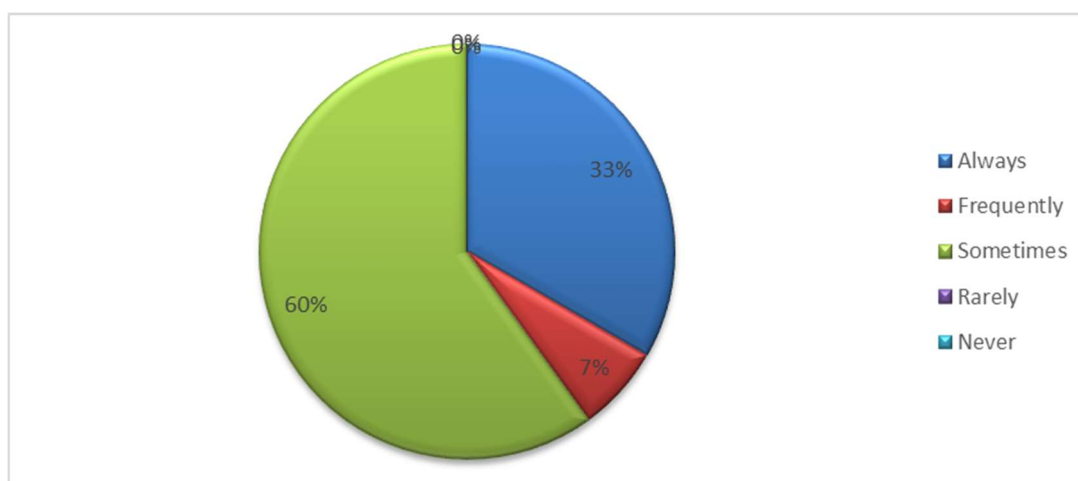
1. When the English teacher shows the contents of the class in a clear and orderly way, it positively influences my grades?

Table 1. Perception of the influence of the teacher's attitude towards Students' academic performance

Code	Category	Frequency	Percentage
1	Always	10	33%
	Frequently	2	7%
	Sometimes	18	60%
	Rarely	0	0%
	Never	0	0%
	Total	40	100,00%

Source: Students' Survey

Elaborated by: Rosado & Sinche (2021)



Graph 1. Perception of the influence of the teacher's attitude towards Students' academic performance

Source: Students' Survey

Elaborated by: Rosado & Sinche (2021)

According to the analysis seen on this graph, 60 percent of students perceive that teacher's good attitude when carrying out activities during English classes has a positive influence on their grades. Good attitude refers to respect, kindness and understanding towards students. Good attitude enables or helps the student investigative and achieve significant learning, in search of comprehensive, conceptual, procedural and attitudinal knowledge.

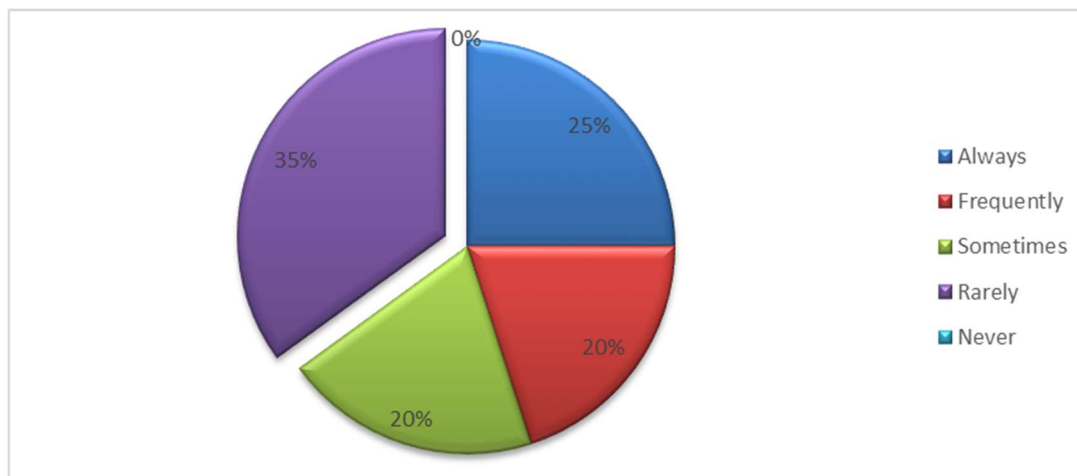
2. Do you find difficult to correct grammar mistakes at the time of writing?

Table 2. Skillful activities to overcome writing problems.

Code	Category	Frequency	Percentage
Item 2	Always	10	25%
	Frequently	8	20%
	Sometimes	8	20%
	Rarely	14	35%
	Never	0	0%
Total		40	100,00%

Source: Students' Survey

Elaborated by: Rosado & Sinche (2021)



Graph 2. Skillful activities to overcome learning problems

Source: Students' Survey

Elaborated by: Rosado & Sinche (2021)

From the data obtained, it is evident that 35 percent of students assert they have rarely managed to develop skills when overcoming writing problems presented in class. In contrast to this, when project-based learning is well applied, the fulfillment of the objective is

demonstrated, which is: Developing social skills related to group work including problem solving and making value judgments.

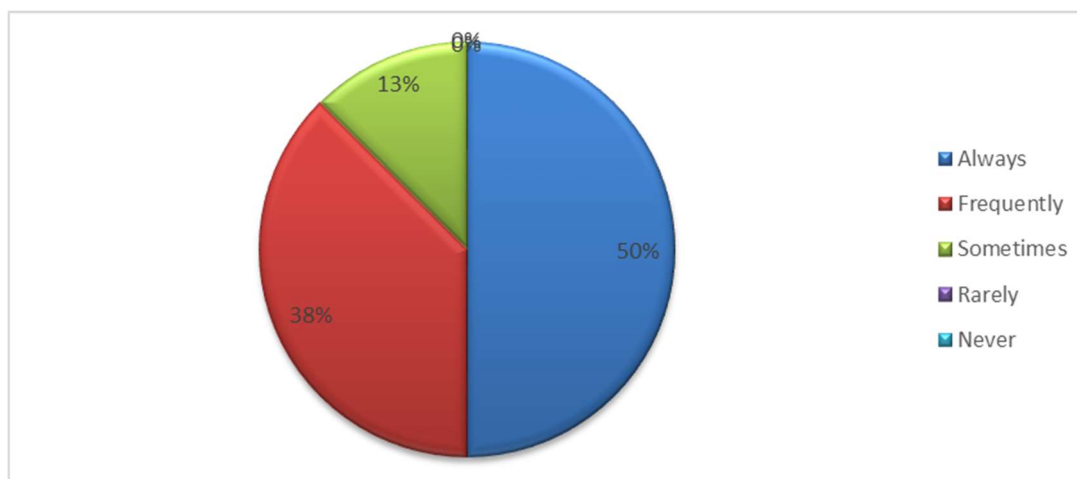
3. Working in groups improves your writing skill performance

Table 3. Collaborative learning strategy

Code	Category	Frequency	Percentage
Item 3	Always	20	50%
	Frequently	15	38%
	Sometimes	5	13%
	Rarely	0	0%
	Never	0	0%
Total		40	100,00%

Source: Students' Survey

Elaborated by: Rosado & Sinche (2021)



Graph 3. Collaborative learning strategy

Source: Students' Survey

Elaborated by: Rosado & Sinche (2021)

This graph shows that 50% of students consider that it is always necessary to promote collaborative work in the classroom to improve writing skill performance, while the other 38% affirm with the same opinion. It is stated that collaborative work in the classroom improves academic performance where the teacher must encourage the student to use metacognitive learning processes, respect group and individual efforts, verify progress, diagnose problems, give feedback and evaluate general results.

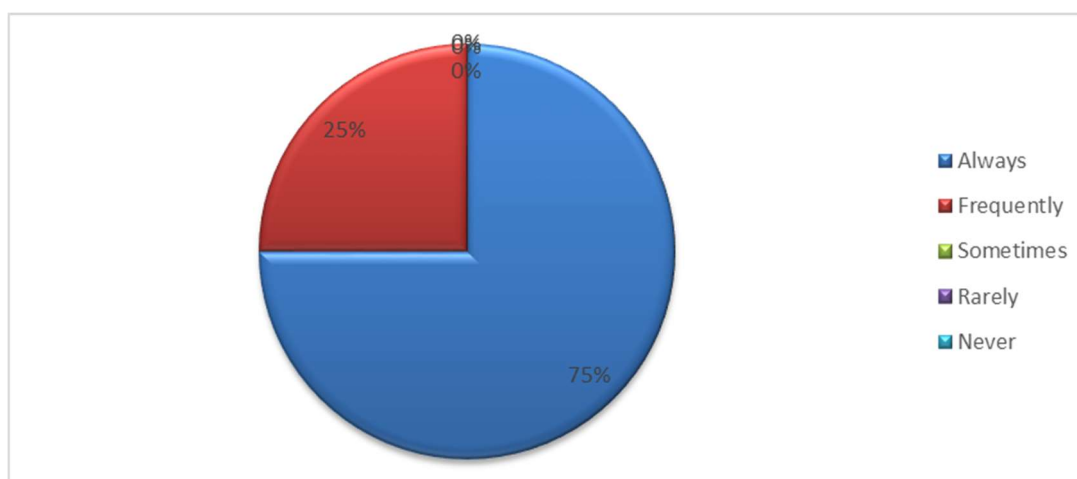
4. Do you do you think learning English through making projects improve your writing skill?

Table 4. Project Based Learning to foster learning problem

Code	Category	Frequency	Percentage
Item	Always	30	75%
	Frequently	10	25%
	Sometimes	0	0%
	Rarely	0	0%
4	Never	0	0%
Total		40	100,00%

Source: Students' Survey

Elaborated by: Rosado & Sinche (2021)



Graph 4. Project Based Learning to foster learning problem

Source: Students' Survey

Elaborated by: Rosado & Sinche (2021)

It is appreciated that 30% of surveyed students affirm that it is always important to use problems to promote reflection on the learning process, the other 25 percent mention with frequently. During the student's training process, it is necessary and important to promote reflection on the learning process based on problems and lead towards self-learning where the student will be autonomous and critical. Thus creating study habits adaptable is so relevant where interdisciplinary knowledge interrelates with project based learning.

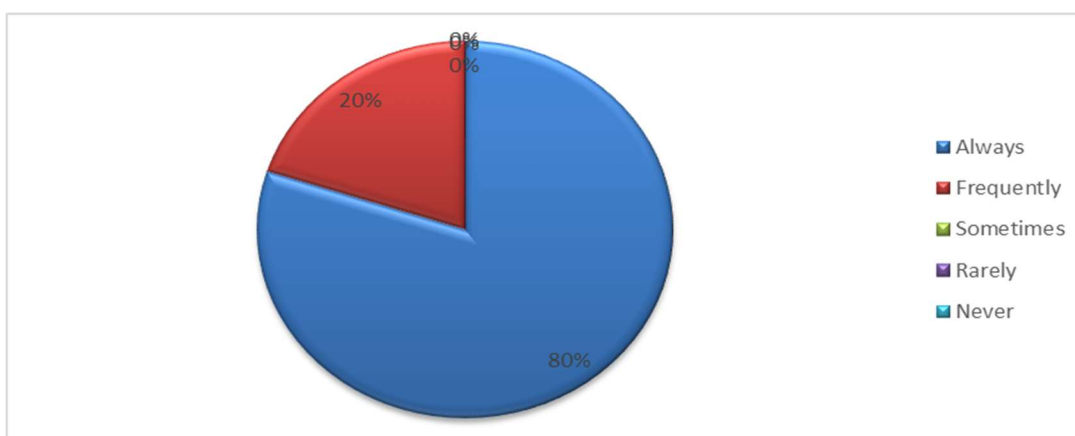
5. Does the teacher promote the topics for discussion in the classroom?

Table 5. Collaborative work to promote active classroom

Code	Category	Frequency	Percentage
Item 5	Always	32	80%
	Frequently	8	20%
	Sometimes	0	0%
	Rarely	0	0%
	Never	0	0%
Total		40	100,00%

Source: Students' Survey

Elaborated by: Rosado & Sinche (2021)



Graph 5. Collaborative work to promote active classroom

Source: Students' Survey

Elaborated by: Rosado & Sinche (2021)

In this graph shows an eighty percent of students who state the teacher always applying collaborative work to promotes discussion by using topics to be developed in the classroom, while the other twenty percent said they use with frequently. Within the teaching-learning process, it is enriching that the teacher, when applying collaborative work, promotes discussion and debates in the classroom, with the vision of learning from each other through questions and answers, an environment of trust and thus consolidating knowledge aimed at solving problems of the real life.

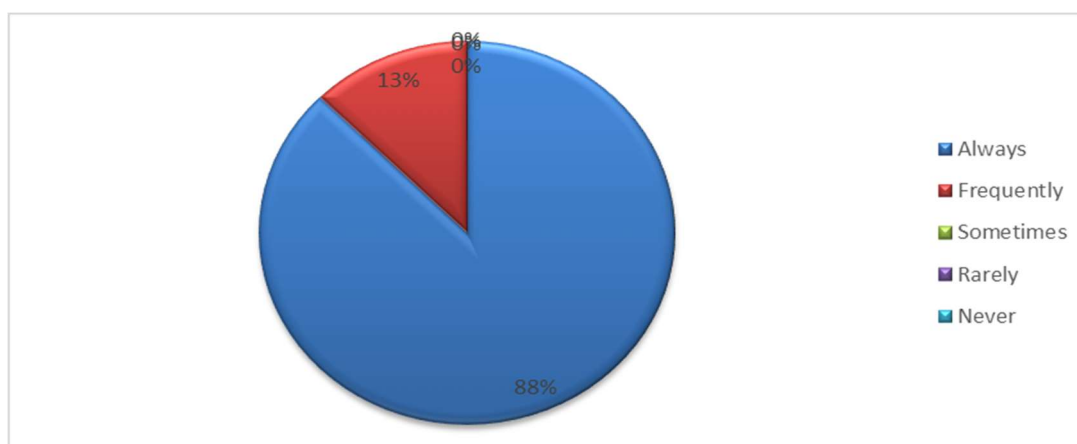
6. Do projects make the English classes funnier and enhance students' writing skill?

Table 6. Project based learning to develop academic performance.

Code	Category	Frequency	Percentage
Item 1	Always	35	88%
	Frequently	5	13%
	Sometimes	0	0%
	Rarely	0	0%
	Never	0	0%
Total		40	100,00%

Source: Students' Survey

Elaborated by: Rosado & Sinche (2021)



Graph 6. Project based learning to develop academic performance

Source: Students' Survey

Elaborated by: Rosado & Sinche (2021)

At present, the constructivist model implies interrelating previous knowledge with new and in turn engaging knowledge, procedures, and values, capable of motivating the student during and after the teaching-learning process in all disciplines. This being a necessity, it is necessary for the teacher to have active techniques, especially to be able to handle the PBL and apply it during their teaching practice. If it is coordinated with other techniques and helps the student in solving problems oriented towards the correct search for information on the issues raised and reaches levels of complexity and decodes information.

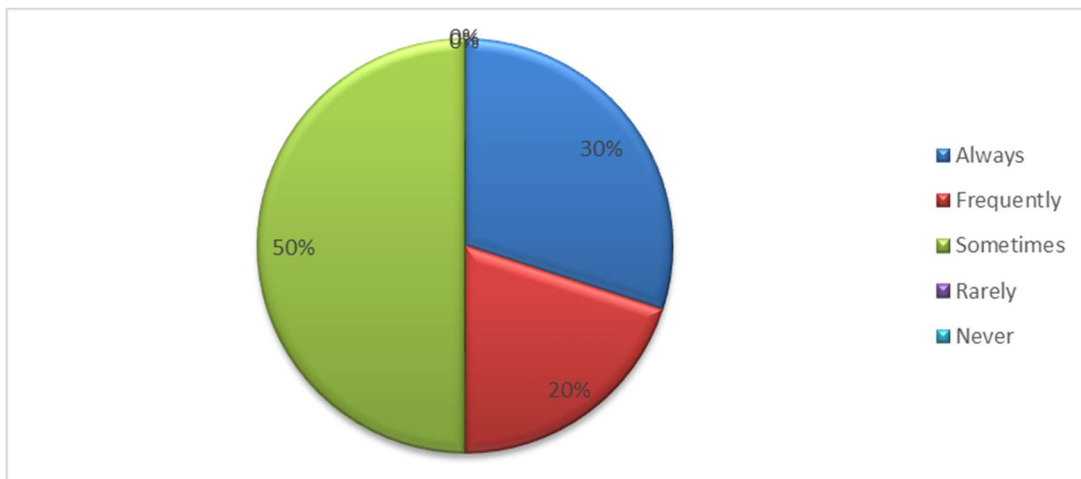
7. Do you remember topics taught in class easily?

Table 7. Activating previous knowledge

Code	Category	Frequency	Percentage
Item 7	Always	12	30%
	Frequently	8	20%
	Sometimes	20	50%
	Rarely	0	0%
	Never	0	0%
Total		40	100,00%

Source: Students' Survey

Elaborated by: Rosado & Sinche (2021)



Graph 7. Activating previous knowledge

Source: Students' Survey

Elaborated by: Rosado & Sinche (2021)

Thirty percent of students states they have sometimes remembered topics taught in class with ease, while there is a fifty percent who sometimes remembers the class. In project-based education, teachers need to create spaces for learning and encourage students to easily remember topics taught in class and thus appropriately guide their tasks, encourage them to use metacognitive learning processes, respecting group efforts and individuals, checking progress, diagnosing problems, providing feedback, and evaluating overall results throughout the process.

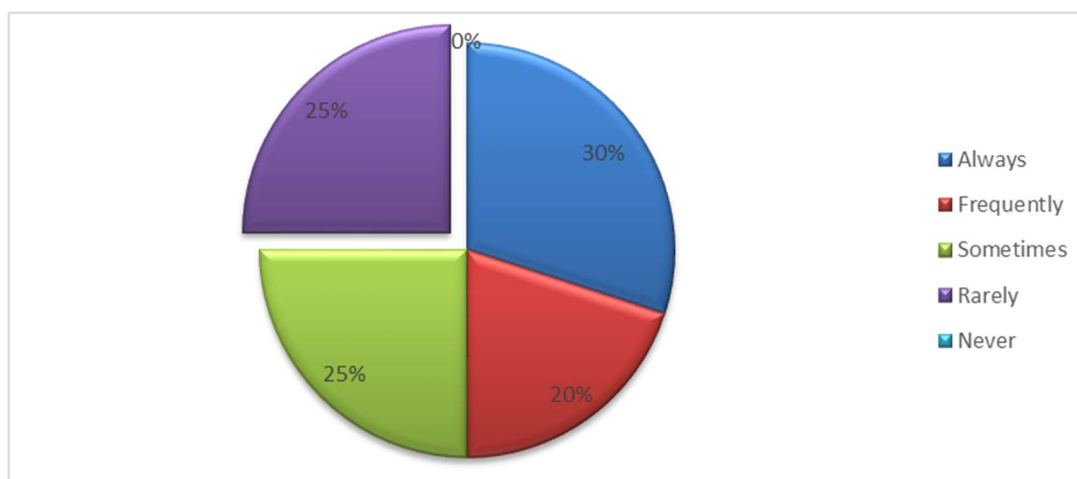
8. Do teachers carry out mental activities to acquire the English knowledge?

Table 8. The use of mental activities to acquire the English knowledge

Code	Category	Frequency	Percentage
Item 1	Always	12	30%
	Frequently	8	20%
	Sometimes	10	25%
	Rarely	10	25%
	Never	0	0%
Total		40	100,00%

Source: Students' Survey

Elaborated by: Rosado & Sinche (2021)



Graph 8. The use of mental activities to acquire the English knowledge.

Source: Students' Survey

Elaborated by: Rosado & Sinche (2021)

Thirty percent of students states that teachers almost always carry out mental activities to acquire knowledge, while there is a significant percentage who sometimes and rarely use this kind of activities to enhance their previous knowledge. It is important for the teacher to implement mental activities so that students acquire knowledge. Learning is a process that involves all people in the social construction of knowledge, the development of abilities and skills and the generation of socially significant attitudes and values.

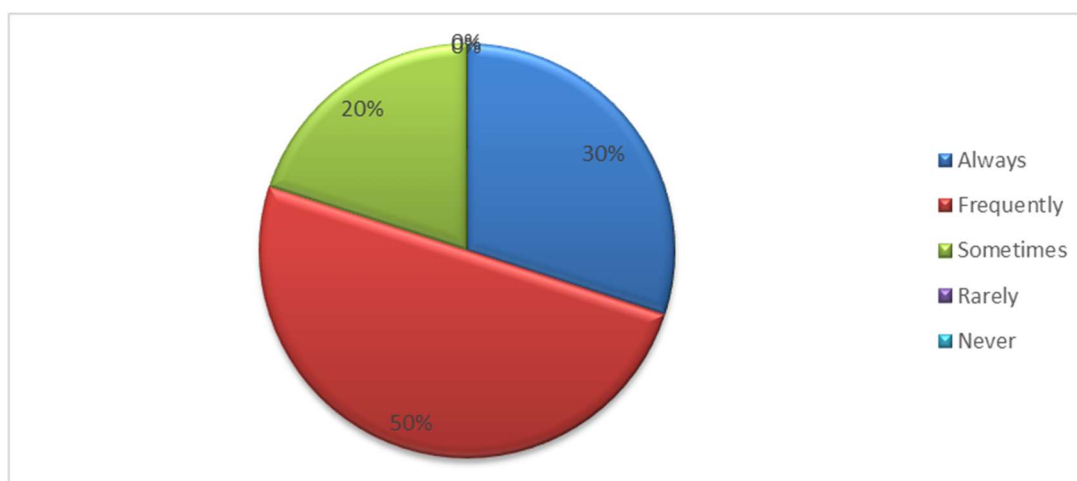
9. How easy is it to write your class information?

Table 9. Students' writing skill

Code	Category	Frequency	Percentage
Item 1	Always	12	30%
	Frequently	20	50%
	Sometimes	8	20%
	Rarely	0	0%
	Never	0	0%
Total		40	100,00%

Source: Students' Survey

Elaborated by: Rosado & Sinche (2021)



Graph 9. Students' writing skill

Source: Students' Survey

Elaborated by: Rosado & Sinche (2021)

Fifty percent of students frequently write their class information while the other twenty percent rarely do this task. According to the learning styles, students store information with different degrees of ease, it is necessary to develop students' writing skills as to communicate with their classmates and teachers. It is useful to direct them towards significant learning, as David Ausubel states that learning should not be rote and prior knowledge should be anchored with the new ones. Teachers must structure the contents and activities so that the knowledge is meaningful for the students.

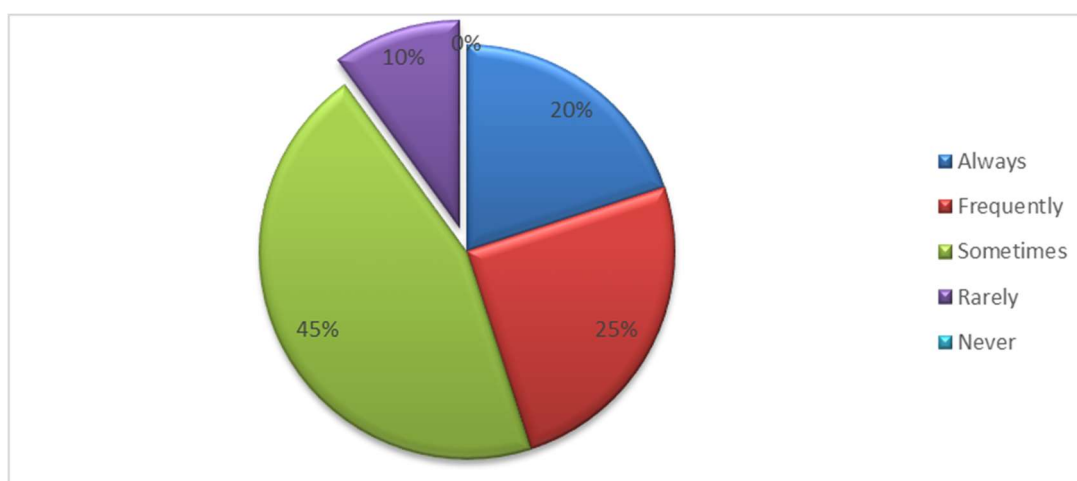
10. Do you frequently write essays, novels, compositions, etc?

Table 10. Developing students' writing skill

Code	Category	Frequency	Percentage
Item 10	Always	8	20%
	Frequently	10	25%
	Sometimes	18	45%
	Rarely	4	10%
	Never	0	0%
Total		40	100,00%

Source: Students' Survey

Elaborated by: Rosado & Sinche (2021)



Graph 10. Developing students' writing skill

Source: Students' Survey

Elaborated by: Rosado & Sinche (2021)

There is a forty-five percent of surveyed students who affirm the lack of habits as to perform writing skills, and the other 45 percent almost never. Academic performance is influenced directly proportional to develop writing skill in students. Designing a didactic guidance will be necessary to apply to develop the skill of writing and help them think and solve problems, adapting teaching to the possibilities and students' needs, inspiring school activities towards meaningful learning, guiding the fulfillment of educational objectives, the organization of tasks to avoid wasting time and useless efforts and carrying out a control about their learning progress.

3.6. Teachers' survey

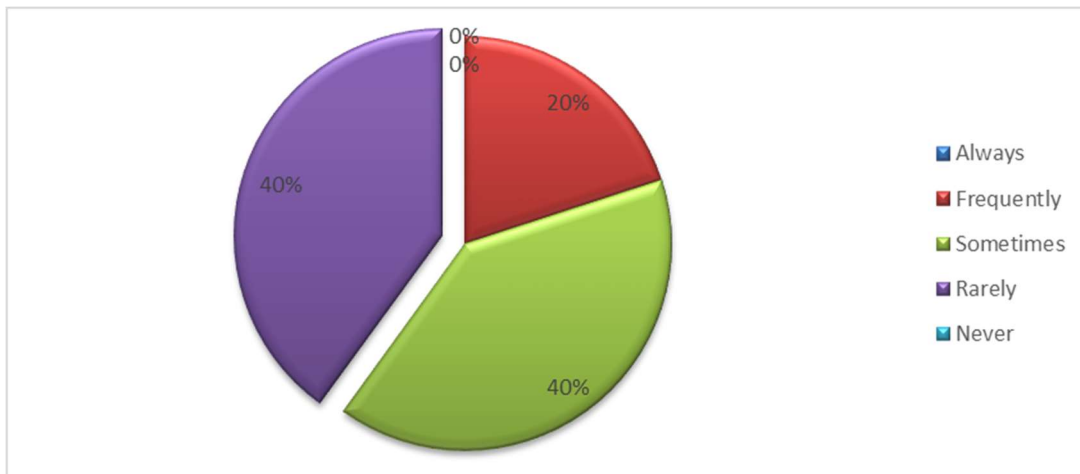
1. Do your students identify a task based on project based learning

Table 11. Identifying topics based on project based learning

Code	Category	Frequency	Percentage
Item 1	Always	0	0%
	Frequently	1	20%
	Sometimes	2	40%
	Rarely	2	40%
	Never	0	0%
Total		5	100,00%

Source: Teachers' Survey

Elaborated by: Rosado & Sinche (2021)



Graph 11. Identifying topics based on problems

Source: Teachers' Survey

Elaborated by: Rosado & Sinche (2021)

When applying the survey, one teachers who correspond to 20% said they frequently identify a learning topic based on PBL, 40% affirmed sometimes, while the other 40% said sometimes and rarely. Project-based learning is a methodology that enables students to acquire key knowledge and skills in the 21st century through developing projects that respond to real-life problems.

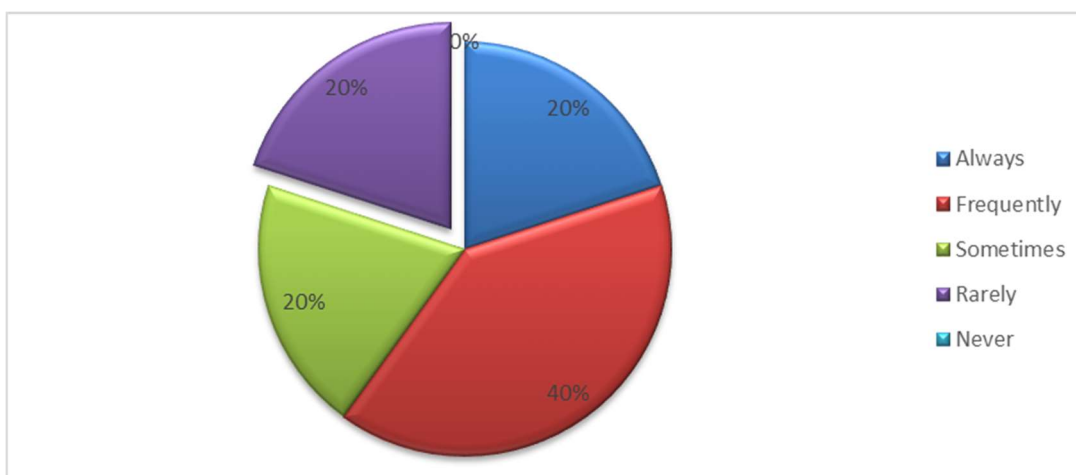
2. Can your students develop skills to solve learning problems presented in class?

Table 12. Developing skills to solve problems.

Code	Category	Frequency	Percentage
Item 2	Always	1	10%
	Frequently	2	70%
	Sometimes	1	10%
	Rarely	1	10%
	Never	0	0%
Total		5	100,00%

Source: Teachers' Survey

Elaborated by: Rosado & Sinche (2021)



Graph 12. Developing skills to solve problems.

Source: Teachers' Survey

Elaborated by: Rosado & Sinche (2021)

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The benefits that the PBL offers the teacher in the teaching-learning process are: the acquisition and application of theoretical knowledge through practical situations, teamwork and interpersonal group work, development of self-learning, time management skills and decision-making, Entrepreneurial and business capacity Taking into consideration that at the level of educational institutions as teachers there is the vision of continuing to develop skills in students by leading towards the solution of learning problems presented in class in a logical and motivating way.

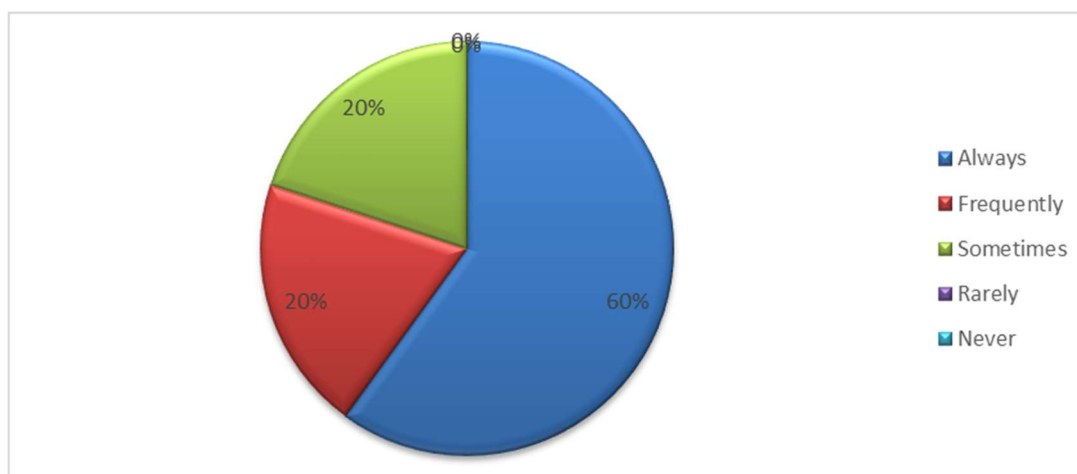
3. Do you consider necessary to promote collaborative work in the classroom to improve writing skills?

Table 13. Collaborative as PBL

Code	Category	Frequency	Percentage
Item 3	Always	3	60%
	Frequently	1	20%
	Sometimes	1	20%
	Rarely	0	0%
	Never	0	0%
Total		5	100,00%

Source: Teachers' Survey

Elaborated by: Rosado & Sinche (2021)



Graph 13. Collaborative as PBL

Source: Teachers' Survey

Elaborated by: Rosado & Sinche (2021)

60% of teachers surveyed considers that collaborative work should always be promoted in the classroom to improve academic performance, 20% almost always, while the other 20% affirm sometimes. The benefits of collaborative work in the classroom are insurmountable, where students develop their creativity, responsibility, collaborative work and critical capacity, the institution consolidates significant learning, integration of resources, integration of groups and the teacher integrates different experiences, efficiently using technology to develop writing skills in the English area.

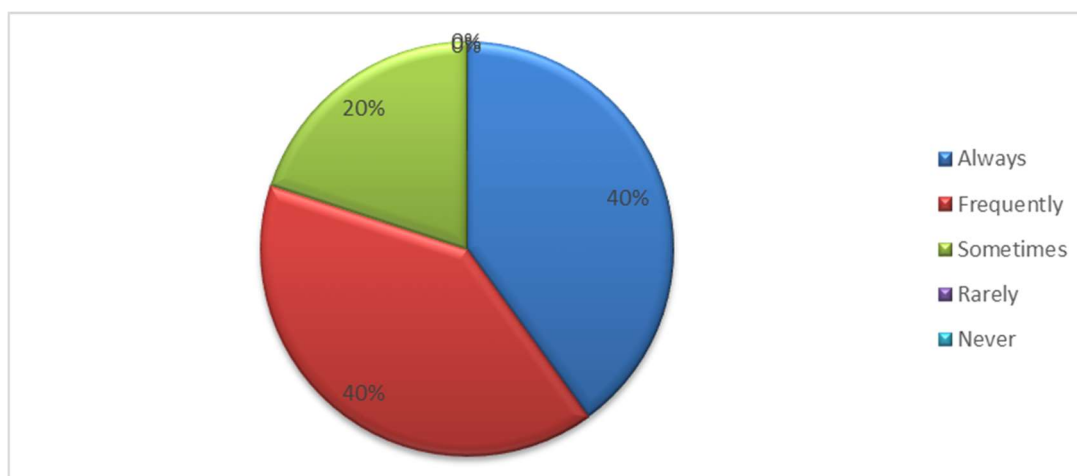
4. Do you think it is important to use PBL in class development to improve written comprehension in the learning process?

Table 14. The use of PBL to improve written comprehension.

Code	Category	Frequency	Percentage
Item	Always	2	40%
	Frequently	2	40%
	Sometimes	1	20%
	Rarely	0	0%
4	Never	0	0%
Total		5	100,00%

Source: Teachers' Survey

Elaborated by: Rosado & Sinche (2021)



Graph 14. The use of PBL to improve written comprehension.

Source: Teachers' Survey

Elaborated by: Rosado & Sinche (2021)

The use of learning problems encourages reflection in the process in a high percentage because assimilation and retention are forced since by exercising this type of technique, students will become familiar with the areas and thus with the scope of the achievements in developing writing skills. For which the teachers must consider the following phases: project development, topic selection, topic collection, planning, application, results analysis, conclusions, monitoring and evaluation, reaching levels of improvement in students.

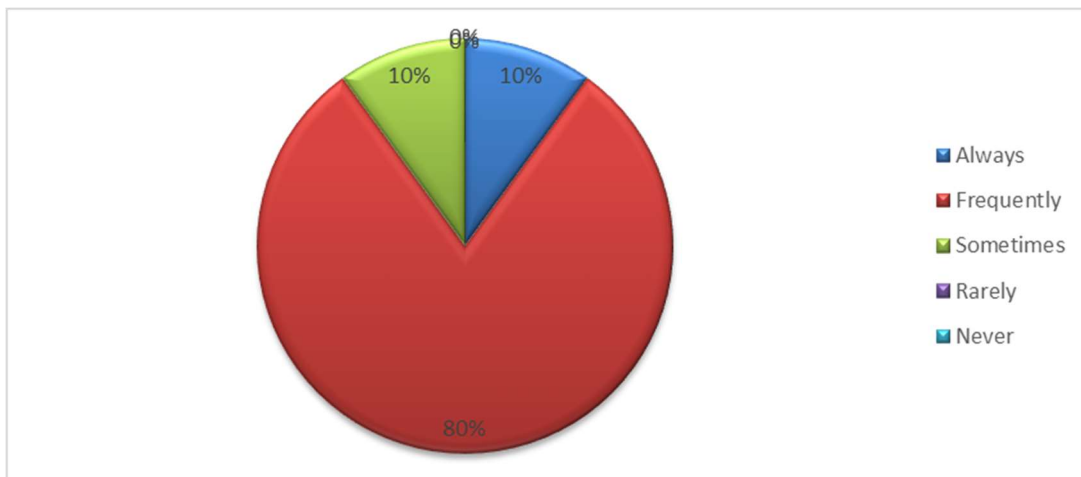
5. Do you apply collaborative work to promote discussion and debate in the classroom?

Table 15. Collaborative work to promote debates and discussions.

Code	Category	Frequency	Percentage
Item 5	Always	1	20%
	Frequently	3	60%
	Sometimes	1	20%
	Rarely	0	0%
	Never	0	0%
Total		5	100,00%

Source: Teachers' Survey

Elaborated by: Rosado & Sinche (2021)



Graph 15. Collaborative work to promote debates and discussions.

Source: Teachers' Survey

Elaborated by: Rosado & Sinche (2021)

Eight teachers assure that 60% almost always apply collaborative work and promote the discussion of topics developed in the classroom. Collaborative work taught inside or outside the classroom promotes the discussion of topics developed in classrooms, the PBL being appropriate because it has become a favorable pedagogical model for teaching in study programs, in which students work in groups to solve open problems. The pedagogical strategy is complemented by bringing innovative projects to offer an experience as authentic as possible.

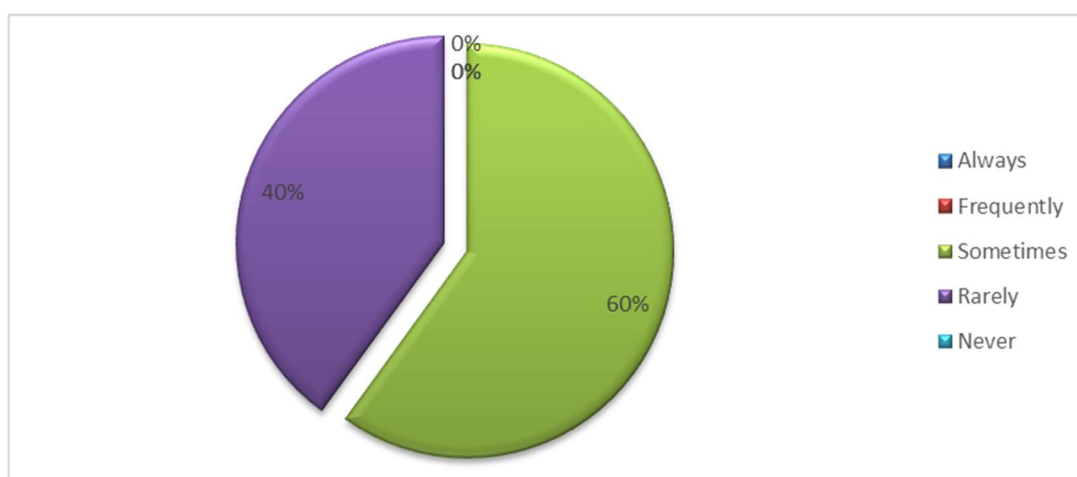
6. Do you guide your students to solve problems based on PBL?

Table 16. PBL to solve academic problems.

Code	Category	Frequency	Percentage
Item 6	Always	0	0%
	Frequently	0	0%
	Sometimes	3	60%
	Rarely	2	40%
	Never	0	0%
Total		5	100,00%

Source: Teachers' Survey

Elaborated by: Rosado & Sinche (2021)



Graph 16. PBL to solve academic problems.

Source: Teachers' Survey

Elaborated by: Rosado & Sinche (2021)

60% of the teachers surveyed state they sometimes help students to solve problems based on the search for information, while the other 40% rarely. The teacher is the guide who helps students to solve problems in based on the searching for information, then it is advisable to consider the role of the teacher, which is to provide information, set the stage for the student to build their own learning, ask questions, observe, analyze, make connections and feedback for this way to improve the teaching-learning process.

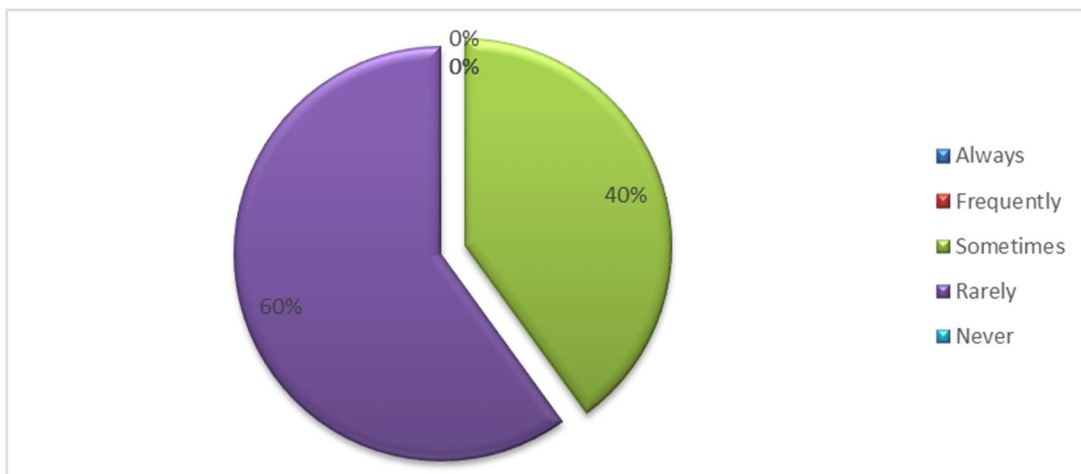
7. Do your students remember the writing process taught in the class easily?

Table 17. Activating Previous knowledge

Code	Category	Frequency	Percentage
Item 7	Always	0	0%
	Frequently	0	0%
	Sometimes	2	40%
	Rarely	3	60%
	Never	0	0%
Total		5	100,00%

Source: Teachers' Survey

Elaborated by: Rosado & Sinche (2021)



Graph 17. Activating Previous knowledge

Source: Teachers' Survey

Elaborated by: Rosado & Sinche (2021)

60% of teachers reveal students rarely remember the writing process taught in class easily, while the other 40% states sometimes. Teaching writing has become difficult because of the challenges faced by the students in learning writing skills. Some of the challenges that are faced by the ESL students are lack of vocabulary, poor grammar, poor spelling, students' readiness and lack of exposure to books and reading materials

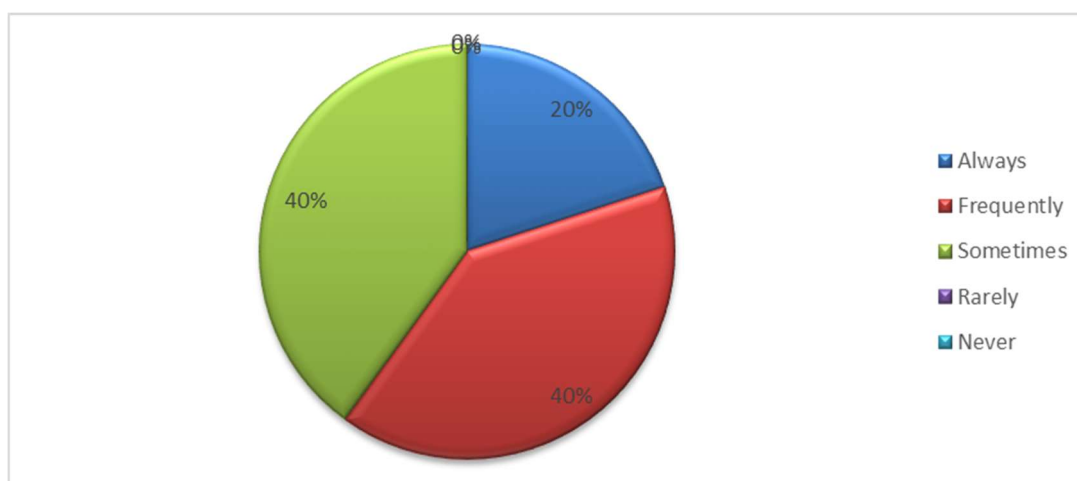
8. Do you carry out mental activities to improve the English knowledge and students' writing skills?

Table 18. Mental Activities to improve students' writing skills.

Code	Category	Frequency	Percentage
Item	Always	1	20%
	Frequently	2	40%
	Sometimes	2	40%
	Rarely	0	0%
8	Never	0	0%
Total		5	100,00%

Source: Teachers' Survey

Elaborated by: Rosado & Sinche (2021)



Graph 18. Mental Activities to improve students' writing skills

Source: Teachers' Survey

Elaborated by: Rosado & Sinche (2021)

Four teachers reflect 40% and maintain that they almost always carry out mental activities to acquire new knowledge of English; likewise, 40% sometimes; while 20% practice these activities very frequently. Mental skills help the student to perform their ideas and organize the way of writing, for which reasoning activities provide them with a variety of strategies that will allow them to consistently answer questions correctly.

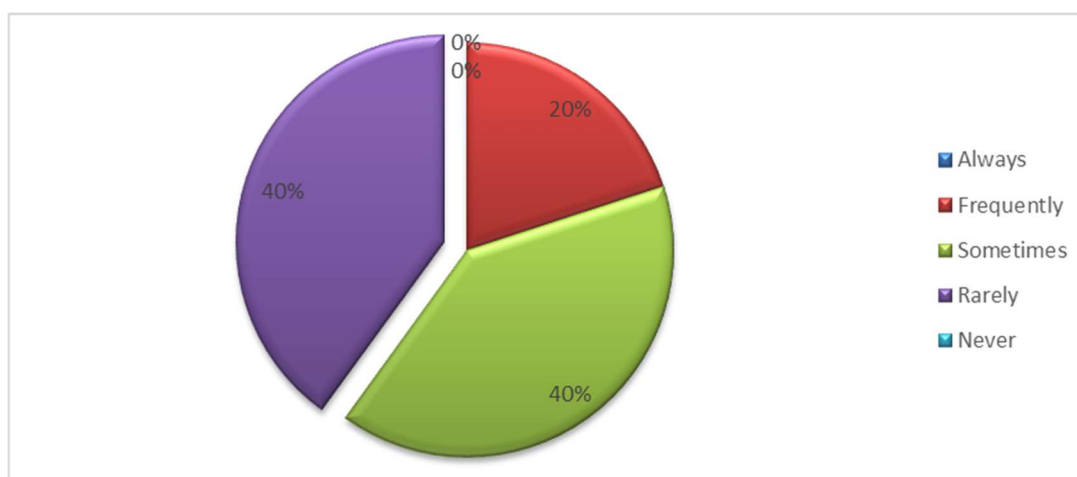
9. Do students find easy to write reports or any class information?

Table 19. Students' writing skill development

Code	Category	Frequency	Percentage
Item 9	Always	0	0%
	Frequently	1	20%
	Sometimes	2	40%
	Rarely	2	40%
	Never	0	0%
Total		5	100,00%

Source: Teachers' Survey

Elaborated by: Rosado & Sinche (2021)



Graph 19. Students' writing skill development

Source: Teachers' Survey

Elaborated by: Rosado & Sinche (2021)

In this graph, 40% of teachers surveyed stated that teaching writing in students is kind of difficult task and they rarely practice with their students in their classroom; the other 40% sometimes apply writing activities. Students develop writing skills at different rates, and some take longer than others to learn these skills. Sometimes they need extra help to get better at writing.

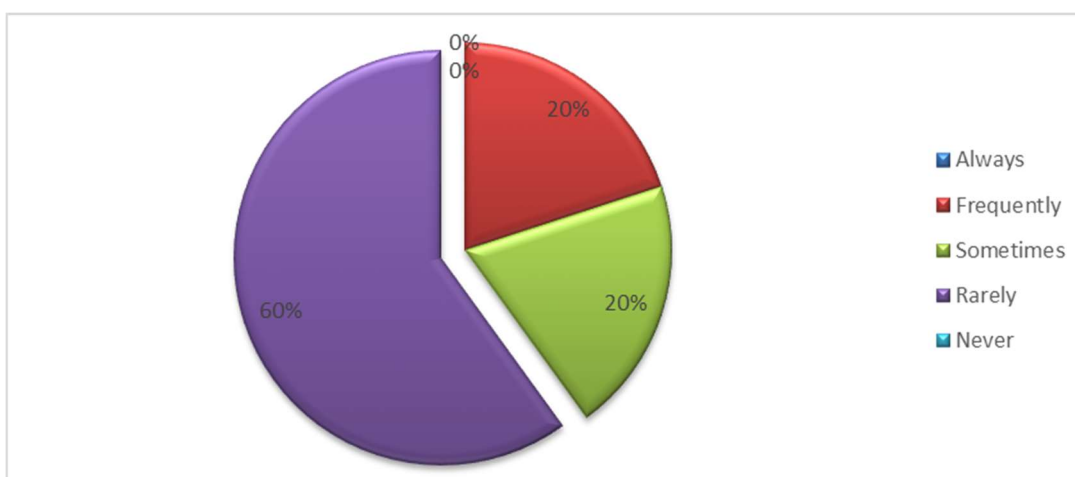
10. Have you developed writing habits in your students?

Table 20. Students' writing skill development

Code	Category	Frequency	Percentage
Item 1	Always	0	0%
	Frequently	1	20%
	Sometimes	1	20%
	Rarely	3	60%
	Never	0	0%
Total		5	100,00%

Source: Teachers' Survey

Elaborated by: Rosado & Sinche (2021)



Graph 20. Students' writing skill development

Source: Teachers' Survey

Elaborated by: Rosado & Sinche (2021)

20 percent of teachers indicated they frequently developed writing habits in their students, while the other 60 percent said the contrast and they rarely teach or practice writing. The work of a teacher incurs in directing the student towards writing habits, so they achieve metacognitions and consolidate progress in their learning. For this, the teacher must use techniques which are the main tools to perform writing skill ability. The use of a teacher guidance will achieve students to perform their way of writing.

3.7. Class Observation Format

Several observations were made to check the results obtained from the surveyed teachers. The observation sheet was determined to describe qualitative aspects of using PBL as to develop the writing skill in seventh grade students.

Chart 4. Types of exercises used in the classroom

Category	Frequency	Percentage
Designing a chart	1/5	20%
Creative writing prompts	2/5	33%
Dictation and repetition	5/5	100%
Designing a holiday brochure	4/5	80%
Making a scary story map	3/5	60%
Crazy comics developing voice by writing dialogue	0/5	0%
Total		100,00%

Elaborated by: Rosado & Sinche (2021)

In this table there can be seen a high percentage of teachers who prefer to use obsolete methods such as repetition, or dictation. In this case, teachers prefer to spend too much time without paying attention to any mistakes at the time of writing. Dictation is the transcription of spoken text: one person who is "dictating" speaks and another who is "taking dictation" writes down the words as they are spoken. However, it is important to be updated as to be immerse in students' need and enhance writing skill.

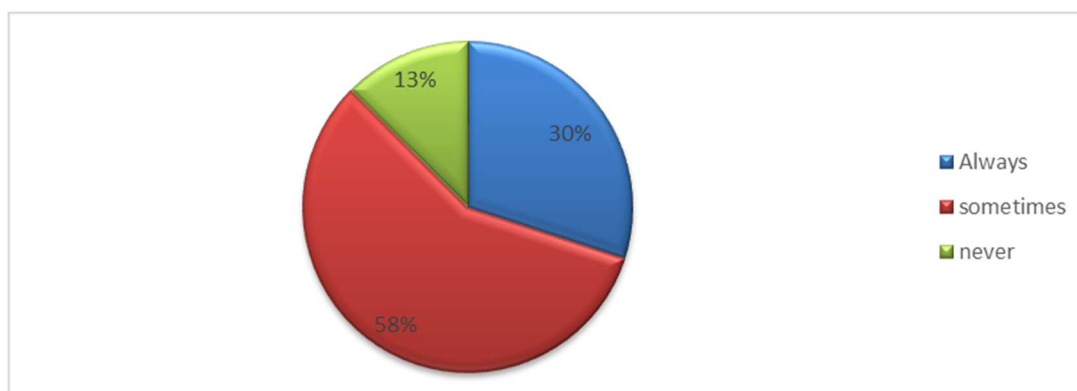
Writing is one of the main tools people choose to express feeling, thoughts and knowledge, as well as one of the oldest means of communication.

Table 21. Students get involved in the activities based on PBL proposed by the teacher

Code	Category	Frequency	Percentage
Item 1	Always	12	30%
	Sometimes	23	58%
	Never	5	13%
	Total	40	100%

Source: Observation Format
 Elaborated by: Rosado & Sinche (2021)

Graph 21. Students get involved in the activities proposed by the teacher



Source: Observation Format
 Elaborated by: Rosado & Sinche (2021)

In this graph 58% of students sometimes participate actively in class to develop writing skill; they sometimes get involved due to the lack of pedagogical resources and the teachers' methodology. The interaction between the individuals and their natural environment is fundamental in the construction of learning, (Vigotsky, 2015), has highlighted the importance of social interaction in learning; in his postulates he gives special relevance to the way in which individuals develop their mental processes, and how they are mediated in the environment through signs, tools, or different concepts; Combined elements guide human psychological activity and facilitate the development of higher thought processes - attention, memory, language, etc.

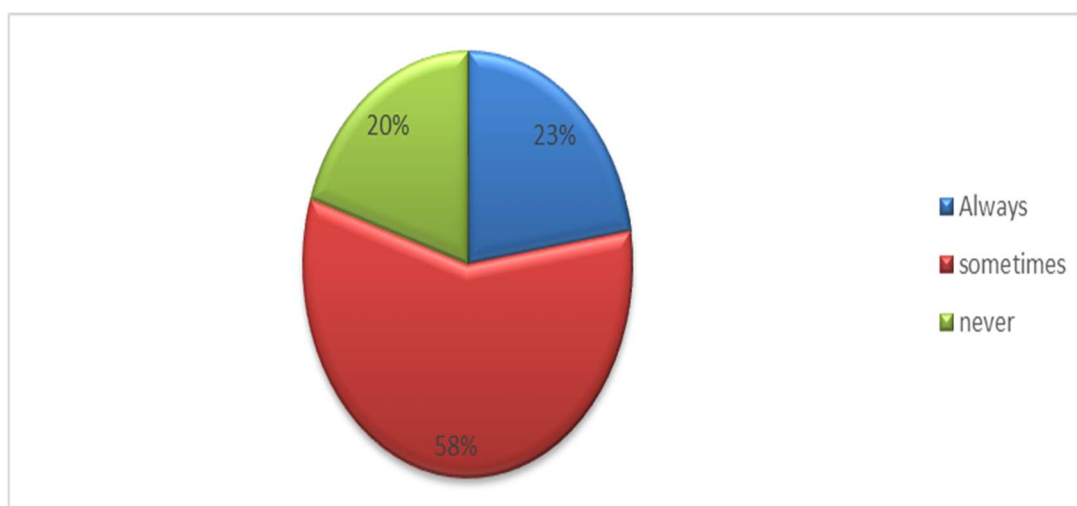
Table 22. The use of collaborative learning to activate students' motivation

Code	Category	Frequency	Percentage
Item 2	Always	9	23%
	Sometimes	23	58%
	Never	8	20%
	Total	40	100%

Source: Observation Format

Elaborated by: Rosado & Sinche (2021)

Graph 22. The use of collaborative learning to activate students' motivation



Source: Observation Format

Elaborated by: Rosado & Sinche (2021)

In this table you can see 8 percent of students who are not motivated when participating in class or following the teacher's instruction. This problem is commonly given by the shortage of material provided by the teacher or by not being motivated to teach their classes. Collaborative work stimulates the teaching and learning process. Provides the student with anxiety and desire to learn and improve their writing skills with their classmates. it is an activity that stimulates and demands different components of cognitive development.

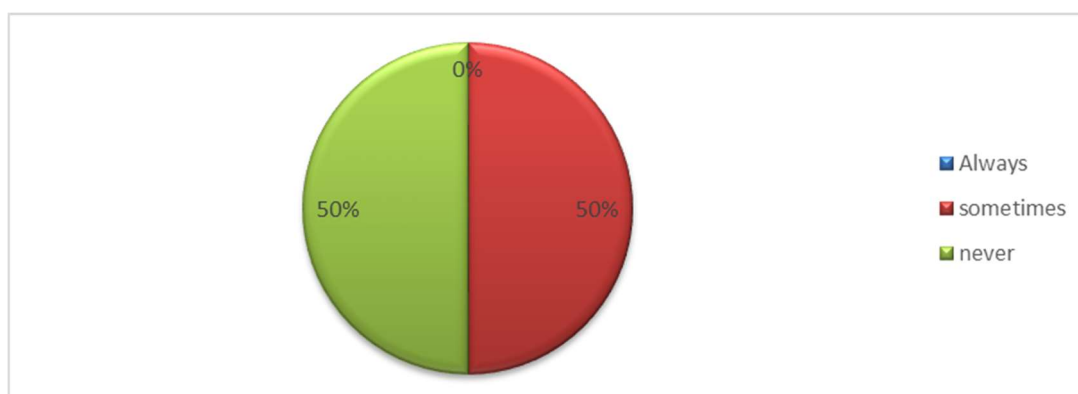
Table 23. Developing writing through cooperative learning groups

Code	Category	Frequency	Percentage
Item 3	Always	0	0%
	Sometimes	20	50%
	Never	20	50%
	Total	40	100%

Source: Observation Format

Elaborated by: Rosado & Sinche (2021)

Graph 23. Developing writing through cooperative learning groups



Source: Observation Format

Elaborated by: Rosado & Sinche (2021)

Students develop their language and academic performance through discovery and group work. Teachers should adapt their teaching using fun methods that reinforce their prior knowledge and activate their writing skills.

Cooperative learning requires a division of tasks between the members of the group. For example, the educator proposes a problem and indicates what each member of the group should do, each one being responsible for solving a part of the problem. "The teacher is the one who designs and maintains almost entirely the structure of interactions and the results to be obtained" (Panitz, 2001) cited by (Roselli, 2016, p. 136)

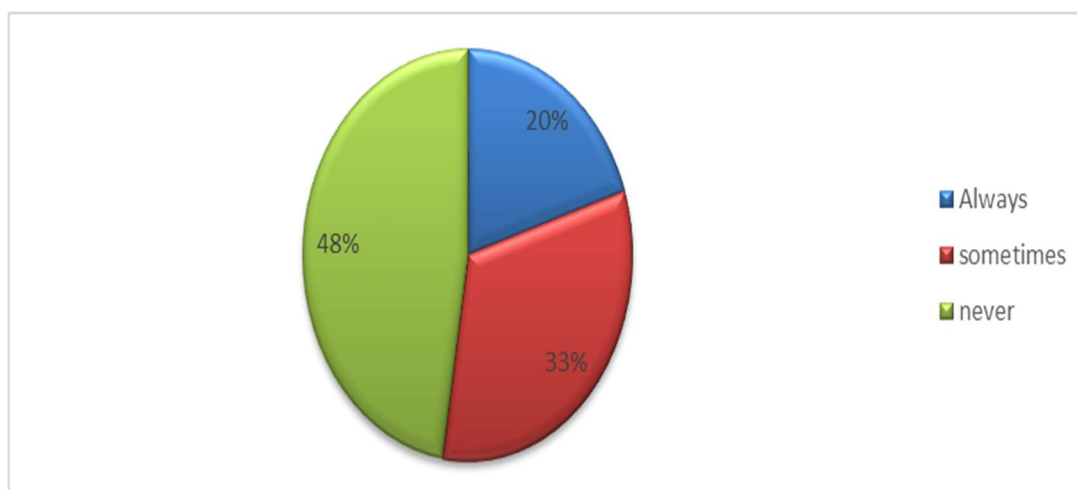
Table 24. The use of PBL strategy to get students' attention

Code	Category	Frequency	Percentage
Item 4	Always	8	20%
	Sometimes	13	33%
	Never	19	48%
	Total	40	100%

Source: Observation Format

Elaborated by: Rosado & Sinche (2021)

Graph 24. The use of PBL strategy to get students' attention



Source: Observation Format

Elaborated by: Rosado & Sinche (2021)

Keeping students focused on the lesson is one of the most common challenges teachers face such as looking at the ceiling, drawing in their notebook or chatting with classmates as seen in the graph, with 48 percent of the student population, proving difficult to maintain teachers' attention. Teaching through graphics, drawings, animations, diagrams and even films increases the chances that students, so accustomed to images and visual stimuli, keep their attention and understand the concepts more easily.

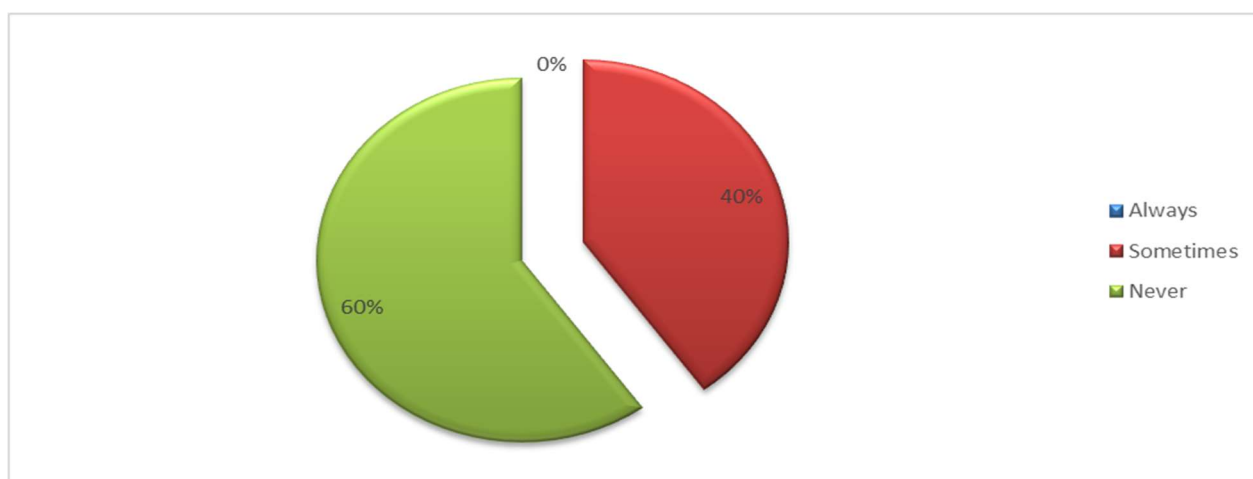
Table 25. The effective use of project to enhance English teaching and learning

Code	Category	Frequency	Percentage
	Always	0	0%
	Sometimes	14	35%
Item 5	Never	26	65%
	Total	40	100%

Source: Observation Format

Elaborated by: Rosado & Sinche (2021)

Graph 25. The effective use of project to enhance English teaching and learning



Source: Observation Format

Elaborated by: Rosado & Sinche (2021)

In the graph it shows, with 65 percent, the lack of knowledge in teachers to apply PBL in their students and prefer traditional teaching methods; with an individualized characteristic and not allowing the students' autonomy to discover their own knowledge and experiences. PBL allow the students to work cooperatively, organize and distribute their tasks, with little teaching supervision, where not only the teacher's guide is present, but his task of comptroller is broad and essential. Group work involves establishing plans, dividing the work, exposing each one his part, giving his opinion on the work of others, adding ideas, discussing, drawing conclusions among all, which will contribute to individual and social development.

3.8. Interview addressed to the School principal.

Q.1. What is your perspective on the importance of learning the English language in your institution?

Nowadays it is essential to learn another language since in most areas of knowledge and human development other languages are used. Learning different languages for students is a primary need. It is no longer a waste of time as many people tend to think, but it is an investment, since this learning not only helps to increase the possibility of getting a better job but also enriches social and cultural life, since the language is the key to culture.

Q.2. In what way can teachers encourage student to learn the English language?

Teachers should start by knowing the students and their initial situation, knowing their learning methods, showing enthusiasm for the subject, trying to individualize teaching as much as possible, and treating students with respect and trust.

The teaching of foreign languages is a complex process, since it implies defining an appropriate methodology, a conception of the language and the application of a didactic strategy that facilitates the development of their language skills according to their communication needs. In addition, the way of teaching foreign languages is related to the predominant linguistic approach, this means that there is a close relationship between current linguistic theory and the methodology applied in the foreign language classroom.

Q.3. Do you think with the use of project-based learning students will be able have a better learning in the English language?

Project learning is a multidisciplinary approach that encourages cooperative work, building on students' strengths and allowing them to explore their areas of interest within the framework of the curriculum. The strategies of this method are close to those of constructivism, a theory in which students learn by building new ideas or concepts, based on their previous knowledge.

Q.4. Do you consider it important to apply learning projects to improve the English writing skill in students?

The application of PBL through teaching strategy guidance is so important because it promotes promoting active and motivating learning in students for the reinforcement of written skills in the foreign language. students must apply the knowledge acquired to real life situations, through projects carried out in the classroom; in this way cooperation and group work are promoted for the implementation of different tasks. This learning style allows students to assume different roles within a work group to carry out the various proposed tasks, involve them in their own learning, develop creativity and originality in students.

Q.5. What would your institution contribute to make this learning style take place?

As an institution, we will be the modeling or facilitating entity in the tasks that the students carry out, helping them and speaking less because they are the ones around whom the method revolves. The students will be part of the learning group, without the need to have all kinds of knowledge about the subject at hand. Provide freedom and adequate teaching to make decisions while always maintaining order. Different groups of students coexist in the classroom who experiment different learning tasks. In this sense, teachers have to take these aspects into account when organizing their students in the classroom, since they will share space and interact during the development of different tasks

Q.6. Do you think that collaborative learning influences the development of written skills in the student?

Collaborative work thus brings several advantages to the teaching-learning process. For example, the empowerment of students is favored and it is possible to work with them certain social skills and capacities such as empathy and collaboration. Collaborative learning puts into practice a series of competencies and domains of great importance to function in everyday life, that is, acquiring this type of learning gives great benefit to the development of written ability as well as the development of autonomy, responsibility and own self-control in learning.

Q.7. What is the most helpful strategy or techniques to apply for the development of written skills?

In the variety of activities is the success of learning. Children are easily distracted; we must be creative when teaching writing. Teachers must encourage students to use dictionary and practice it through spelling games, audiobooks, and board games, etc. It is recommended that children write instructions such as how to take care of pets, write a letter to a family member, make a shopping list to go to the market, motivate them to write a personal diary. This way you will practice writing daily without making it a boring subject.

Q.8. Why is it important to strengthen writing skills?

Writing is essential for the correct cognitive development of children. Its practice is responsible for developing the language, increasing vocabulary and improving spelling. In addition, it is a mechanism to transmit knowledge, ideas and opinions, therefore, it is an instrument of the utmost importance for every child in the process of knowing the world.

Q.9. Do you think teacher training is important as to apply project-based learning?

Teacher training is a very important part of education since challenges are presented to the teacher every day and it is extremely important that they have the necessary tools to be able to solve them, the teacher has the responsibility to train to the students in all their aspects. in this way they will be able to strengthen their teaching and learning methods by applying PBL

3.9. Preliminary conclusions

Once the surveys were applied, the necessary information was obtained so that the researcher can reach the following conclusions.

It was verified that students do not use the strategy of the Project Based Learning in their English classes, to improve their skills to produce the language in written form. Students are not involved in activities that promote the development of written skills through a process, therefore they do not develop this skill satisfactorily.

It was identified that the teachers of the institution do not share knowledge about scientifically based Project-Based Learning in their classes in a motivating way, to develop written skills in students. It was possible to identify that it is necessary to use a manual to guide the teacher to apply Project-Based Learning in different activities that promote the development of writing skills.

By applying the PBL as a methodological strategy in allowed students to improve the academic performance and interrelate subjects for better learning. The academic performance of the students was deficient in most of the subjects, necessitating reflection on the learning process using the PBL. Both teachers and students agreed that it is necessary encourage collaborative work in the classroom to improve the performance, establish the reasoning and scientific support of the phenomena with the acquisition of learning for life.

The use of the project as a learning strategy through a teaching strategy guide strengthens the exercise of different general competences, considered fundamental in the professional development of both disciplines, and on the other hand, it facilitates constructive learning which carries out through a more significant acquisition of learning the English language and its development in written ability in seventh grade students.

CHAPTER IV

THE PROPOSAL

4.1. Title

Teaching strategy guidance to improve writing skill in seventh grade students.

4.2. Objectives (Broad and Specific)

4.2.1. Broad Objective

To enhance students' writing skill development through teaching strategy guidance based on project based learning in seventh grade students at Unidad Educativa Gabriel García Moreno

4.2.2 Specific Objectives

To establish activities focused on the use of Project-Based Learning as a strategy to develop writing skills in students.

To promote the development of the activities proposed in the manual to help students to improve their writing skills.

To evaluate the degree of acceptance of the Learning Based Manual Projects to develop written English language skills

4.3. Content Framework of the Proposal Project Plan

The objective of this proposal is also to train teachers from Unidad Educativa Gabriel Garcia Moreno, with innovative methodological strategies, since a traditional education taught by teachers is still observed; without the practice of analysis, criticality and reasoning, so that students do not have a motivation to learn to improve their writing skills in the English language.

In addition, students have difficulty when analyzing, criticizing and reflecting on the events from their environment, since they lack those skills to relate and bond with the places where they live; on the other hand, they cannot face the problems or do not feel very capable of offering solutions. Seeing this need, teachers require greater preparation to improve their professional practice.

For all the aforementioned reasons, the need is established for teachers to be on a par with the educational needs and the current students, that is, they are constantly trained and on this occasion a training is proposed in an innovative strategy called Project-Based Learning in order to motivate the student to build their own knowledge and perform their writing skill. Teacher must be a guide and facilitator of knowledge, this is why the roles of the teacher and students are totally changed, in order to change the teaching-learning process. All this can be achieved with well-prepared teachers in this strategy so that it is applied in an optimal way.

This strategy allows students to build their learning and improve their writing skills through the completion of projects. The students must design, plan, execute and evaluate a set of activities that are oriented towards the team solving of a real problem posed. This strategy, evaluates students' writing performance, which has the quality of integrating knowledge, abilities, skills, attitudes and values associated with the discipline of the subject.

In addition, it contributes to the development of teamwork skills, since interdependence and collaboration are crucial to make the project work. The duration of the project depends on the learning outcome you are aiming for and can be one, several days, weeks; even the whole subject can be structured around a project.

CHARACTERISTICS OF ABP:

- Promotes very important basic skills:
- Problem solving
- Teamwork
- Autonomous learning
- Time planning
- Work by projects
- Ability to express orally and in writing

- It is designed so that students actively engage in “doing”, rather than just “learning about something”.
- Requires the student to produce a product, a presentation, a performance
- It focuses on the student and learning.
- It places students at the center of the learning process thanks to a much more motivating approach in which the exchange of ideas, creativity and collaboration come into play.

Class Activities

ACTIVITY 1. TRAVELING	80
ACTIVITY 2. CREATIVE WRITING PROMPTS	83
ACTIVITY 3. DESIGNING A HOLIDAY BROCHURE.....	86
ACTIVITY 4. A BUS STOP HORROR MOVIE	90
ACTIVITY 5. CRAZY COMICS DEVELOPING VOICE BY WRITING DIALOGUE .	93

PROJECT BASED LEARNING TO DEVELOP WRITING SKILL



Figure 1. Group of children writing with the teacher
Source: Cambridge University Press, (2018)



Figure 2. Looking at Writing
Source: Reading Rockets (2021)

ACTIVITY 1. TRAVELING

Topic: Traveling



Figure 3. Traveling around the world

Source: Top Travel Location in World (2018)

Objective:

To practice the English vocabulary and enhance students' writing skill development.

To design a chart and talk about places to visit, typical food and traditional clothes

Resource:

- Laptop or desktop computer
- Class participation
- Online exercises
- Dictionary
- Sheets of paper. It can be made from a notebook or recycled with space to write.
- Rubber (glue), or tape.
- Cardboards
- Pens, colored pencils, paints, markers, eraser, pencil sharpener, ruler or other writing or coloring materials.
- **Duration** : 45 – 50 minutes

Procedures:

1. Students must read the article in order to answer the questions
2. Students must work with their family. Talk about places in their city or country.
3. Students must design a chart where they must paste figures and explain about the Amazon in Ecuador. They must answer the following questions as to complete the information in their chart.
 - a. Where can we find typical food?
 - b. Where can we see spectacular views?
 - c. Where do the people wear traditional clothes?
 - d. What places are popular among other tourists
4. After finishing the chart students must draw conclusions and write what they have listened and understood.

Elaborated by: Rosado & Sinche, (2021)

1. Read the following text.

Most people travel in order to visit and discover new places, new cultures and traditions. Many tourists prefer very well-known attractions like Disney World in the U.S.A., the Eiffel Tower in France, and the Egyptian pyramids. However, there are others that prefer to go to exotic places like the Amazon region in Ecuador or the ancient ruins of Machu Picchu in Peru.

The Amazon region of Ecuador is an incredible place that hundreds of tourists visit every year. They love to see the amazing vegetation of its rainforests, its wild animals or the way some communities live. They want to learn from their customs, see their houses, try their food, and go fishing.

Indigenous people from the Amazon have different clothes, they grow different types of fruits and vegetables, and use different ways of cooking. For example, they use spices that are typical in the region. Some spices are even from the rivers that connect to the famous Amazon River, the largest river in the world. Also, there are some tribes that are still uncontacted. For all of the reasons mentioned, the Amazon Region of Ecuador is an attractive place that people from all over the world enjoy.

2. After reading the article

3. According to the reading, what are some unique characteristics of the Amazon? Write them in your notebook.

DESIGNING A CHART

1. Work with your family. Talk about places in your city or country.

a. Where can we find typical food?



Figure 4. Typical Ecuadorian Food
Source: (Layita.com, 2015)

b. Where can we see spectacular views?

c. Where do the people wear traditional clothes?

d. What places are popular among other students



Figure 5. Diseño de trópicos y cuadros murales
Source: Universidad nacional de Colombia (2018)

ACTIVITY 2. CREATIVE WRITING PROMPTS



Figure 6. Designing a shoebox theater

Source: Shoebox theater (2018)

Objective:

To practice the English vocabulary and enhance students' writing skill development.

To design a chart and talk about places to visit, typical food and traditional clothes

Resource:

- Laptop or desktop computer
- Class participation
- Online exercises
- Dictionary
- Sheets of paper. It can be made from a notebook or recycled with space to write.
- Rubber (glue), or tape.
- Cardboards, Pens, colored pencils, paints, markers, eraser, pencil sharpener, ruler or other writing or coloring materials.

Duration : 45 – 50 minutes

Procedures:

1. Students must complete the writing worksheets as to prepare their writing skills.
2. For the final presentation, students must invite their family or people who are close to them, as well as they demonstrate the lessons learned throughout the project.
3. Students should prepare their characters and setting.
4. They must get dressed in a very creative way according to their topic to be explained and be part of it.

5. They have to prepare for action, and friends protocols.
6. Involve their family members through the emotion cards.
7. At the end, ask their family for an assessment.
8. Explain to their family how this mini theater works and how you made your characters.
9. Explain the story you told, who the characters were, and the materials and objects used to create them.

Elaborated by: Rosado & Sinche, (2021)




Writing Clinic: Creative Writing Prompts (6)





The Best Job in the World

What do you think is the best job in the world?
 Make a shortlist. Think about...

- ... what is good about it.
- ... what kind of salary it pays.
- ... the extra benefits.
- ... the working hours.
- ... what is not so good about it.

Now do the same for the worst, the most interesting and the most boring jobs in the world.

I think the best job in the world is **tour guide**. As a tour guide you get to go to many exotic places and you always meet new people. You get to see the world without having to pay for it. Although the salary isn't that great, I think the travel opportunities largely make up for that. I think it's a great job to start your career. Later on, when you are ready to settle down, you may even get promoted to a management position.

I think the best job in the world is ...

I think the worst job in the world is ...

I think the most interesting job in the world is ...

I think the most boring in the world is ...

ESLcollective.com

Figure 7. Creative Writing Prompts
 Source: ESL Collective (2021)

Once the students have practice their writing on the writing prompts, they must explain the class through designing a theater.

Students must talk about the best jobs in the worlds, so they practice their writing and speaking skills at the same time.



Figure 8. Making a shoebox theater

Source: Fomento Lector (2020)

ACTIVITY 3. DESIGNING A HOLIDAY BROCHURE

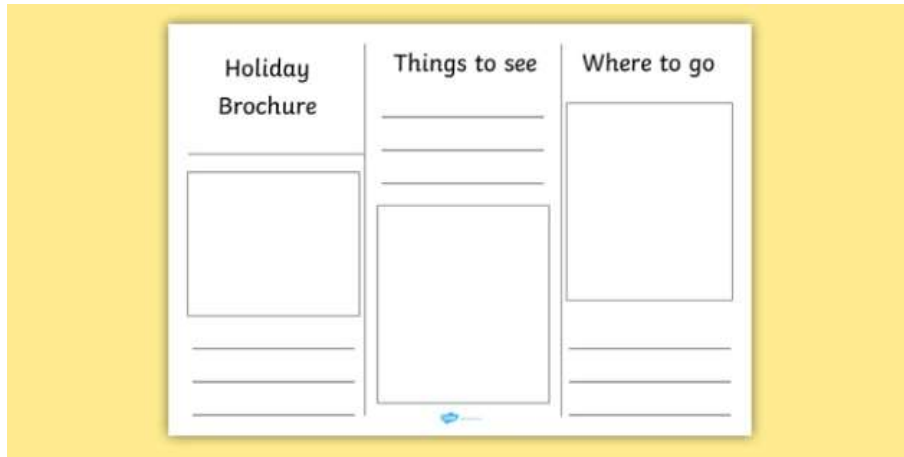


Figure 9. Designing a holiday brochure

Source: Twinkl (2021)

Objective:

To practice the English vocabulary and enhance students' writing skill development.

To design a holiday brochure and write about places to visit, typical food and traditional clothes

Resource:

- Laptop or desktop computer
- Class participation
- Online exercises
- Dictionary
- Sheets of paper. It can be made from a notebook or recycled with space to write.
- Rubber (glue), or tape.
- Cardboards

- Pens, colored pencils, paints, markers, eraser, pencil sharpener, ruler or other writing or coloring materials.

Duration : 45 – 50 minutes

Procedure:

The English language triptychs are the differentiating and necessary elements in your communication strategy. Promote the new method of learning English and reinforce written language skills. Students should prepare their characters and setting.

Students use the brochure as to explain the class the important places to visit. They have to choose one place and describe their landscapes, habits, typical food and cultures.

Once they have finished the brochure they must explain the family and make a video in order to expose in the virtual classroom.

Elaborated by: Rosado & Sinche, (2021)

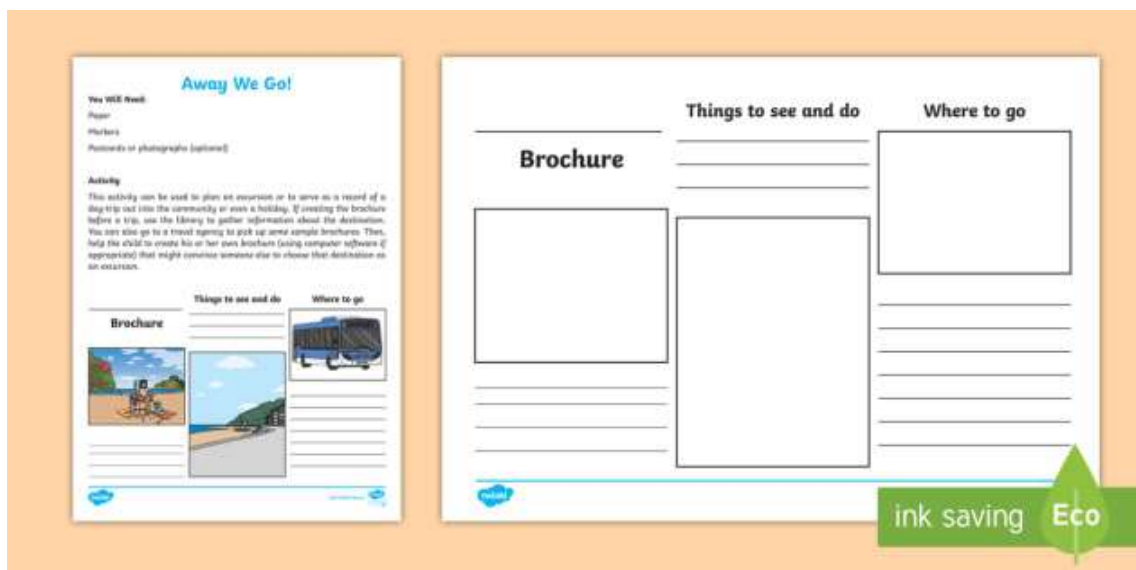


Figure 10. Designing a brochure
Source: Twinkl (2021)

Panel 1: Cover

The cover is the main visual element used in the brochure design to attract attention. Marketing and design specialists know that much of the persuasive power of this brochure will depend solely and exclusively on the quality of this first component of the triptych, and that is why they take great care of its details.

The cover must be perceived as a unique piece and easy to understand in its graphic and textual parts, so that it does not take much effort to know in a matter of a few seconds what type of content is in the brochure. The success of it will depend on whether more or fewer people start reading.

Panel 2: Introduction

The introduction is located on the back of the cover, and like this one, it is also intended to arouse the interest of readers; however, here the tool is the text, and not so much the image (although it may also be present).

A writing style is often used that is engaging, not just correct or informative. In this way, it helps potential clients or consumers enter the mindset of who is going to spend at least a little time reading what the triptych contains, going one step beyond what was achieved on the cover.

Panel 3: Development

The development includes all the synthesized information that did not already appear in the introduction. In this case, this information may be divided into sections, since although the introduction tried not to interrupt the reading curd too much to "hook" the readers, here it makes more sense to classify the parts of the text according to their subject areas. , since there are more ideas to convey.

Panel 4: Facts

The next panel requires students to include four historically accurate facts about the location. This section relies on students being able to tell the difference between fact and opinion. Recording facts about the location will encourage students to think critically about the

information they are including in their brochure. Additionally, providing historically accurate facts is a great way to review the unit of study and showcase learning.

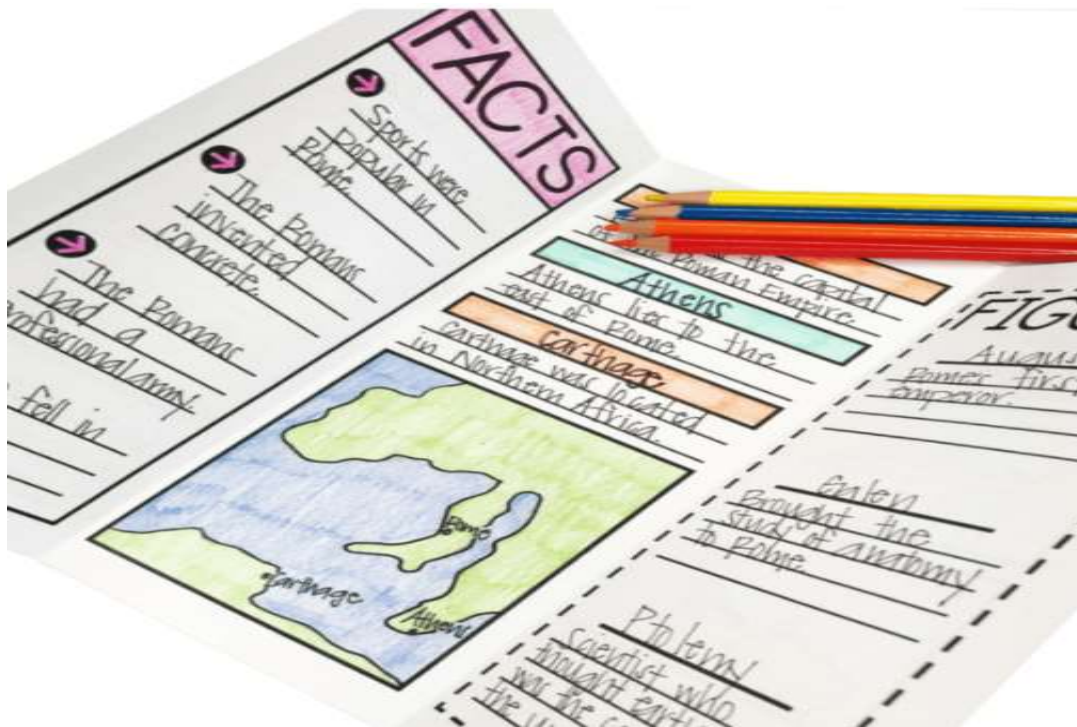


Figure 11. Designing a brochure

Source: Literacy in Focus (2019)

ACTIVITY 4. A BUS STOP HORROR MOVIE



Figure 12. A bus stop horror movie
Mabale (2021)

Objective:

To define the patterns of development in writing across disciplines such as: narration, description, definition, exemplification/ classification, comparison and contrast, cause and effect, problem- solution, and persuasion.

Resource:

- Laptop or desktop computer
- Class participation
- Online exercises
- Dictionary
- Sheets of paper. It can be made from a notebook or recycled with space to write.
- Rubber (glue), or tape.
- Cardboards
- Pens, colored pencils, paints, markers, eraser, pencil sharpener, ruler or other writing or coloring materials.

Duration : 45 – 50 minutes

Procedures:

Write a chosen sample of each pattern of development focusing on information, selection, organization, and development.

Value the information in a written text and realize that it may be selected and organized to a particular purpose and relevance in daily lives.

Students see the video and find the main character, setting and the main problem and write on the scary story map worksheet.

Elaborated by: Rosado & Sinche, (2021)



Figure 13. A bus stop horror movie
Mabale (2021)



Figure 14. A bus stop horror movie
Mabale (2021)

Name _____



Scary Story Map



Scary Setting
Where _____
When _____

Characters
Main _____
Other _____

Interesting Beginning (like "It was a dark and stormy night," or ask "What if...")



Problem (The scariest thing that happens)



Event 1

Event 2

Event 3

Solution

Figure 15. Making a Scary Story map

Source: Take the Pen (2014)

ACTIVITY 5. CRAZY COMICS DEVELOPING VOICE BY WRITING DIALOGUE



Figure 16. Crazy Comics Developing Voice by Writing Dialogue
Source: The Balanced Literary Diet (2021)

Objective:

Develop writing through dialogue and the ability of students to form dialogue through comics, creating a variety of sentences and using a comic strip format.

Resource:

- Laptop or desktop computer
- Class participation
- Online exercises
- Dictionary
- Sheets of paper. It can be made from a notebook or recycled with space to write.
- Rubber (glue), or tape.
- Cardboards
- Pens, colored pencils, paints, markers, eraser, pencil sharpener, ruler or other writing or coloring materials.

Duration : 45 – 50 minutes

Procedure:

Preparation:

1. Collect examples of comic strips involving dialogue:
 - a. Examples should have a variety of characters, plots, and styles of layout
2. Create blank comic strips for students to fill in:
 - a. It is ideal if the comic has two or three speaking characters and visual clues about the tone and topic of conversation
 - b. If you are using an existing comic, remove the text from each speech bubble and enlarge the image
 - c. Depending on the writing level of your students, you may want to add guiding lines to blank speech bubbles
3. Make copies of the blank comic for each student
4. If desired, gather additional materials that represent dialogue, such as a written scripts, videos, or audio clips

Implementation:

1. Show students examples of comic strips that involve dialogue through speech bubbles.
2. Have students volunteer to read each of the characters' lines and act out the dialogue.
3. Discuss with the class the way that authors conveyed voice with the dialogue through the use of vocabulary, punctuation, sentence structure, order of speeches, and so on
 - a. For example, characters sound excited when speaking in short sentences with lots of exclamation points
4. Provide each student with his or her own comic strip to fill in
5. When most students are finished, meet again as a whole group to share examples and techniques for creating voices and dialogue

Elaborated by: Rosado & Sinche, (2021)

Preparation time:

30 minutes

Find 5-6 examples of comic strips that contain speech bubble dialogues.

Form groups and create comics of your favorite characters

Homework time:

40 minutes

- The teacher introduces the students to the dialogue using examples
- Students do their work collectively and write their own dialogue in comic form
- Through group work, students share their drawings and discuss strategies to create voices and place them in their respective dialogue bubbles



Figure 17. Designing a comic dialogue
Source: Outschool (2021)

Necessary materials:

Teacher: Dialogue samples in comic strip format

Students: Student-made comic sheets with blank speech bubbles.

Teacher role:

Direct instruction: During class discussion about voice and dialogue and when demonstrating how dialogue is communicated in cartoon scenes

Consultant: When you help students choose the language when creating their own scripts

Facilitator: When students share their comic strips during the last sharing time

Grouping of students:

All the class: During the review of ideas about the dialogue, discussion of the objectives of the activity and final time to share

Individual: during the student's writing time

Evaluation ideas: Record student comments on creating voices for different characters and perspectives.

- a. Notice if students discuss the qualities of tone, word choice, punctuation, or other elements

language: end products can be evaluated for the use of students' voice (for example, qualities of tone, vocabulary, sentence structure, etc.) and other conventions, such as proper spelling and punctuation, and the creative and logical progression of the dialogue.

Activity extensions:

Ask students to create a back frame in the comic strip

Ask students to act out the same scene either as a script or a narrative, without pictures

Have students create comics based on characters from books they have read or movies they have seen, integrating this task with art

Additional comments:

- Using comic books to teach a variety of literacy concepts can be very motivating and effective, especially for English learners and students with learning disabilities.

Other adaptations / modifications:

- Provide manipulative materials, such as puppets, for students to act out their stories during the last sharing time.

4.5. Conclusions and Recommendations

4.5.1 Conclusions

Once the surveys were applied, the necessary information was obtained so that the researcher can reach the following conclusions.

Applying the PBL as a methodological strategy allowed the students to improve the academic performance of students and interrelate subjects for better learning. The academic performance of seventh year students was deficient in most of the subjects, needing to promote reflection in the learning process using the PBL. It was verified that most of students do not use the strategy of the Project-Based Learning in their English classes, in order to improve written skills to produce the language in writing.

It was identified that students are not involved in activities that promote the development of written skills through a process, for which they do not develop this skill satisfactorily. Project-based learning influenced performance academic in seventh year students because it allowed them to make studying an enjoyment under the teachers' direction who led in this project-based learning process. Both teachers and students agreed that it is necessary promote collaborative work in the classroom to improve performance, establish reasoning and scientific support of phenomena with the acquisition of learning for life.

It was identified that the teachers of the institution do not share knowledge about the Project-Based Learning scientifically grounded in their classes in a motivating way, in order to develop written skills in students second year of high school. It was identified that it is necessary to use a manual to guide the teacher to be able to apply Project Based Learning in different activities that promote the development of writing skills.

4.5.2. Recommendations

Based on the research carried out, several recommendations are proposed in order to present a solution to the problem raised:

Project-Based Learning (PBL) is characterized by the fact that it is the teacher together with his student who performs work, especially in a group, of real subjects, which attract the attention of the students, these subjects are selected by them where they take into account their interests to be able to carry out a job in a better way and with much more interest, this learning implies forming groups of students in class, made up of students with different profiles, or ways of learning.

Teachers in the English area are recommended to apply the Project-Based Learning strategy in order to promote the development of written skill. English teachers are suggested to carry out classroom projects with prior planning where the activities and steps the student must follow in a certain time are established in detail, in order to acquire new knowledge and the best their skills to produce the language in writing.

The activity guide focused on Project Based Learning develops the written skills of the English language in the seventh grade students of the Gabriel Garcia Moreno Educational Unit and improves the performance of the students in order to reach a communication in the foreign language.

Within the institution, this manual will be used as a constructivist model, that is, it will allow the student to develop their knowledge through the different practices that the guide contains linked to the application of Project Based Learning.

In order to implement the PBL, certain phases must be followed which are: the research approach, Planning, establishment of goals and objectives to be achieved, orientation, data collection, data analysis, project report and finally the evaluation. All these steps serve for the proper development of project-based learning. Teachers are encouraged to share their knowledge of scientifically grounded Project Based Learning to develop writing skills. It is recommended to design an activity manual focused on Project Based Learning and writing skills in students.

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ANNEXES



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Annex 1 Survey to teachers

Objective: To get information related to The Effectiveness of Project-Based Learning to Enhance English Writing Skill Development in Seventh Year Students at Unidad Educativa Gabriel Garcia Moreno, School Year 2020-2021. Write an “x” in the box according to your opinion.

<u>QUESTIONS</u>	<u>Never</u> <u>1</u>	<u>Rarely</u> <u>2</u>	<u>Sometim</u> <u>es</u> <u>3</u>	<u>Frequen</u> <u>tly</u> <u>4</u>	<u>Always</u> <u>5</u>
1. Do you think you are able to identify a learning topic based on the presentation of a problem?					
2. Have you developed skills to solve learning problems presented in class?					
3. Do you consider it necessary to encourage collaborative work in the classroom to improve their performance?					
4. Do you think it is important to use project-based learning to encourage reflection on the learning process?					
5. When applying collaborative work, does the teacher promote the topics for discussion in the classroom?					
	<u>Strongly</u> <u>disagree</u> <u>1</u>	<u>disagree</u> <u>2</u>	<u>indiffere</u> <u>nt</u> <u>3</u>	<u>Agree</u> <u>4</u>	<u>Strngl</u> <u>y agree</u> <u>5</u>
6. Does the teacher help students to solve academic problems by using project based learning?					
7. Do you remember topics taught in class easily?					
8. Do teachers carry out mental activities to acquire the English knowledge?					
9. How easy is it to write your class information?					
10. Do you have writing habits?					

Elaborated by: Rosado & Sinche, (2020)



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Annex 2 Survey to Students

Objective: To get information related to The Effectiveness of Project-Based Learning to Enhance English Writing Skill Development in Seventh Year Students at Unidad Educativa Gabriel Garcia Moreno, School Year 2020-2021. Write an “x” in the box according to your opinion.

<u>QUESTIONS</u>	<u>Never</u> <u>1</u>	<u>Rarely</u> <u>2</u>	<u>Sometim</u> <u>es</u> <u>3</u>	<u>Frequen</u> <u>tly</u> <u>4</u>	<u>Always</u> <u>5</u>
1. Would your students identify a learning topic based on project based learning					
2. Can your students develop skills to solve learning problems presented in class?					
3. Do you consider necessary to promote collaborative work in the classroom to improve writing skills?					
4. Do you think it is important to use PBL in class development to improve written comprehension in the learning process?					
5. Do you apply collaborative work to promote discussion and debate in the classroom?					
	<u>Strongly</u> <u>disagree</u> <u>1</u>	<u>disagree</u> <u>2</u>	<u>indiffere</u> <u>nt</u> <u>3</u>	<u>Agree</u> <u>4</u>	<u>Strngl</u> <u>y agree</u> <u>5</u>
6. Do you guide your students to solve problems based on PBL?					
7. Do your students remember topics taught in class easily?					
8. Do you carry out mental activities to improve the English knowledge and students' writing skills?					
9. Do students find easy to write reports or any class information?					
10. Have you developed writing habits in your students?					

Elaborated by: Rosado & Sinche, (2020)



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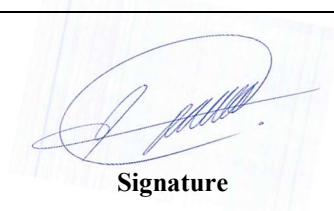
Annex 3 Validation of the proposal

THE USE OF A VIRTUAL PLATFORM FOR ENGLISH LANGUAGE TEACHING IN TIMES OF HOME CONFINEMENT IN SEVENTH GRADE STUDENTS AT ESCUELA FISCAL MIXTA ENRIQUE GIL GILBERT, SCHOOL YEAR 2020-2021

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	X				
Social impact	X				
Feasibility	X				
Relevance	X				
Originality	X				
Language	X				
Comprehension	X				
Creativity	X				

Comments

Name:	MSc. Luis Angel Galarza Palma	 Signature
Occupation:	Coordinador del Centro de Idiomas UTEG	
Phone number:	0993179395	

Elaborated by: Rosado & Sinche, (2020)



UNIVERSIDAD LAICA ROCAFUERTE DE GUAYAQUIL

Annex 3. Validation of the proposed Project plan

THE USE OF A VIRTUAL PLATFORM FOR ENGLISH LANGUAGE TEACHING
IN TIMES OF HOME CONFINEMENT IN SEVENTH GRADE STUDENTS AT
ESCUELA FISCAL MIXTA ENRIQUE GIL GILBERT, SCHOOL YEAR 2020-2021

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	X				
Social impact	X				
Feasibility	X				
Relevance	X				
Originality	X				
Language	X				
Comprehension	X				
Creativity	X				

Comments

Name:	Andrea Alexandra Aguirre Alonso	 Signature
Occupation:	English Teacher	
Phone number:	0962698380	

Elaborated by: Rosado & Sinche, (2020)



UNIVERSIDAD LAICA ROCAFUERTE DE GUAYAQUIL


Annex 3. Validation of the proposed Project plan

THE USE OF A VIRTUAL PLATFORM FOR ENGLISH LANGUAGE TEACHING IN TIMES OF HOME CONFINEMENT IN SEVENTH GRADE STUDENTS AT ESCUELA FISCAL MIXTA ENRIQUE GIL GILBERT, SCHOOL YEAR 2020-2021

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments *Good sequence of tasks.*

Name:	<i>Angel Bazo S.</i>	 Signature
Occupation:	<i>English Teacher</i>	
Phone number:	<i>0994131286</i>	

Elaborated by: Rosado & Sinche, (2020)



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Annex 4 Essay Writing – ASSESSMENT RUBRIC

	Far below standard 1-2	Approaching standard 3-4	Meeting Standard 5-6	Exceeding Standard 7-8
Introduction	Does not include the topic or which side the student supports	Does not include the topic in a clear way. Does not make it clear which side of the topic the student support.	Introduce the topic but does not make it clear whether the student is for or against the topic.	Introduce the topic and make it clear whether the student is for or against the topic
Support/Evidence	Includes at least 1 piece of evidence that supports the point of information. Evidence is mostly opinion based	Includes at least 2 pieces of evidence that support the point of information, some evidence is factual and not opinion based.	Includes at least 3 pieces of evidence that support the point of information, most evidence is factual and not opinion based.	Includes at least 4 pieces of evidence that support the point of information, all evidence is factual and not opinion based.
Conventions	Many grammar spelling, capitalization and punctuation mistakes were made, making the paper hard to read.	Several grammar spelling, capitalization and punctuation mistakes were made	A few grammar spelling, capitalization and punctuation, errors were made	Grammar, spelling, capitalization, and punctuation errors are minimal.
Graphic organizer/Draft	The graphic organizer and rough draft are both missing from the assignment.	The graphic organizer or rough draft is completely missing from the assignment.	The graphic organizer and /or the rough is not complete..	The graphic organizer is complete. Rough draft is complete. Both follow the directions of the assignment..
Conclusion Paragraph	Does not provide a concluding statement	Provides a concluding statement but it does not follow the topic presented	Provides a concluding statement that wraps up the topic but doesn't restate whether the students was for or against the topic.	Provides a concluding statement that wraps up the topic and restates whether the students was for or against the topic.

Elaborated by: Rosado & Sinche, (2021)



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Annex 5. Observation checklist results

Class Observation Results	Always	Sometimes	Never	total
Students get involved in the activities based on PBL proposed by the teacher				
The use of collaborative learning to activate students' motivation				
Developing writing through cooperative learning groups				
The use of PBL strategy to get students' attention				
The effective use of project to enhance English teaching and learning				
total				

Elaborated by: Rosado & Sinche, (2021)