



Perspectives of EFL Students in Writing: A Descriptive Study

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Abstract

This research paper examines and describes the writing factors that have the greatest impact on EFL students. This descriptive-exploratory cross-sectional study involves 89 high school students aged 15-17 years. The method chosen for data collection was based on the use of a survey that contains a questionnaire of open and closed questions. The results showed that students have problems with writing due to the lack of vocabulary, limitations in grammar knowledge, the absence of interesting classes, and the difficulty with the organization of ideas. Also, collaborative writing allows students to interact, fosters discussions, improves grammar, and expands vocabulary. This research contributes with studies focused on the EFL field so that teachers can facilitate the acquisition of writing skills.

Keywords: Writing process, collaborative writing, secondary school students.

Resumen

Este trabajo de investigación examina y describe los factores de escritura que tienen el mayor impacto en los estudiantes de inglés como lengua extranjera. Este estudio transversal descriptivo-exploratorio involucra a 89 estudiantes de secundaria entre 15-17 años. El método elegido para la recolección de datos fue basado en el uso de una encuesta que contiene un cuestionario de preguntas abiertas y cerradas. Los resultados mostraron que los estudiantes tienen problemas con la escritura debido a la falta de vocabulario, limitaciones en el conocimiento de la gramática, la ausencia de clases interesantes, y la dificultad con la organización de ideas. Además, la escritura colaborativa permite que los estudiantes interactúen, fomenta las discusiones, mejora la gramática, y aumenta el vocabulario. Esta investigación contribuye con estudios enfocados al campo de inglés como lengua extranjera para que los docentes puedan facilitar la adquisición de la escritura.

Palabras clave: Proceso de escritura, escritura colaborativa, estudiantes de secundaria.

Perspectives of EFL Students in Writing: A Descriptive Study

Writing is an essential part of the skills development process that provides exposure to a globalized and increasingly competitive world. Learning English is not only about the production of sentences or paragraphs but is also based on a communicative mechanism. Therefore, it is vital to produce writing to create a connection with the readers by establishing objectives such as informing or persuading (Rojas, 2022).

Among the many ways in which people communicate with their peers, one of them is through written expression. Writing is challenging; despite years of dedication to developing writing skills, students feel intimidated and frustrated when writing in English. The sense of difficulty in writing texts is determined by the use of appropriate words to convey information (Alarcon & Gonzalez, 2021).

In the same way, a message is clear and precise when a variety of vocabulary, a proper construction of grammar and an appropriate sequence of ideas have been used. Students begin to face problems of anxiety, frustration and fear when there is a lack of vocabulary, poor sentence writing or writing that does not flow (Sheeba, 2018).

A study conducted by Alisha et al. (2019) revealed that the construction of sentences in terms of grammar was limited and the lack of comprehension of the vocabulary fostered an incorrect selection of words to complete sentences. The results showed that writing in English is a significant problem.

Furthermore, Adas and Bakir (2018) indicated that there are 4 factors that limit writing. First, students are not motivated to write. Second, the methodology that teachers use is based on giving instructions using their native language instead of using English. Third, the English level of the teachers corresponds to a low level. Fourth, students do not constantly practice writing.

Consequently, the process of making a text becomes an original activity to take an active role in the class. For that reason, classwork activities have to generate interest and motivation to have an effective result in terms of the development of a written text. Even, students have demonstrated a preference for working in pairs to facilitate the writing process. Pair or group work activities enable students to become competent writers (Briones, 2022).

The current descriptive study was carried out in a high school in Cuenca city, which aligns with local and national standards, considering the Ecuadorian curricula as the guide for teaching English. The participants should be at a B1 English level according to the Common European Framework of Reference for Languages ranging from grades 1st-3rd in high school.

Inadequacies in the authenticity of the writing tasks designed, in the interactivity of the writing process, and in the lack of balance between activities aimed at linguistic correction and those focused on appropriate use have been examined by the investigator. Additionally, the non-inclusion of reflection and self-regulation, insufficient technological mediation, and limitations in the cognitive-affective unit were also identified.

Literature Review

To better understand the present study, this segment provides readers with an overview of the theoretical foundations of written expression in EFL settings. Since the focus of this descriptive study is on writing, this skill is first defined. Secondly, the components of writing are mentioned together with a brief description. Thirdly, the importance of writing competence in foreign language learning is described. Fourthly, the main difficulties and activities of teaching writing are established.

Written Communication

According to Dominguez (2022), some forms of communication involved oral and written expression. In this way, the author highlighted some differences in order to recognize writing as a fundamental part of an adequate communication. For example; dealing with graphemes rather than sounds in written communication; punctuation rather than intonation, rhythm, and stress. Verbal communication is instantaneous, whereas written communication is defined in time and space. Oral communication can take place between several people at any time while the addressee is not necessarily present at the written communication. Also, non-verbal codes are very important in oral communication, whereas, in written communication, words exist only in text.

It is also necessary to mention that the communicative approach promotes writing based on communicative achievements, organization, and the words used to convey information (Chuquimarca, 2020). Similarly, it emphasizes the need to provide students not only with adequate grammatical structures and vocabulary, but also to achieve communicative objectives, such as involving narrative activities during the learning process in order to engage the reader (Barboza et al., 2022).

Writing in EFL Learners

In accordance with Ortiz and Mijares (2023), writing is a process that does not happen easily. This skill requires some learning. It does not only happen by using the right vocabulary and understanding grammar, but it has to be taught in a certain way. This means that it is not enough to mechanically develop a set of spelling strategies; it also involves learning a new set of cognitive and social relationships. It was then concluded that to write coherently, appropriately, and effectively, the purpose of the text and the characteristics of the addressee of the text must also be taken into account. Although the sender cannot see his or her receiver, he or she must keep in mind what he

or she wants to convey and what impression the reader will get from what he or she perceives through the act of writing.

In this way, a competent communicator can express ideas adequately in written forms through various semantic situations and skilled communicators tend to achieve great things in life. Therefore, if a foreign language teacher wants to develop competent communicators, it is necessary to encourage writing during classes through funny and creative activities, it is not a time of anxiety and frustration for learners (Claudio, 2021).

According to Yataco (2023), writing is an interactive process in which the writer communicates ideas using direct words. Furthermore, to have optimal results regarding the writing ability, teachers should encourage students to practice consistently and techniques should be acquired such as correcting words or phrases repeatedly as students communicate ideas. In response, writing is a formal process in which the writer expresses thoughts or opinions, taking into account the possible interpretations of readers. Writing is also seen as an ongoing process as ideas are translated into printed materials and it involves using a wide vocabulary range as well as discursive and grammatical elements appropriately.

Components of Writing

Writing is associated with various components that give meaning to its purpose. First of all, the person who writes the information chooses the genre or type of writing: stories, journalism, poetry, essays, songs, reports, among others. The next point is related to the reasons that the writer has in order to write certain information such as to inform, to persuade, or to entertain. In addition, the readers or the audience are essential axes that the writer considers during writing to know the type of language to use, formal or informal. Similarly, establishing clear ideas by the writer through the use of precise words makes it easy for the reader to understand the information. As the last point,

coherence plays an important role through a logical order of ideas, use of transitional words or phrases, and proper grammar (Villamizar & Jaimes, 2021).

Writing Competence

For the respective understanding of the foreign language, it is necessary to identify a variety of competences which are (Inca et al., 2022):

Communicative proficiency: It is related to the ability to act effectively and appropriately in a given speech community. It means following a set of rules, including rules of grammar and other levels of language description (lexical, phonological, semantic) as well as rules of language use, these rules being related to the social history and cultural background in which they arise.

Grammatical competence: It is based on the capacity to form grammatical utterances in a language, that is, utterances that comply with the grammatical rules of the language at all levels (vocabulary, word and sentence structure, and semantics). In the same way, it is defined as the knowledge of a speaker regarding the language, which allows not only to encode messages according to grammar rules, but also to understand them.

Communication: It is the process by which information can be transferred from one entity to another. Communication processes are symbol-mediated interactions between two or more entities that use the same symbology and share semiotic rules. Communication can be verbal, written or other types of signals. All forms of communication require the transmitter, the message, and the intended recipient, but the receiver does not need to be present or aware of the sender's intention, communication simply occurs. During written communication, the sender composes the information and sends it to the receiver. When received, the message is read and decoded (Portero, 2022).

Moreover, Sánchez (2022) supported the previous information by revealing that in order to be able to write correctly and effectively, it is important to consider the components of communicative skills, such as grammatical competence, communicative competence, and the communication process.

Writing Difficulties

Identifying some of the most common mistakes when writing in English will help students improve writing skills. According to a study by Byrne (1991, as cited in Ben, 2018), writing problems are associated with psychological, linguistic and cognitive factors. In the psychological factor, both the writer and the reader do not have the possibility of interacting and providing feedback because the person who is going to read the text is unknown. Regarding the linguistic problem, the ideas have to be developed in such a way that writers make sense through the use of an appropriate grammar. As a last point, it is difficult to master the organization of ideas depending on the purpose of the writing, that is, a formal or informal context resulting in a cognitive problem.

Cabanillas (2022) said that at this time, there is insufficient practice of the writing skill. Few activities are developed within the learning process and there is also no conscious practice to develop skills through autonomous learning; for this reason, students do not improve writing.

Also, one of the most significant problems is related to the use of punctuation. To be more specific, the use of commas and periods is crucial to separate ideas and give meaning to the writing of a paragraph. In this sense, a clear and understandable message is provided for the person who receives the message. Therefore, it is a high priority to teach students punctuation, so that students can develop an appropriate text with a comprehensible message (Peter & Singaravelu, 2021).

Another difficulty is the use of capital letters by students. As Challay and Jones (2019) mentioned grammatical errors such as the use of capital letters have to be considered a serious case for a text to be accurate. Common errors were related to missing capital letters at the beginning of sentences or adding capital letters to proper nouns.

Furthermore, Chirinos et al. (2020) stated that students first need to be aware of the purpose or goal of the writing and to know the intention in writing a text. Therefore, it is recommended that students familiarize themselves with the text type before practicing writing skills, and each aspect taught should be demonstrated through modeling. In this way, teachers should provide students with a model as a reference for implementing the required text.

Writing Activities

In the learning process, students face educational challenges in terms of writing to meet the objectives set during the school year. In this context, teachers are the ones who guide the learning process using key strategies for the students to practice writing through the development of several activities. Hence, to provide effective activities for learning the writing skill, the following techniques are considered by Sharma (2017):

- **Controlled Writing:** This activity is focused on the use of ideas and words from a written sample provided as an example to follow. Then, the students follow the organization of the text and also grammatical structures to write a text.
- **Guided Writing:** In guided writing, the teacher provides clues to students through the use of questions. Consequently, students answer questions in order to use the answers to create a text. Also, parts of a text can be given by the teacher as the beginning and end of a paragraph in order to complete the missing information.

- Free Writing: In free writing, the teacher provides a specific topic to the students so that they all write a text freely. It is important to emphasize that the complexity of topics or activities developed during the learning process is based on the level of English of students to obtain optimal results in the writing production.
- Collaborative Writing: Students should have the opportunity to work in groups or individually to improve their writing and obtain a clear and concise written result. Exchanging ideas through the use of a pros and cons chart on a topic among a group of students is a mechanism to create a text and start writing. Once the text has been written by the students, it is suitable to exchange the written work among groups so that it can be reviewed and given feedback, then the final work will have positive results.

Similarly, an investigation revealed that working in pairs is an acceptable option to promote error correction during written communication, even teacher review and feedback are required (Núñez, 2022). As a result, the writing is based on a process that has to do with the revision of the text that the writer creates in order to edit the document to obtain a final work. It is necessary to follow this process to restructure ideas or generate changes that contribute to improving the written text and making it easy to understand what is written (Otárola, 2020).

Meanwhile, Mosquera (2022) explained that the connection of ideas is necessary to facilitate the writing process. Thus, the author highlighted that the use of technological means promotes knowledge and understanding when formulating paragraphs according to the surveys carried out with teachers. In summary, the need for the design of authentic and contextualized tasks is relevant to achieve the communicative, interactive and reflexive character of such process, and an action-

oriented process-product approach of flexible, strategic method, which stimulates self-regulation and technological mediation.

Methodology

Before starting a study, it is necessary to decide how to carry it out, for this, it is crucial to propose the appropriate methodology as well as the type of research if it is qualitative, quantitative or mixed, this in order to achieve the defined objectives.

Design

The study was conducted based on a descriptive research design, which involves the collection of data on subjects for interpretation and reporting. This approach goes beyond data collection and tabulation; it also includes proper analysis by means of a program in particular Statistical Package for Social Sciences (SPSS).

In addition, Rillo and Alieto (2018) pointed out that a descriptive study analyzes the characteristics of populations or phenomena without delving into their interrelationships. The authors mentioned that descriptive research consists of defining, classifying, dividing, or summarizing. For example, with measures of position or dispersion. However, it does not analyze the reasons why some people behave with others. In such cases, other techniques, such as correlational or interpretive studies, must be used.

In this study, surveys were used as the primary method of data collection to help the researcher identify the difficulties participants faced in writing in English. The present descriptive study addresses the following research questions:

1. What are the student's difficulties in writing in English?
2. What kind of activities have students done during the process of writing?
3. What are students' perspectives towards collaborative writing?

Participants

This descriptive study involved eighty-nine students belonging to a Catholic high school in Mariscal Sucre, Cuenca-Ecuador. Thus, 16 participants were first grade high school students, 35 second grade high school students, and 38 third grade high school students. There were 89 females in total. The ages of the students ranged from 15 to 17 years old. As for the language of the participants, eighty-eight students spoke Spanish and one student spoke English. According to the students' points of view, eighty-four belonged to the middle class, five to the high-income, and there were no students to the low-income. In addition, 98.9% of participants had internet access from home; 86.5% had smartphones, 79.8% laptops, 47.2% desktops, 28.1% tablets, and 1.1% do not have technological equipment. In terms of English proficiency, 4 participants considered themselves as beginners, 47 at basic level, 37 at intermediate level, and 1 at advanced level. During the learning process, students have experienced activities based on reading, listening, speaking, and writing skills, but expressing themselves in English through writing is a challenge for most of them.

Instruments

A survey was used to answer the research questions and gather information from the students in the institution's laboratory, the link to which was previously placed on the computers. The survey consisted of two parts: general information and writing perspectives. The first took into account age, gender, language, ethnicity, nationality, socioeconomic class, English proficiency, access to technology and the internet, and the device used by students to connect to the internet. The second concerned perspectives on written expression, which consisted of thirty-four questions mixed between multiple-choice, open-ended and Likert-scale options. To prevent misunderstanding, the questions were written in both English and Spanish.

Data Analysis

To answer the research questions posed, data from the forms were transferred to Excel spreadsheets for analysis and coding. A method for loading a document into SPSS to extract the data and display them in a table.

Regarding the qualitative analysis, four open-ended questions were asked to understand a background related to learning experiences, motivation to write, challenges or difficulties when writing, and each student's perspective on writing in English. To analyze the qualitative data, the researcher used a grounded theory (GT) approach, which provides a framework for collecting, synthesizing, exploring, and conceptualizing data for the construction of theories based on the grouping of information collected in open coding channels. Therefore, some categories were developed in this descriptive study: difficulties of writing in English, written activities in English, and perspectives towards writing in collaboration.

Ethical Considerations

Chumaña (2019) highlighted some ethical considerations that researchers should take into account when designing studies to protect the rights of participants. In this case, the researcher must inform the participants about the study and guarantee their confidentiality. Likewise, in the case of minors, consent must be given by parents or guardians. If the research is conducted in a school, the investigator must also obtain permission from the supervisor. Thus, both the fact of informing students and keeping their identities anonymous as well as asking permission from the school and parents have been carried out for this descriptive study.

Results

The purpose of this section is to answer three research questions related to students' difficulties in writing in English, the writing activities the participants engaged

in, and their perspectives of writing in collaboration. The quantitative results are presented in tabular form with appropriate explanations as well as a brief description of the quantitative data:

Participants' responses were gathered in a Likert scale format with five different options, which were labeled as *To a great extent (5)*, *A lot (4)*, *Some (3)*, *A little bit (2)*, and *None (1)* to determine the results of the first research question, "What are the students' difficulties in writing in English?"

Table 1.

Difficulties in Writing.

When I write in English, ...	Mean
I can write correct sentences.	3.17
I can write appropriate sentences.	3.17
I master the use of verb tenses.	3.09
I can use punctuation marks correctly.	3.57
I know how to spell.	3.78
My paragraphs include a topic sentence.	3.10
I can support the topic sentence with a sequence of ideas.	3.09

According to the results, some students wrote correct and appropriate sentences (3.17). Also, verb tenses were used by other students (3.09). Some students used punctuation correctly (3.57) and knew how to spell (3.78). In addition, paragraphs included a main idea (3.10), and the main idea was supported by details (3.09).

The qualitative data revealed that most of the participants started studying English at school, while a small percentage were exposed to the language in high school. During this study time, students have faced difficulties in terms of writing such as structuring sentences using proper grammar and conveying information properly. Then, participants stated: *"I have had many difficulties such as vocabulary and grammar"* (S44). *"Difficulties encountered in English are related to writing because of the complexity of grammar and punctuation"* (S89). *"I have had difficulties when writing and listening because, in these cases, it is a bit difficult to interpret / write what I want to convey"* (S43).

To respond to the second research question, *"What kind of activities have students done during the process of writing?"*, students completed a Likert-type scale. This scale reflects the English language experiences that the participants perform during class. Thus, Table 2 shows the results with the mean using the following scale: *Never (1), Hardly ever (2), Sometimes (3), Frequently (4), and Always (5)*.

Table 2.

Writing activities

Items	Mean
I brainstorm ideas.	2.73
When I write, I know who I am writing for.	3.13
I reflect on what I write.	3.78
I write a first draft.	3.29
I revise my drafts.	3.43
I edit my drafts.	3.47
I provide feedback.	3.02

I receive feedback.	3.29
It is necessary to receive feedback to improve your writings.	4.07
I write in English.	2.97
It's difficult to write in English.	3.22
I practice writing in English.	2.93
I interact with others while I write.	3.13

Regarding the writing activities, Table 2 demonstrates that the participants wrote a first draft (3.29), revised drafts (3.43), and edited drafts (3.47) when writing. Also, providing feedback (3.02) and receiving feedback (3.29) were key points used by students. In this way, there was a significant relevance based on the necessity to receive feedback to improve writings (4.07). In addition, there is not a large number of students who write in English (2.97) and writing in English was difficult (3.22). As a result, a small number of students practiced writing in English (2.93).

Concerning motivation when writing based on the qualitative responses, it was possible to notice the significance of communicating with people from different cultures, the importance of expressing emotions, the use of relevant and interesting topics and the possibility of writing and learning a new language continuously. Some students pointed out, *"I am motivated to write because I can vent my thoughts and express myself in a better way through writing and practice my vocabulary at the same time"* (S40). *"I am motivated to write when it is a topic of interest that catches my attention or when it is something new that I would like to learn about"* (S43).

Finally, the third research question, “*What are students’ perspectives of writing in collaboration?*” was finally addressed using a Likert scale. *Totally disagree (1), Disagree (2), Neutral (3), Agree (4), and Totally agree (5)* were the criteria for this scale. Results are shown in Table 3:

Table 3.

Writing in collaboration

In English class, ...	Mean
I have done writing activities in groups	4.12
It is much better to write individually.	3.09
Writing assignments in group strengthen social practice.	4.26
Collaborative writing activities allow you to explore about the topic.	4.15
Collaborative writing activities allow you to discuss with your partner about the topic.	4.24
Collaborative writing activities allow you to work together towards the same purpose.	4.17
Collaborative writing activities allow you to develop learning skills such as decision making, flexibility, problem-solving.	4.12
Writing assignments in group helps you to increase your knowledge of vocabulary.	4.26
Writing assignments in group helps you to increase your knowledge of grammar.	3.38

I feel motivated when I work on writing assignments in groups.	3.98
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In relation to students' perspectives towards collaborative writing, Table 3 shows that participants have done writing activities in groups (4.12). Also, a few focused on individual writing (3.09) while the level increases in terms of writing assignments to strengthen social practice (4.26). Similarly, the information obtained reveals that collaborative writing enables participants to explore more about the topic (4.15), discuss the topic with a partner (4.24), work together towards the same purpose (4.17), and develop skills such as decision making, flexibility, problem-solving (4.12). Furthermore, most participants state that writing assignments in group help to increase knowledge of vocabulary (4.26) while few students (3.38) establish that knowledge of grammar is increased; even, writing group assignments promotes students' motivation for writing (3.98).

Apart from the results, the open question related to the difficulties, challenges and limitations when writing in English presents the following information:

- The use of grammatical rules and the understanding of meaning of words are principal obstacles.
- Organizing ideas and the use of connectors are crucial for the participants. "My difficulty is organizing ideas or organizing a paragraph correctly" (S19). "I am unaware of a wide variety of connectors that can be used when writing" (S45).
- Lack of knowledge about the use of punctuation marks. Then, participants exposed, "Sometimes, I do not know how and when to use the period or the comma" (S23).

Finally, recommendations for the teacher have been provided by respondents in an open-ended question. As a main point, it is important to consider more dynamic classes and to know the level of English of the students to generate activities that can be done by them. Also, carrying out more written activities is essential for the participants since writing is not practiced on a large scale during the learning process. To summarize, providing feedback is necessary to facilitate writing from the students' perspective. In this context, when students receive feedback regarding classroom activities or homework from the teacher, it encourages students to improve writing skills.

Discussion

Based on the information obtained, the students get complicated with the use of grammar rules such as the use of verbs or the use of punctuation marks, limiting the writing of correct sentences. Also, barriers related to the use of a topic sentence which expresses the main objective of the paragraph and organizing ideas through a logical sequence to produce an appropriate text is challenging. These barriers are due to the lack of writing activities and the activities carried out during the English class do not motivate students to learn (Chuquimarca, 2020).

In respect of written activities, data obtained shows that the respondents review their drafts and edit them. In the same way, all the participants consider that receiving feedback improves the writing process. Then, as Otárola (2020) specified, to have a proper final paper is required an exhaustive review and analysis of the information written. Therefore, the text is understandable and the ideas flow.

Additionally, it is evident that the participants do not have a habit of writing, so it is difficult for them to write in English according to the results. It is necessary to create spaces where students practice writing not only inside the classroom but also

outside it in order to improve skills. Likewise, learning depends on guided learning and autonomous learning (Cabanillas, 2022).

In reference to the perspectives towards collaborative writing, the information collected shows that students feel motivated when they work on group writing activities. Besides motivation, the use of grammar and vocabulary is facilitated through a group discussion in order to achieve the same writing purpose. Then, Sharma (2017) affirmed, corrections from peers and teachers help the learning process and language learning. Students are also aware of their deficiencies in this skill and understand that, in order to correct them, discussion among them helps and increases language skills.

On the other hand, students established that the teacher does not consider the level of English of the students to write as an important factor according to the survey. In such a way that the activities become a barrier at the time of writing. Sharma (2017) added that the planning of writing activities depends on the level of English that students have to facilitate learning.

Conclusion

The main purpose of this research was to analyze the difficulties, activities and perspectives of the students regarding writing to facilitate and restructure teaching methods during the learning process. The relevance of considering that students have problems writing texts correctly and appropriately through the use of verbs or punctuation marks is imperative. Also, the organization of ideas is considered a limitation while writing. Thus, promoting activities where there is constant writing practice supports and improves writing skills.

It is primary to write a first draft, review it and edit it. Students generally do not proofread and edit their paragraphs; however, the revision process is crucial to correct errors and present an appropriate text for the reader. Even, the majority of students do

not provide and receive feedback but consider it necessary to receive feedback to improve writing. Consequently, teachers are the main actors to provide feedback on a text or produce feedback activities among students so that the text improves.

The goal of collaborative writing is to improve writing. Students prefer to write in groups rather than individually. Group work activities are successful with the development of texts because it supports the use of vocabulary, increases knowledge in grammar and rises motivation during learning.

Creating interesting and meaningful ways focused on experiential activities fosters a change in the educational environment. Providing interesting topics to write facilitates the writing skill since they can express thoughts or emotions through a text.

Limitations

There were three main constraints during the design of the study. First, the planned meetings of the English language composition activities had to be postponed to a later time because they coincided with evaluation periods, involving students from the participating projects. The second is that during the writing process in English, there were several moments when the project members were not present, so they then had to be found outside the specified time and space; therefore, the task was done outside of class. The third was related to streamlining the data collection process, because of time constraints and extracurricular activities such as educational talks or institutional religious celebrations, class hours had to be requested from other teachers for the development of the surveys.

Recommendations

Based directly on the findings of this paper, three recommendations are made for future research on practical applications. The first is to advance the research process through the use of a table that indicates dates and activities to optimize time. The

second is related to the participants. To prevent students from missing the task given by the researcher, it is vital to request a computer lab so that they can complete the surveys simultaneously, apart from having the date and time to carry out the activity. The third is to create a space to develop a more detailed schedule with the educational authorities on extracurricular activities such as religious celebrations or educational talks to avoid limitations during the development of the project. Thus, the importance of sharing this research with actors in the educational field is fundamental to the purpose of implementing the strategies mentioned in this study to facilitate the writing process.

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