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AGRADECIMIENTO

DEDICATORIA

This research work is dedicated mainly to God who gives me the power to overcome any type of obstacle that arises in my life, in order to become a better person and professional day after day.

It is also dedicated to my immediate family who are my fundamental pillar to make all my dreams come true. They are my guide and inspiration from whom I receive love and unconditional support.

Keli Nelva Armijos Rivera

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TEMA:

PROJECT-BASED LEARNING TO IMPROVE THE WRITING SKILL
MODALIDAD DE TITULACIÓN: Proyecto de Titulación con Componentes de Investigación Aplicada y de Desarrollo
AUTORA: Licenciada, Keli Nelva Armijos Rivera
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FECHA: Dos de enero de dos mil veinte y cuatro

RESUMEN EJECUTIVO

Esta investigación tuvo como objetivo determinar el impacto del Aprendizaje Basado en Proyectos (ABP) en el mejoramiento de la habilidad de escritura en estudiantes de décimo grado del Colegio de Bachillerato "Zumba". El enfoque de investigación utilizado en este estudio fue el cuantitativo, el cual se basa en el análisis de datos numéricos y el diseño cuasi-experimental. La población comprendió 60 estudiantes, que se distribuyeron en los grupos experimental y de control, integrados por 30 alumnos cada uno. El grupo experimental fue el único que se benefició de la implementación del ABP, el cual considera a los estudiantes como los principales protagonistas del proceso de instrucción. Los instrumentos de investigación utilizados para recopilar datos fueron el pretest, el postest y un cuestionario. El pretest se administró a los grupos experimental y de control en la primera clase y el postest en el último día de intervención. Ambas pruebas fueron tomadas del libro de texto Assessing writing for Cambridge English Qualifications: A guide for teachers de Cambridge (2020) y cada prueba tenía una sola pregunta. Los datos numéricos de las pruebas se obtuvieron a través de una rúbrica que evaluó la escritura en tres aspectos: contenido, organización y lenguaje. El cuestionario se adaptó del estudio de Andriyani y Anam (2022) y se aplicó sólo al grupo experimental en el último día de intervención para recopilar información relativa a las percepciones de los estudiantes hacia la incorporación del ABP en el aula. El plan de intervención duró ocho semanas. Los resultados obtenidos en esta investigación revelaron que existe una diferencia estadística significativa (sig. bil<0,05) entre los datos recopilados en la postest de los grupos de control y experimental. Esto se determinó mediante el empleo de la Prueba U de Mann-Whitney que demostró que las puntuaciones del grupo experimental son superiores a las del grupo de control. Estos datos, por lo tanto, prueban que la hipótesis alternativa de este estudio fue aceptada. Ésta es: El Aprendizaje Basado en Proyectos tiene un impacto significativo en la mejora de la habilidad de escritura. Sin lugar a dudas, se concluyó que el ABP fue más efectivo que la metodología tradicional para mejorar la habilidad de escritura de los alumnos de décimo grado en términos de contenido, uso del lenguaje y organización. Por lo tanto, se recomienda incorporar el ABP para ayudar a los estudiantes a mejorar su competencia escrita, transmitir información escrita significativa y legible, así como para mejorar la comunicación, la colaboración, la creatividad y el pensamiento crítico.

DESCRIPTORES: APRENDIZAJE ACTIVO, APRENDIZAJE BASADO EN PROYECTOS, COLABORACIÓN, ENFOQUE CENTRADO EN EL ESTUDIANTE, HABILIDAD DE ESCRITURA, PENSAMIENTO CRÍTICO.

EXECUTIVE SUMMARY

This research aimed to determine the impact of Project-Based Learning (PBL) on the improvement of the writing skill in students of the tenth grade in Colegio de Bachillerato "Zumba". The research approach used in this study was the quantitative approach, which relies on numerical data analysis and the quasi-experimental design. The population consisted of 60 students, who were distributed into the experimental and control groups which involved 30 learners each. The experimental group was the only group that underwent the implementation of PBL which considers students as the main protagonists of the instructional process. The research instruments used to gather data were the pretest, posttest, and a questionnaire. The pretest was administered to the experimental and control groups in the first class and the posttest was on the last day of the intervention. Both tests were taken from the coursebook Assessing Writing for Cambridge English Qualifications: A guide for Teachers by Cambridge (2020) and each test had a single question. The numeral data of the tests was obtained through a rubric that evaluated writing in three aspects: content, organization, and language. The questionnaire was adapted from the study of Andriyani and Anam (2022) and applied only to the experimental group on the last intervention day to gather information concerning the students' perceptions toward the implementation of PBL in the classroom. The intervention plan lasted eight weeks. The results obtained in this research revealed that there is a significant statistical difference (sig. bil<0.05) between the data collected from posttest of the control and experimental groups. It was determined through the employment of The Mann-Whitney U Test which showed that the scores of the experimental group is higher than the control one. This data, therefore, proves that the alternative hypothesis of this study was accepted. It is: Project-Based Learning has a significant impact on the improvement of the writing skill. Undoubtedly, it was concluded that PBL was more effective than the traditional methodology to improve the writing skill of the tenth-grade learners in terms of content, language use, and organization. Therefore, it is recommended to incorporate PBL to help learners improve their writing competence, convey meaningful and readable written information as well as to enhance communication, collaboration, creativity, and critical thinking.

KEYWORDS: ACTIVE LEARNING, COLLABORATION, CRITICAL THINKING, PROJECT-BASED LEARNING, STUDENT-CENTERED APPROACH, WRITING SKILL

CHAPTER I

RESEARCH PROBLEM

1.1 Introduction

English is a pivotal subject in the educational system, and it is taught in all levels of education such as primary school, high school, and university. Learning English is a process that involves learners in the development of interactive activities to promote a successful learning experience of productive and receptive English skills. It is essential to say that to improve the students' level of English, they have to be motivated to learn and be responsible for their learning and progress. Then, as this study is focused on improving the writing skill, implementing a suitable teaching method to enhance students' writing practice and improvement is needed.

Writing is a relevant issue in English classes that can be stressful and challenging for students since they need to have a great capacity to think critically and process information to obtain organized, creative, and meaningful written tasks (Morales et al., 2021). Writing is also challenging because it requires concentrated and enthusiastic students to produce comprehensible written fragments in successful ways (Priyadharshini & Mohamed, 2022). As writing is a complex process, it demands that teachers guide students to understand it and organize ideas and thoughts to produce comprehensible texts.

Based on the aforementioned description, a teaching method is required to enable learners to improve their writing skill through practice. Therefore, special attention has been paid to Project-Based Learning (PBL) to collaboratively improve the students' writing skill. PBL is a method that encourages the development of the writing skill with creativity and confidence by allowing learners to reflect on their writings and change the information when it is needed to generate authentic communication (Heba et al., 2022). PBL is important to improve the writing skill since it considers students as the center of the instructional process, which facilitates them to learn by doing without limiting their active writing production. Moreover, it enables students to

empower their writing performance through collaborative work to get fruitful pieces of writing.

This research study explores the topic of Project-Based Learning (PBL) to improve the writing skill of the students in the tenth grade who have an A2.1 English proficiency level established by the Ministerio de Educación del Ecuador (MinEduc, 2016) in accordance to the Common European Framework of Reference (CEFR). It employed a quantitative methodology, which was focused on collecting numerical data from the pretest, posttest and a questionnaire designed with the Likert scale. This methodology was used to gather information that allowed to determine the impact of PBL on students' writing skill.

The topics of this research work were organized into six sections. Chapter I contains the introduction, justification and objectives of this research. Chapter II consists of the theoretical framework of the two variables under study. Chapter III describes the methodology used to collect data and the process of analyzing it. Chapter IV reflects the results and discussion of the study. Chapter V displays the conclusions and recommendations of the research study. Lastly, chapter VI comprises the proposal with interactive strategies to enhance the writing skill.

The main limitations found in this study were time and internet connection. Regarding time, students have three hours of the English subject per week, so it was a little challenging to implement PBL to improve the writing skill. Conversely, the lack of internet connection in the institution was also a strong limitation. However, to achieve significant results in the writing skill, the researcher requested learners to take advantage of the materials they had available such as the English modules, and made the internet connection possible, so that students could explore the topics they had to write about to compose meaningful pieces of writing. It should be noted that despite those limitations, PBL was a valuable method to improve the writing skill.

1.2 Justification

This research was developed to determine the impact of PBL to improve the students' writing skill. Nowadays, writing is a skill that enables the writer to convey information.

In writing tasks, learners are trained to express clear and concise information to transmit understandable and meaningful messages to the readers. Haryono and Adam (2021) suggest that when developing writing, students improve their critical thinking skills, helping them to think deeply and write logical arguments and ideas concerning a determined subject. What is more, the process of inquiry helps learners acquire new information concerning a topic and then they analyse it and express their original ideas, demonstrating their capacity to think critically. Thus, PBL needs to be implemented in the classroom for various reasons. According to Wulandari and Ahmad (2020), PBL is a valuable method not only to enhance the students' writing skill, but also to motivate them not to get stuck when writing because of the lack of vocabulary, grammar, and understanding to organize the ideas and information well. PBL is also useful to enhance the continuous practice of writing about real-life topics (Oroh & Wilar, 2022). Given the reasons outlined above, in this study, it is proposed to incorporate PBL with learners in the tenth year of General Basic Education (GBE) to determine its impact on the writing skill.

As a result of this research study, learners will be able to write about real problems in different aspects such as social, economic, and environmental. This is because PBL is focused on the development of writing projects about real-life topics. When students refer to social, economic, or environmental problems, they feel the necessity to express their points of view about them. Moreover, when learners are involved in solving real problems, they develop an inquiry process that helps them to better comprehend those situations and try to look for the best possible solutions to a particular topic. It is crucial to remark that the more students know and write about real problems, the more able they are to deal with them.

The beneficiaries of this research study are students in the tenth grade of Basic General Education since they will be encouraged to improve their writing skills through the implementation of PBL. This educational approach involves an integral inquiry process that enables learners to explore and deeply understand different topics to promote the development of writing performance. Other beneficiaries are English teachers and pre-service teachers who are interested in helping students enhance their writing competence by using effective and interactive methods that consider learners as the main agents of knowledge construction.

This research presents outstanding results not expected in relation to the conveyance of ideas and thoughts in different writing compositions. PBL helped students to demonstrate their creativity and develop their critical thinking skills effectively as they carried out creative writing tasks with coherence and cohesion. Evidently, the application of PBL to improve the learners' writing skill is relatively novel and innovative.

Furthermore, this study contributed to the reinforcement of the use of PBL in the instructional process. It is based on existing theories such as the student-centered approach and constructivism. With PBL students are the main protagonists during the learning process since they construct their knowledge based on their previous one. Also, all students have active participation in the learning process.

Finally, the results will be disseminated through academic papers. They can also be presented in conferences or courses promoted by universities to share the effectiveness that PBL has on the writing skill. This displayed information will promote better teaching practice as the audience will be informed about the usefulness of implementing this innovative teaching method in the classroom to strengthen and support students' writing competence.

1.3 Objectives

1.3.1 General

- To determine the impact of Project-Based Learning on the improvement of the writing skill.

1.3.2 Specific

- To identify Project-Based Learning activities to improve the writing skill.
- To analyze the contribution of Project-Based Learning to improve the writing skill.
- To evaluate the use of Project-Based Learning to improve the writing skill.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research Background

Project Based Learning (PBL) is becoming a popular teaching method that plays an important role in today's education. Some research studies have been done on PBL to contribute to the improvement of students' writing skill.

Aghayani and Hajmohammadi (2019) carried out a research denominated "Project-Based Learning: Promoting EFL Learner's Writing Skills. Its objective was to examine the effect that PBL has on EFL students' writing skill. The results of this research showed that PBL had a meaningful effect on the improvement of this productive skill and encourage students to produce and upgrade writing in collaborative ways, generating active learning atmospheres.

Hidayati and Widiati (2019) have done a research study under the title "Fostering Students' Writing Ability through Project Based Learning Approach". The objective of this research was to investigate the efficacy of PBL to enhance the writing ability. In this study, it was found that the use of PBL was significant because it promoted the students' interest and kept them active in the learning setting while developing writing projects. It also reflected that after the intervention plan, learners improved their scores on the writing skill. Thus, it was considered an effective and successful teaching method to improve learners' writing production.

Susanti et al. (2020) carried out a study on "Improving Students' Writing Skill Through Project-Based Learning for EFL Students". It was carried out to determine whether PBL can improve learners' writing skill. The results obtained in this research demonstrated that the employment of PBL upgraded students' writing competence. These authors also found that PBL generated on learners positive attitudes which permitted the development of the writing skill in effective ways.

Wardani et al. (2021) did a research study on "Project-Based Learning in Teaching EFL Writing: An Analysis of the Effect on the 5 Dimensions of Writing". It was developed with the purpose to examine the effect that PBL has on the students' writing skill. The results obtained on it reflected that PBL had a meaningful impact on the learners as they showed a remarkable improvement in the writing aspects such as content, organization, structure, and vocabulary usage as well as mechanics. It also concluded that PBL is a method that significantly encourages the development of critical thinking, creativity, and collaboration, and stimulate educators to continue helping learners to enhance their writing skill.

Fatimah (2022) developed a research study titled "Project-Based Learning and Writing Skill: Are They Related for Junior High School Students? It was carried out to examine how PBL influence the writing skill. The results from this study demostrated that PBL encouraged the improvement of students' writing skill. Thanks to PBL, students increased their level of creativity, collaboration, interaction, and communication and boosted their critical thinking when writing.

The previous studies mentioned above are of paramount importance as they demonstrate the great impact that PBL has on the enhancement of students' writing skill. Thus, PBL is considered one of the most relevant teaching methods that encourage learners to improve their writing skills through projects that promote creativity, critical thinking and expression of feelings, thoughts, and ideas with confidence.

2.2 Scientific Foundation

2.2.1 Independent Variable: Project-Based Learning (PBL)

Constructivism

This research study is associated with constructivism. This approach is a process that requires practice which leads students to the construction of their understanding and the employment of the previous gained insights to refer to authentic topics. Students

achieve better results when developing activities that involve interaction and sharing of knowledge, understanding, and experiences to build successful outcomes.

Constructivism is a powerful educational approach, focused on the learner-center model. In the words of Sumarna and Gunawan (2022), constructivism offers students opportunities to learn in active environments and construct knowledge by interacting with others and creating their own experiences.

Umida et al. (2022) say that a constructivist learning setting is productive when the teacher guides and facilitates students' learning process by giving clear instructions and students, on the other hand, take the main role in the classroom where they interpret information and construct knowledge based on their experiences. This argument is also aligned with Shah (2019) who claims that when teachers are constructivist, they involve learners in activities where they can develop their problem-solving and inquiry skills. These skills allow them to get information, draw conclusions, and generate knowledge collaboratively; thus, constructivism makes students stop being passive to become active learners.

What is essential to allude is that constructivism and PBL equip and prepare students to gain knowledge by involving them in projects that require their active participation. Learning occurs when students learn by doing, and from the mistakes they correct. It is that constructivism is a process through which students explore information and gain significant knowledge on a certain topic.

This is therefore, an ideal approach that is necessary in the classroom because it promotes understanding and encourages students to learn by doing and participating in projects focused on authentic matters.

Project-Based Learning (PBL)

Project-Based Learning (PBL) is an active teaching method that helps learners improve their educational process as they are involved in the development of critical thinking to solve authentic situations, enabling them to be active agents of knowledge who work with creativity and in collaborative ways to get better learning outcomes

(Wardani et al., 2021). Evidently, PBL is considered a method that offers students plenty of opportunities to put their knowledge into practice through the development of interactive activities that empower the improvement of their writing skills. When carrying out a variety of projects, students show continuous progress in their writing performance which leads to a more significant knowledge construction. PBL contributes meaningfully to the mastering of the writing skill as it involves students in interactive environments where they share opinions, learn from each other, and express their knowledge in accurate and understandable pieces of writing.

Highlighting the importance of PBL, it is relevant to indicate that this method requires apprentices to work in collaborative ways to solve real-world situations where they have to integrate their knowledge by sharing ideas to build solid learning with the support of teachers to succeed in a project (Guo et al., 2020). It is unquestionable that PBL boosts students' collaboration, which makes it a great idea to include them in interactive writing activities where learners learn by doing while also acquiring valuable knowledge through the development of writing projects. PBL offers students vast opportunities to practice and improve their writing skill. It is a powerful method that engages learners to carry out writing activities with creativity.

Project-Based Learning (PBL) and Constructivism

Project-Based Learning is an innovative teaching method so it is not detachable from constructivism as both terms are related to the development of authentic learning activities. Constructivism and PBL involve learners in a process in which they have to get familiarized with real contexts to get new knowledge and internalize information to solve a diversity of situations critically and with creativity. Conforming to Vinh and Dan (2023), constructivism involves learners in active learning settings where they construct meaningful knowledge through experience and practice. It is clear that by doing interactive activities, the instructors are facilitators of knowledge. They also give constructive feedback and support learners while they are working on the projects. Based on this, both PBL and constructivism are interrelated. They share common aspects such as the development of authentic activities to optimize learning and promote active knowledge construction to solve real-life situations.

Furthermore, Maroof et al. (2021) postulate that constructivism has a vital role in social interaction to build knowledge in active ways. It clearly reflects that social constructivism helps language learners to work in groups where they can convey information by using the target language and sharing their points of view concerning a specific topic. It also contributes to reducing students' levels of stress and anxiety while carrying out projects to develop language skills. It is crucial to highlight that when learners work in groups they learn in better ways as they help each other. During collaborative work, students have enough freedom to enjoy working and learning, as the main goal in the classroom is to understand and construct knowledge through practice and the creation of hands-on activities.

Project-Based Learning (PBL) and Student-Centered Approach

Student-centered approach is characterized by focusing on students as the primary agents of the learning experience where they learn by practicing the English skills effectively. Students are the main protagonists in the classroom who carry out activities while the teacher monitors their progress and language performance. PBL generates significant outcomes since it encourages students to work by themselves, do their best, and help each other when working in groups, at the same time, they acquire strong knowledge through active exploration of a topic. Syarifah and Emiliasari (2019) say that since PBL places students in the center of the learning setting, it offers them the chance to explore a specific subject, analyze and synthesize information to develop a project whose information helps students acquire knowledge for a long term.

Benefits of Project-Based Learning (PBL)

Project-Based Learning (PBL) has many benefits in education as it involves students in a variety of activities that require the development of critical thinking skills, which are relevant to improve the language development. According to Hasanah (2023), some of the benefits of PBL are reflected in the following situations.

- It involves learners in the development of skills through the inquiry process to give answers to questions and to design authentic learning products.

- It promotes the improvement of education and enhances the increase of cognitive development.
- It allows learners to work collaboratively, plan project activities, improve decision-making, and help them to become good time managers.
- It contributes to keeping learners motivated when developing projects.
- It encourages students to participate in class, be more responsible and be more willing to work on the projects suggested by the teachers.

Likewise, Agudelo and Morales (2019) point out other relevant benefits that PBL has.

- It generates responsibility and commitment to students' activities as they work with enthusiasm to achieve common goals. They also give the tasks to the teacher on time.
- It increases students' motivation. They are encouraged to improve their language skills through the development of interactive activities.
- It enhances cooperation among students with the purpose to achieve common academic goals, and share ideas, so their best effort is to create a unique and creative project.
- It contributes to improving students' confidence. Confidence enables learners to feel certain about their knowledge and abilities to carry out quality activities, demonstrating positive attitudes while putting their knowledge into practice.

These benefits are significant because with PBL students become more responsible, motivated, cooperative, and they also increase their level of confidence. Considering these terms, PBL encourages learners to produce the writing skill with efficacy as they discover the necessary skills to accomplish the projects that are suggested. PBL is focused on the idea that students' knowledge is obtained from the development of projects.

Characteristics of PBL

Wulandari and Ahmad (2020) postulate some of the most relevant characteristics of PBL that are needed to be considered in the educational process to ensure positive outcomes.

- It generates authentic learning in the classroom. It is that the learning acquired in the classroom is not only used to solve academic tasks but also to give solutions to personal issues.
- It is a student-centered approach. Here, learners learn by doing while the teacher monitors their progress.
- It is focused directly on cooperative learning. It means that PBL requires the students' cooperation and collaboration as the activities are carried out in groups.
- It integrates English skills. When developing a project, students combine the productive and receptive skills to get information from others by communicating and listening to each other as well as by looking for information from different sources to obtain significant one.
- It finishes in a final product. The final product is given to the teacher to be checked.

Taking these characteristics as a whole, they are crucial due to the fact that in PBL, students are the foremost protagonists of the teaching and learning process since they have to look for information to give answers to questions, or to talk about a precise topic. Learners are the ones who are challenged to develop critical thinking skills to do successful projects. In order to achieve better results, it is suggested that students work in groups, so that they can interact to acquire knowledge through authentic practice and experience. Furthermore, with PBL students are active and participatory and learn better when doing projects in collaborative ways.

Types of Learning in PBL

Active learning

This type of learning guarantees positive learning outcomes because students have to be active during the lessons and be able to construct knowledge and retain it in their minds (Feltes & Oliveira, 2019). It implies that learners must be the main agents of learning who actively build knowledge through interactions, taking notes, searching for information regarding a topic to explore it, and getting new information to reinforce their previous knowledge. When students are active in class, they are predisposed to acquire information quickly.

Collaborative learning

It is a process that enrolls learners in groups with the purpose to discuss and give answers to a problem, complete assigned tasks, or develop real-world projects (Andriyani & Anam, 2022). This type of learning encourages communication among learners as they have opportunities to share their knowledge or experiences about a specific matter. It is important to set up that in collaborative learning, students learn actively and take individual and group responsibility to achieve the goals of the lesson. Besides, in collaborative learning, students go beyond the language practice since they acquire input and produce output when the language is needed to be applied in context. This type of learning also implies the reduction of teacher talking time; it means that students talking time increases, giving them the chance to create active and dynamic environments to promote a fruitful teaching and learning process.

Cooperative learning

It offers learners the opportunity to work in small groups where they share knowledge and ideas about a topic and are guided by the teacher (Cheadae & Khongput, 2019). The activities that are carried out with this type of learning involve teacher-oriented instructions and the teachers' guidance to corroborate that language learners are following the given instructions to determine if the goal of a lesson is being achieved.

Furthermore, it is crucial to say that when students work in groups their learning is meaningful as they work together to understand a topic in better ways.

Learning by doing

It is a process that is closely related to PBL and that is focused on the constant practice of the language to encourage learners to feel interested in the activities or projects rather than frustrated (Harisma et al., 2019). This type of learning has a great influence on students' knowledge because they are involved in activities where they have to put their earlier and current knowledge into practice to be able to give solutions to daily basis situations. When students develop something little by little, they learn and practice the language in an effective way, enriching their previous knowledge.

Process of Project-Based Learning (PBL)

As noted by Apsari et al. (2019), the three most relevant steps of PBL are:

- **Planning**

It deals with the selection of a topic for each project, the design of the activities to be developed as well as the selection of the most suitable materials to carry out the project in organized ways.

- **Implementing**

In this step, students are organized into groups to complete the projects, they ask and answer questions, and carry out the necessary activities to accomplish the project. Also, the teacher monitors the students' progress and performance, as well as gives them feedback to ensure a successful final product or project.

- **Presenting**

It is related to the presentation of the projects to the teacher or to a specific audience, and the evaluation of the content of the projects.

Furthermore, Hosnan (as cited in Ismuwardani et al., 2019) mentions the following steps of PBL.

- **Determining project**

It implies the selection of the name and topic of the project that students have to develop.

- **Project steps planning**

This step deals with the selection of activities that students have to carry out as well as the materials that will be employed to do the projects (Hosnan as cited in Ismuwardani et al., 2019). It is critical to indicate that in this step students are also assigned roles to accomplish every single activity in an organized way. For instance, all groups will be formed by a leader who guides the group, a secretary who takes important notes, and a controller who is in charge of the time organization.

- **Schedule preparation**

It concerns the time that students have to accomplish the project or activity assigned by the teacher (Hosnan as cited in Ismuwardani et al., 2019). In other words, in this stage, students take into account the amount of time they have to carry out and complete the given activities.

- **Monitoring**

In this step, the teacher is in charge of monitoring the students' progress on the assigned tasks or projects until they finish them (Hosnan as cited in Ismuwardani et al., 2019). What is important to add is that meanwhile teachers monitor the students' performance, they offer learners feedback to clarify something.

- **Reports preparation and presentation**

Once students have finished the projects, they are suggested to present their final product to the whole class, or any audience.

- **Evaluation of the project**

In this last stage, teachers offer students feedback based on their final projects and ask them some questions to know if they have understood the topics they worked on (Hosnan as cited in Ismuwardani et al., 2019). Drawing on this information, it is needed to say that this stage also implies the evaluation of individual and group performance, the relevance of the content, and the analysis of the objectives to know if they have been achieved as well as involves the use of rubrics concerning the elements to be evaluated.

2.2.2 Dependent Variable: Writing Skill

English Language

Nowadays English is one of the most important languages worldwide since it has been considered the lingua franca. In the words of Sari et al. (2021), most people learn English to communicate with people from different countries. To be specific, the English Language plays a central role in communication as it permits one to interact with others in a single and common language shared by a group of people. What is relevant to not forget is that to establish successful communication and interaction among individuals it is required to practice and master the four English skills that are listening, speaking, reading, and writing.

Productive Skills

Productive skills are the ones that encourage the use of language to communicate in oral and written ways. Giawa (2022) claims that productive skills refer directly to the speaking and writing skills that enroll learners in the active use of language. On this basis, it can be said that productive skills boost students' communication as they can

express ideas, thoughts, opinions, suggestions, and feelings while speaking, or writing on a piece of paper. Therefore, productive skills are the ones that promote effective communication among individuals.

Writing Skill

Writing is considered a process that enables students to express ideas, beliefs, or feelings in written pieces to communicate something. It is also a way in which students organize and arrange their thoughts to produce meaningful written messages expressed in sentences, paragraphs, essays, letters, and descriptions of events among others (Sidauruk et al., 2020)**.** This author evidently states that writing is a harder process that empowers communication through the employment of words that are reflected on pieces of writing which require a deep analysis of what is written to establish successful communication. Moreover, it is important to specify that writing is a process that to be eloquent and significant needs to be coherent and show unity among ideas.

Likewise, Aziz et al. (2022) points out that writing is a complex skill that involves thinking and requires time and effort to convey meaning in pieces of writing as well as it helps learners to increase vocabulary, upgrade spelling, and use the grammatical structures in proper ways to encourage them to become successful writers. It is that writing is a communicative skill that has to be organized and edited to obtain understandable and readable written work. In addition, the guidance and constant support of the teacher are critical to form good writers who foster constructive thinking in every single written task.

Importance of Writing Skill

Writing is a useful skill which requires learners to reflect their ideas, points of view, or thoughts in a written manner. Moses and Mohamad (2019) manifest that writing is important to be developed since it boosts learners' assurance and development of critical thinking, encourages the betterment of penmanship when developing writing activities by hand, helps to increase the amount of vocabulary and make general knowledge related to a topic strong. Certainly, it shows that writing is indispensable

to be developed in the classroom since it motivates students to be sure about what they know, allows them to think critically, and at the same time, they express their thoughts on a piece of paper. Furthermore, writing is a vital medium to convey information between a writer and a reader.

To enhance learners' writing skills, it is ideal to involve them in reading tasks to then collect vocabulary and use it to produce writing activities more effectively. When asking students to write they can become better at this skill because they are conscious of their mistakes and rectify them to outperform this productive skill. When students write, they need to know vocabulary to develop successful writing tasks.

Characteristics of a Good Writing

A good writing performance requires training and effort to improve this skill day by day. It is one of the most difficult English skills so to become a good writer it is needed to spend time practicing. What is important to mention is that as much time students take to develop writing as good writers they become. It is because they have the chance to correct spelling mistakes, formulate sentences following the correct grammatical patterns as well as analyze and organize ideas to produce meaningful pieces of writing. Sotvoldievich (2022) indicates that one of the most critical characteristics of a good writing is to be clear and show integrity of ideas in every single sentence. Furthermore, this author mentions that a good writing is characterized by using accurate grammatical structures, adequate vocabulary, and spelling of words. Moreover, Sotvoldievich establishes that a good writing deals with a meaningful written composition which has relevant and detailed ideas, the information follows a sequence and the content is original. Undoubtedly, a good writing must be clear and be supported with solid ideas, and offer the reader comprehensible messages, as well as maintain a strong relationship with the topic. A readable piece of writing must have no mistakes and have coherence and cohesion among ideas.

Challenges in Writing Skill

There is not any doubt that writing is a challenging skill. It is not simple to get good writing proficiency if students do not invest time. It is a rigorous skill that implies a

planning process and organization of ideas to convey meaning and of course to guarantee successful communication with the reader.

As claimed by Tamayo and Cajas (2020), some challenges that students have to deal with are the following.

- The limited level of English is the main obstacle for learners to develop significant writing activities.
- The most difficult aspects of writing are grammar and vocabulary. It is reflected on the lack of knowledge to build compound sentences and to select words to avoid repetitions. Sometimes, time is not enough to practice writing as teachers have to go back to explain again the grammar patterns and the meaning of words.
- Most of the time, learners feel compelled to produce writing as they are afraid of making mistakes.

The previous challenges occur due to the fact that learners lack the confidence to express their feelings or their knowledge in pieces of writing. They are dominated by their fears so they feel frustrated. Sometimes, writing becomes an exhausting activity because organizing information logically, having a weak amount of vocabulary, and inadequate use of grammar are big problems for them.

Aspects of Writing

Writing involves a set of aspects that need to be considered at the moment of checking the students' writing production. Thus, Jacobson (as cited in Argawati and Suryani, 2020) discusses five relevant aspects that must be considered by teachers when developing writing performance.

- **Content**

Content refers to the information that is put down on a particular subject to generate a piece of writing (Pongsapan & Patak, 2021). It is essential to underline that the

information written must have coherence and cohesion as every single sentence has to show unity to get readable pieces of writing that permit readers to get the messages across.

- **Organization**

Organization refers to the group of ideas or information that follows an order to transmit clear messages (Pongsapan & Patak, 2021). It is necessary to bring to light that organization is emphasized on the order of the content to convey meaning in context and to provide readers with logical and comprehensible written products.

- **Vocabulary**

Vocabulary is the element that helps the building of sentences and paragraphs by employing the appropriate words and phrases (Pongsapan & Patak, 2021). It is significant to stress that vocabulary is focused directly on the correct word choice to transmit messages and meaning accurately. In this way, the writer avoids misinterpretation.

- **Language Use**

Language use encompasses the proper use of grammar and the management of it (Pongsapan & Patak, 2021). Basically, it indicates that this aspect is focused on the accurate use of grammatical structures and syntax to produce sentences and join ideas by using the correct grammatical categories like verbs, nouns, adjectives, and others in context.

- **Mechanics**

Mechanics covers elements such as punctuation, spelling, and pronunciation of words (Pongsapan & Patak, 2021). In fact, it deals with the appropriate spelling of words, punctuation, and the capitalization of words and it contributes to the understanding of ideas in context.

Process of Writing

Writing is a process that involves different stages to carry out writing tasks with efficacy. Khulel (2022) sets up the following steps that should be considered in writing development.

- **Planning**

This stage is also known as pre-writing. It is the starting point of the writing procedure that occurs before learners start joining their ideas. This is the stage where students have the chance to brainstorm a topic as well as outline it (Khulel, 2022). It means that by brainstorming ideas learners gather important information that could help them to support, reinforce, and organize their ideas.

- **Drafting**

This is the step where students start writing their first draft concerning a topic but they do not have to pay attention to the specific details such as correct grammatical structures (Khulel, 2022). It is that students are focused on converting ideas into sentences instead of focusing on the correction of mistakes.

- **Revising**

Once learners have written their first draft, they have the opportunity to revise it little by little with the purpose of organizing ideas or rearranging sentences to get a better unity of any piece of writing (Khulel, 2022). It states that this is a great step since it enables learners to improve their writing by adding or deleting information when is necessary, reorganizing the structure of the text, or selecting words to get relevant pieces of writing.

- **Editing**

This step is vital for students as they are provided with an opportunity to re-read their writing compositions and correct mistakes concerning grammar, vocabulary, and mechanics, helping them to be aware of their writing performance (Khulel, 2022). Undoubtedly, it indicates that this stage is key for learners as they clarify the ideas in the written task.

- **Publishing**

It is the final step in writing, which requires that learners present their writing tasks to the audience or give them to the teacher to be scored (Khulel, 2022). Something to remark on this step is that as much students write as better writers they will be since they become confident and free to express themselves in written ways.

2.2.3 Project Based Learning (PBL) and Writing Skill

Project-Based Learning (PBL) in Teaching Writing

Since PBL considers learners as the main protagonists of the classroom, it involves them in the development of projects or activities to improve and strengthen their writing performance. As PBL requires collaboration, students work in small groups so that they share knowledge and support each other to get successful writing activities. Reznani et al. (2022) postulate that PBL is significant and influential in improving students' writing skill because they have the chance to explore a topic, express their understanding, and pour ideas into writing projects. Simultaneously, they have enough time to collaborate in the groups and talk about a topic with freedom. In light of these situations, it is interesting to figure out that when using PBL students gain confidence to write without worrying about mistakes since then they have time to check their writing and reorganize ideas to obtain good projects. Significantly, PBL helps apprentices to practice writing through the development of projects which are the motor of learning and improvement of this communicative skill. It is that with PBL learners are willing to improve the writing skill and construct knowledge with the support and guidance given by teachers.

Students' role in PBL when developing the writing skill

In line with Pohan (2020), the students' roles are to organize and schedule the activities assigned to complete them on time. Wahyudi et al. (2021) say that the learners' roles are to explore a topic, look for information, synthesize information, and shape it in order to develop meaningful writing projects. It is that PBL is student-centered learning where they plan and unify information to accomplish writing activities and generate authentic communication about real-world contexts. Besides, students are the chief participants of the learning process and are involved in searching for information regarding a topic, sharing ideas, asking questions to the teacher, collaborating, and working in groups to reflect that information in writing projects which help learners to become good writers and demonstrate autonomy in the assigned tasks.

Teachers' role in PBL when developing writing skill

Bardatillah et al. (2023) mention that the roles of the teacher are to monitor the students' progress while carrying out writing projects, motivate them to be active to complete the projects, enroll them in an active learning process to collect information, organize ideas, observe their writing performance as well as assist them to achieve the desired results when projects have been finished. Unquestionably, the teachers' role is crucial when learners develop writing tasks due to the fact that they are the guide for learners who advise and give them immediate feedback to solve doubts that emerge in the writing process.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Approach

This study was carried out with the use of the quantitative approach, which relies on numerical data analysis. As this research is quantitative, the quasi-experimental design was used to gather information about the implementation of PBL to improve the writing skill. This design was used to emphasize the selection of intact groups of learners that were distributed into the experimental and control groups. According to Creswell (2012), both groups were pretested but only the experimental group was subjected to the treatment, and when it finished, the two groups were tested again with the help of the posttest to compare the differences between them.

3.2 Population and Sample

The population of this study was chosen based on the accessibility that the researcher had to gather data from the groups involved in the study (Obilor, 2023). Concerning the sample, the participants involved in this study were students in the tenth year of General Basic Education. They studied at Colegio de Bachillerato "Zumba", in Chinchipe, during the 2022-2023 school year. The number of participants involved in this research study was 60, who have an A2.1 English proficiency level established by the MinEduc (2016) in accordance with the CEFR. They were about fourteen and fifteen years old.

It is worth mentioning that the institution was chosen due to the fact of its geographical proximity.

Table 1

Number of students that belong to the sample

Sample			Number
Students from Colegio de Bachillerato "Zumba"	Control group	(10 A)	30
	Experimental group	(10 B)	30
Total			60

Note. Control and experimental group.

3.3 Hypothesis Verification - Hypothesis Approach

In the present study, PBL was implemented with the purpose to improve the students' writing skill. Thus, the hypotheses established in this research study pretended to verify the following:

Null hypothesis (H0): Project-Based Learning does not have a significant impact on the improvement of the writing skill.

Alternative hypothesis (H1): Project-Based Learning has a significant impact on the improvement of the writing skill.

Since the writing skill was the measurable variable, the Mann-Whitney U test is employed to reject or accept the alternative hypothesis of this investigation.

3.4 Data Collection

For the development of this study a pretest, posttest, and questionnaire were administered to the experimental group, and only the pretest and posttest were given to the control group. These instruments were printed and given to the population under study in a face-to-face classroom. The intervention plan lasted eight weeks, time in which data was collected from the control and experimental groups in Colegio de Bachillerato "Zumba".

The pretest (See Annex 1) was given in the first class to the experimental and control groups to evaluate the students' writing skill. The posttest (See Annex 2) was administered in the final session to evaluate again the students' writing skill. This was done after the experimental group worked with PBL to improve the writing skill and the control group with the traditional methodology. To measure the students' writing skill, a rubric (See Annex 3) was used to collect data in terms of content, organization, and language which are three relevant aspects of this productive skill.

It is important to mention that the pretest and posttest as well as the rubric were taken from the coursebook denominated Assessing writing for Cambridge English Qualifications: A guide for teachers by Cambridge (Cambridge, 2020). Both tests consist of a question that students had to answer in 40 minutes to evaluate their writing skill. Furthermore, the questionnaire (See Annex 4) developed based on the Likert Scale was also completed by the learners in the last session in order to know the students' perceptions toward the implementation of PBL to improve the writing skill. This research instrument contains six close-ended statements.

Regarding the validity and reliability of the pretest and posttest, it is indispensable to refer to the fact that they have been validated and found to be reliable by the Cambridge English Language Assessment teamwork. Meanwhile, the questionnaire was adapted from the study developed by Andriyani and Anam (2022). They validated this instrument by giving it to some experts who helped to build a well-structured questionnaire to collect data about the students' perceptions toward the implementation of PBL in the instructional process, while developing the writing skill. Likewise, the reliability of this instrument was measured with the use of the Cronbach's alpha coefficient which showed a reliability of .879; thus, this coefficient indicated that the questionnaire was appropriate to carry out the research study.

3.5 Data Processing and Statistical Analysis

To analyze the collected data gotten from the pretest and posttest, the Mann-Whitney U test was employed to compare the mean scores of two independent groups (experimental and control groups). To test the hypothesis, inferential statistics was

used. Its aim was to determine whether PBL is significant to improve students' writing skill, and then draw the respective conclusions of the research topic.

Meanwhile, to analyze and interpret the data gathered from the questionnaire developed with the Likert Scale, descriptive statistics was utilized to assess the students' perceptions toward the use of PBL when developing the writing skill. The information from this instrument was tabulated and displayed in figures to show the percentage of acceptance that each statement has.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Pretest and Posttest Results

Two groups of learners participated in this study. These were the experimental and control groups which involved 30 students each. They were learners of the tenth year of General Basic Education.

The pretest and posttest consisted of one single question and students from both groups had to answer that question. They had forty minutes to complete the writing task. For scoring the students' writing skill, a rubric was used to evaluate criteria such as: content, organization, and language. Each criterion was out of 5/5.

Table 2

Experimental Group

Aspect of writing	Pre test			Post test			Ranks		
	Min.	Mean	Max.	Min.	Mean	Max.	Neg.	Tie	Pos.
Content	0	1,50	4	3	4,07	5	0	1	29
Organization	0	1,27	4	3	3,90	5	0	1	29
Language	0	1,43	4	3	3,83	5	0	2	28

Note. Experimental group. Min (Minimum), Mean, Max (Maximum), Neg. (Negative), Tie, Pos. (Positive).

As shown in table 2, the minimum, mean, maximum and the ranks related to the pretest and posttest of the experimental group are displayed. Concerning the pretest, the minimum score in three aspects of writing is 0/5. The mean score in content is 1,50; in organization 1,27, and in the language aspect 1,43. Meanwhile, the maximum score in the pretest is 4/5 in the three aspects. On the other hand, regarding the posttest, the minimum score is 3/5 in all aspects. The means of the aspects (content, organization,

and language) are 4,07; 3,90, and 3,83 respectively, and the maximum score in each aspect is 5/5.

Therefore, it can be seen that in the experimental group, there have not been any negative ranks, it is that students did not get lower scores than the ones they got in the pretest. There were 1 tie in content and organization and 2 ties in the language aspect. Furthermore, there were some positive ranks, which revealed that the learners had a considerable improvement in every single aspect of writing. These positive ranks were 29 in content, 29 in organization, and 28 in language. It demonstrated that the students had an important improvement in those aspects of writing.

Table 3

Control Group

Aspects of writing	Pre test			Post test			Ranks		
	Min.	Mean	Max.	Min.	Mean	Max.	Neg.	Tie	Pos.
Content	0	,97	3	0	2,00	5	0	14	16
Organization	0	,97	3	0	1,90	5	0	15	15
Language	0	,97	3	0	1,93	5	0	14	16

Note. Control group. Min (Minimum), Mean, Max (Maximum), Neg. (Negative), Tie, Pos. (Positive).

As illustrated in table 3, the minimum, mean, maximum, and the ranks of the pretest and posttest of the control group are exposed. It demonstrates that the minimum score in the pretest in relation to content, organization, and language is 0/5. The mean is ,97 and the maximum score is 3/5 in each aspect of writing. Otherwise, in the posttest of the control group, the minimum score is 0/5 in the three aspects. The means are 2,00; 1,90; and 1,93 which refer to the content, organization, and language correspondingly. Besides, the maximum score of the posttest is 5/5 in the aforementioned aspects of writing.

Hence, it can be noted that the learners of the control group have not shown any negative rank. It indicates that any student has reduced their score or showed a negative

writing performance in the posttest. Some ties were identified, 14,15,14 in content, organization, and language aspects respectively. Lastly, some positive ranks such as 16 in content, 15 in organization and 16 in language were identified.

4.2 Hypothesis Verification

Normality test

The normality test serves to determine whether the collected data follows or not a normal distribution (Kim & Park, 2019). According to Mishra et al. (2019), the Shapiro-Wilk Test is used when having a small sample size which is <50 individuals. As in this research, the sample of the experimental and control groups is <50 students, to determine the normality test, the Shapiro-Wilk Test was utilized.

Hypotheses of the Shapiro-Wilk Test

H0: The data fits a normal distribution (sig. bil≥ 0.05)
H1: The data does not fit a normal distribution (sig. bil< 0.05)

Table 4

Normality test

Aspects of Writing	Group	Shapiro-Wilk Test			
		Pretest		Posttest	
		Statistical	Sig. (Bilateral)	Statistical	Sig. (Bilateral)
Content	Experimental	,815	,001	,807	,001
	Control	,842	,001	,906	,012
Organization	Experimental	,804	,001	,808	,001
	Control	,842	,001	,911	,016
Language	Experimental	,802	,001	,785	,001
	Control	,823	,001	,914	,018

Note. Normality test from the pre and posttest. This information is gotten through the support of SPSS Statistical Software.

Table 4 demonstrates the results obtained in the pretest and posttest of the control and experimental groups through the Shapiro-Wilk Test. Considering the data, it indicates that the scores gotten by both groups in the aspects of writing such as content, organization, and language have a non-normal distribution which reflects that the level of significance is (sig. bil< 0.05). It means that the alternative hypothesis of this test was accepted.

Homogeneity test

It is used in order to determine whether the two independent samples tend to have the same variances, which refer to the degree of dispersion of the observations (scores). It is with the aim to understand the data variability to then carry out comparisons between the gathered data. It is important to highlight that in this study, the Levene's Statistic was used to measure the homogeneity of the set of scores.

Hypotheses of Levene's Statistic

H0: The variances of the groups (experimental and control) are the same (sig. bil>= 0.05)

H1: The variances of the groups (experimental and control) are not the same (sig. bil< = 0.05)

Table 5

Homogeneity test

| Aspects of Writing | Group | Levene's Statistic | | | |
| | | Pre test | | Post test | |
		Statistical	Sig. (Bilateral)	Statistical	Sig. (Bilateral)
Content	Experimental Control	19,446	,001	11,250	,001
Organization	Experimental Control	12,499	,001	16,556	,001
Language	Experimental Control	12,810	,001	19,791	,001

Note. Normality test from the pre and posttest. This information is gotten through the support of SPSS Statistical Software.

This table 5 displays that the gotten data of three aspects of writing have a level of significance (sig. bil<= 0.05). It can be noted that the variance from the information of the pretest and posttest is not homogeneous but heterogeneous. Thus, the alternative hypothesis of Levene's Statistic was accepted.

4.3 Selection of Statistical Test

Once the distribution of the data and the degree of variances have been identified, it is necessary to make comparisons and establish differences considering the scores of the pretest and posttest of the experimental and control groups. Consequently, to analyze the information in relation to the intra-group level, the Wilcoxon test was used and to examine the data regarding the inter-group level the Mann-Whitney U Test was employed.

Hypotheses of the Wilcoxon Test

H0: The means are the same (sig. bil $\geq$ 0.05)
H1: The means are different (sig. bil<0.05)

Table 6

Differences of paired groups (Intra-group level)

Aspects of Writing	Group	Pretest Mean	Pretest Standard Deviation	Posttest Mean	Posttest Standard Deviation	Z	Sig. (Bilateral)
Content	Experimental	1,50	1,503	4,07	,785	-4,730	,001
	Control	,97	,928	2,00	1,597	-3,598	,001
Organization	Experimental	1,27	1,413	3,90	,759	-4,734	,001
	Control	,97	,928	1,90	1,470	-3,471	,001
Language	Experimental	1,43	1,382	3,83	,648	-4,654	,001
	Control	,97	,964	1,93	1,461	-3,575	,001

Note. Differences of paired groups in the pretest and posttest. This information is obtained through the support of SPSS Statistical Software.

In table 6, it is appreciated that the means of the pretest and posttest of both groups focusing on the intra-group level, are not equal and reflect a significant difference (sig. bil<0.05). This table clearly evidences that the learners demonstrated an improvement in their writing skills in terms of content, language, and organization, without considering the methodologies used in each group. To get to the previous conclusion, the Wilcoxon test was employed.

Hypotheses of the Mann-Whitney U Test

Ho: The mean scores are the same; it is that there is no difference in the information of both groups (sig. bil $\geq$ 0.05)

H1: The mean scores are different; it is that there is a difference in the information of both groups (sig. bil <0.05)

Table 7

Differences of individual groups (Inter-group level)

| Aspects of Writing | Test | The Mann-Whitney U Test | | | | | | |
| | | Experimental Group | | Control Group | | | | |
		Mean	Standard Deviation	Mean	Standard Deviation	U	Z	Sig. (Bilateral)
Content	Pretest	1,50	1,503	,97	,928	379,500	-1,088	,277
	Posttest	**4,07**	**,785**	**2,00**	**1,597**	**132,000**	**-4,801**	**,001**
Organization	Pretest	1,27	1,413	,97	,928	423.000	-,420	,675
	Posttest	**3,90**	**,759**	**1,90**	**1,470**	**116,000**	**-5,070**	**,001**
Language	Pretest	1,43	1,382	,97	,964	380,500	-1,078	,281
	Posttest	**3,83**	**,648**	**1,93**	**1,461**	**116,500**	**-5,094**	**,001**

Note. Differences of individual groups in the pre and posttest. This information is gotten through the support of SPSS Statistical Software.

As it is seen in table 7, the means of the pretest of both groups tend to be equal (sig. bil $\geq$ 0.05) in the three aspects of writing. It is that both groups were in the same

conditions before they were involved in the intervention plan. Meanwhile, regarding the means of the posttest in both the experimental and control groups are different. The data obtained from the posttest of the experimental group is higher than the control one. This denotes that there is a level of significance (sig. bil<0.05). Drawing on this information, it is essential to establish that PBL was more effective than the traditional methodology to improve the writing skill of the tenth-grade learners. This data, therefore, proves that the alternative hypothesis established in the study was accepted.

4.4 Questionnaire Results

The questionnaire was designed with the Likert Scale and consisted of six close-ended statements. It reflected five satisfaction scales: strongly agree, agree, neutral, disagree, and strongly disagree. This research instrument was employed to gather information regarding students' perceptions when PBL was implemented in the instructional process to improve the writing skill of the tenth-grade students.

For a better understanding, the following figures show the results gathered with the questionnaire.

Figure 1

*Statement 1: PBL activates prior world knowledge.*
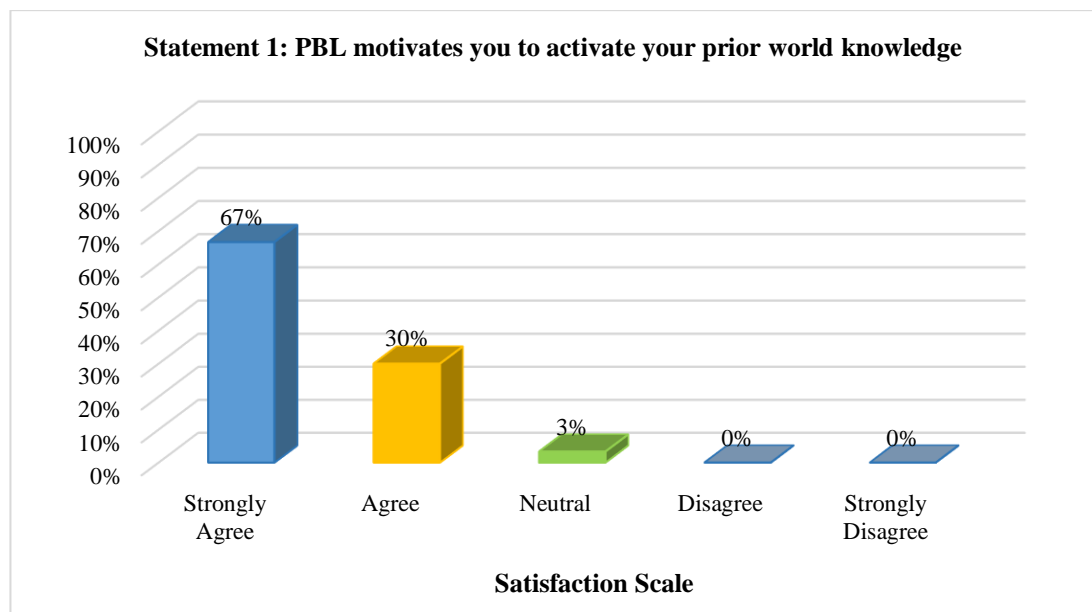
Note. PBL activates prior world knowledge.

Analysis and Interpretation

This figure demonstrates that 67% of students strongly agreed with the formulated statement that indicates PBL motivates them to activate their prior world knowledge about real-world topics to develop writing activities. Meanwhile, 30 % agreed and 3% were neutral regarding this statement. These results are focused on the impression that PBL contributes to the activation of the students' memory to use familiar words to write about a particular topic. Students activate their prior knowledge every time they develop writing activities such as writing paragraphs, essays, and posters among other activities. It is because the first step of writing is prewriting which involves brainstorming the topics they will be writing about. When students activate their prior knowledge, they remember what they have learned before and reinforce that knowledge with new information which helps them to develop interesting and relevant pieces of writing.

Figure 2

Statement 2: Writing projects to improve creativity

**Statement 2: The development of writing projects helps you to improve your writing creativity**
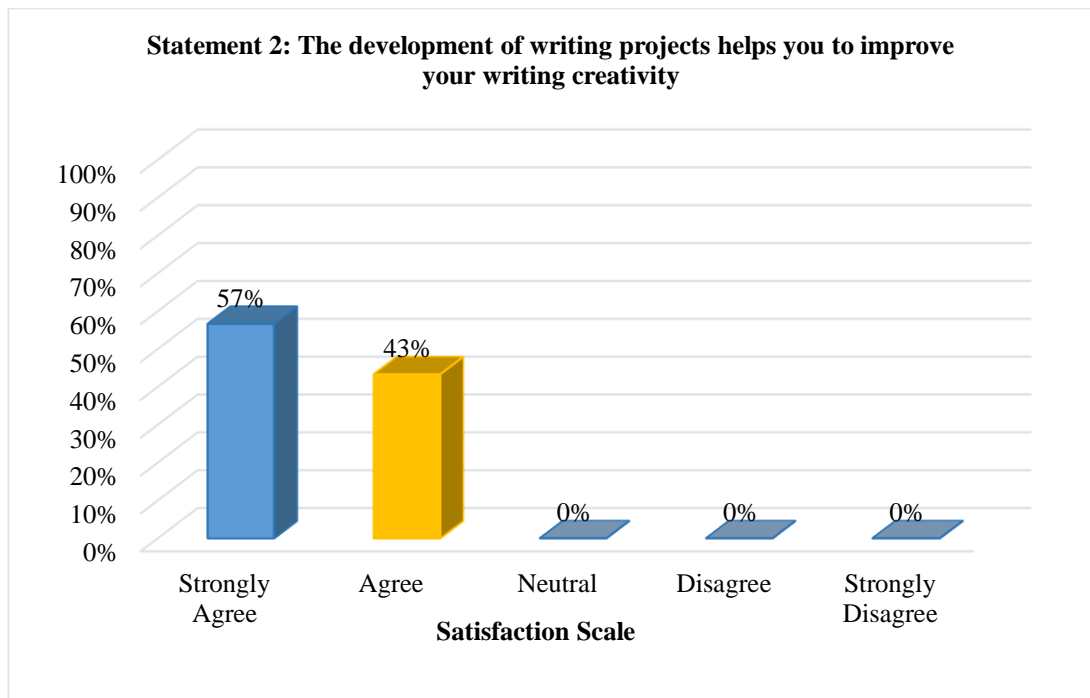
Note. Writing projects to improve creativity.

Analysis and Interpretation

Figure 2 displays that 57% of students strongly agreed and 43% agreed with the statement that is focused on the idea that the development of writing projects helps them to increase their writing creativity. This data demonstrates that when students carry out projects to improve their writing skills, they have the necessity to express ideas in creative ways as well as they have the chance to draw pictures that enable them to explore topics in more realistic ways.

Figure 3

Statement 3: PBL encourages collaborative writing and improve communication
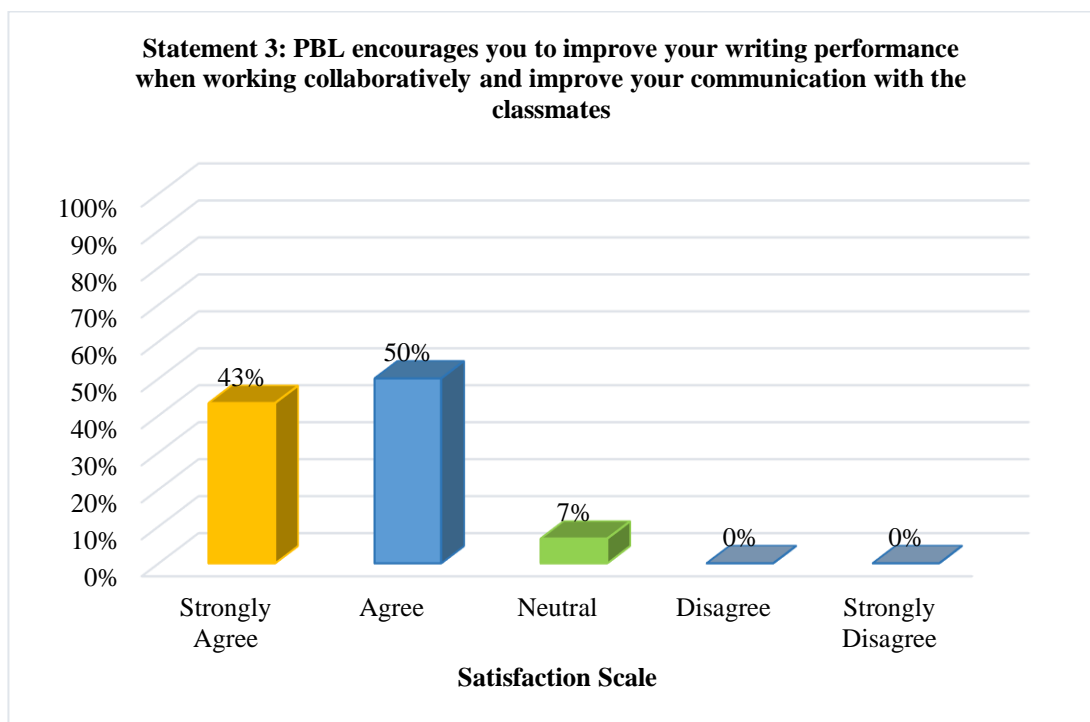
Note. PBL encourages collaborative writing and improve communication.

Analysis and Interpretation

Figure 3 illustrates that 50% of learners agreed with the statement that refers to PBL encourages them to improve their witting performance when they worked collaboratively, at the same time, they improved their communication with their classmates. Moreover, 43% strongly agreed and 7% were neutral in this statement. This statement emphasizes that students improve their writing and communication skills when working in groups through PBL. This is because learners have chances to

exchange and reinforce ideas. PBL also helps them to create strong bonds of friendships and respect fostering good communication and interactive learning environments to improve proficiently the writing skill.

Figure 4

Statement 4: PBL helps you to be an active and concentrated writer
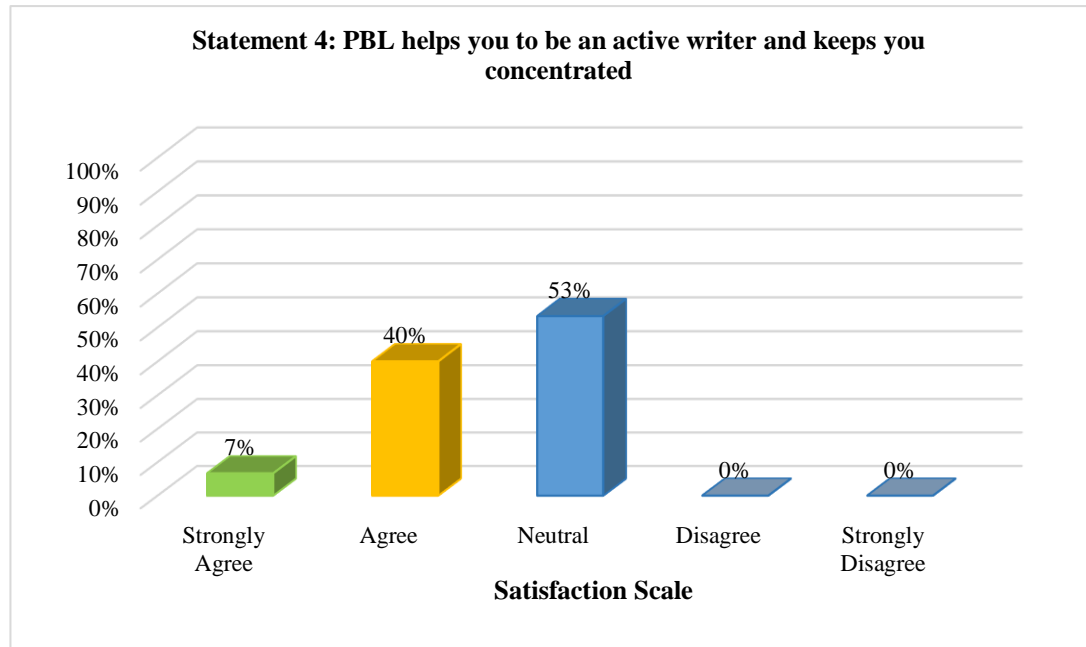
Note. PBL promotes an active and focused writing practice.

Analysis and Interpretation

As it is shown, figure 4 illustrates that 53% of students expressed a neutral position toward the statement that says PBL helps them to be active writers and keeps them concentrated while carrying out writing activities to solve real-life situations. 40% agreed and 7% strongly agreed with this statement. These reported results help to understand that most of the time PBL keeps students active and concentrated when producing writing performances focused on authentic topics. Real-world topics require learners to actively participate in and be focused on writing tasks so as not to lose track of learning.

Figure 5

Statement 5: Working with PBL to receive support and feedback

Statement 5: When working with PBL, you receive support and feedback from your teacher and classmates
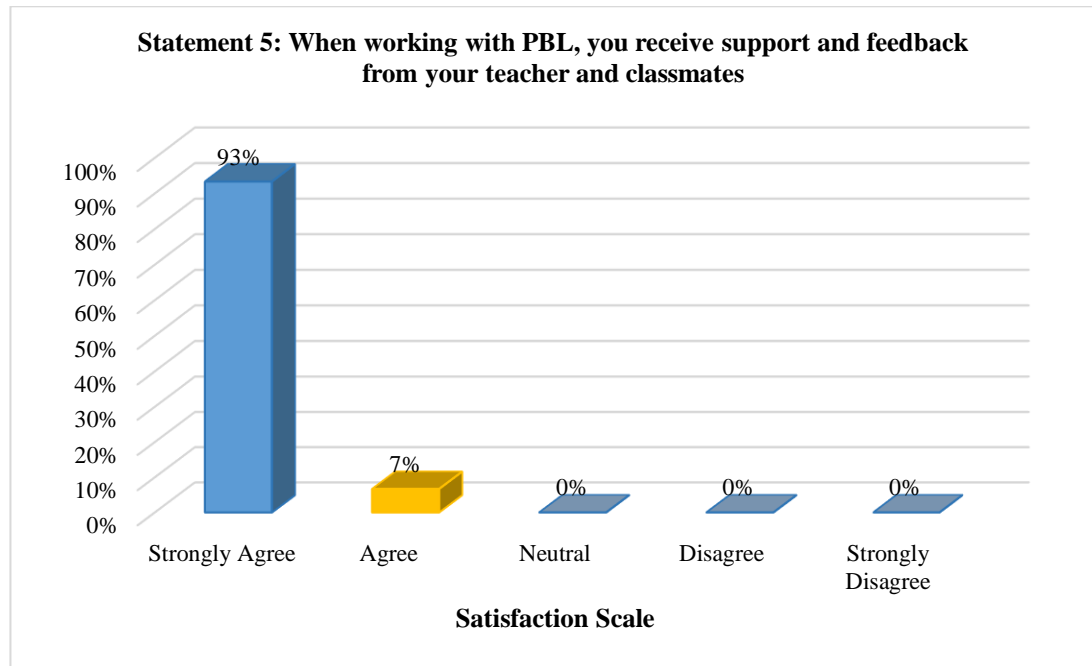
Note. Working with PBL to receive support and feedback.

Analysis and Interpretation

As reflected on figure 5, it is evidenced that 93% of students strongly agreed and 7% agreed that when they work with PBL they receive feedback from the teacher and classmates which helps them to improve their writing skills. Definitely, this statement is strongly focused on the idea that students need constant feedback and support to optimize and foster the development of better and more meaningful writing activities.

Figure 6

Statement 6: Working with PBL to feel satisfied with the final written activity

Statement 6: When working with PBL, you feel satisfied with the final product of your writing activities
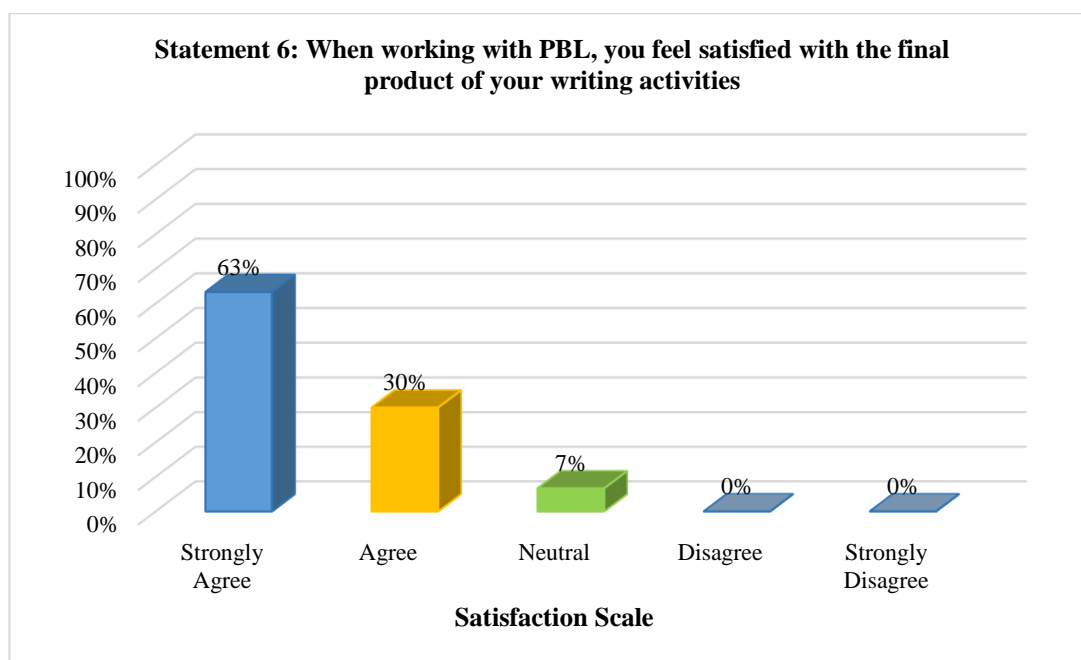
Note. Working with PBL to feel satisfied with the final written activity.

Analysis and Interpretation

The results of figure 6 reveal that 63% of students strongly agreed, 30% agreed and only 7% were neutral about the statement that points out that when working with PBL, they felt satisfied with the final products of their writing activities. With this statement, it is understood that through PBL, students get enough confidence to express their knowledge in different pieces of writing where they feel free to write down their best ideas or thoughts.

4. 5 Dicussion

The present research was a quasi-experimental design and was conducted to improve the writing skill through the implementation of Project-Based Learning (PBL) in students of the tenth grade during the 2022-2023 school year.

PBL is a teaching method that considers learners as the most important agents in the acquisition of knowledge. They are provided with opportunities to improve their writing performance by doing; it is through practice. In this research, students were

involved in different writing activities as follows: writing paragraphs, essays, newspaper articles, posters, and comic strips. Through those activities which emphasized authentic topics, students improved their writing competence and its aspects like content, organization, and language. In this sense, PBL involves learners in activities that help them to convey real information and become competent users of written language. This information is corroborated by the study developed by Wardani et al. (2021) who set up that PBL had a meaningful impact on the learners as they showed a remarkable improvement in the writing aspects such as content, organization of ideas, structure, and vocabulary as well as they managed mechanics well. In fact, Susanti et al. (2020) in their study demonstrated that the application of PBL in the instructional setting upgrades students' writing competence and generates on learners positive attitudes which permitted the enhancement of the writing proficiency in effective ways.

PBL is primarily concerned with the idea that it enrolls learners in research to gather information about particular topics. Then, they complete writing activities using their prior knowledge and the new one acquired through the inquiry process. Consequently, PBL is a useful method that contributes to the improvement of the learners' writing skills. When working with PBL, students carry out group work activities that enable them to be active and collaborative, at the same time, it requires the enhancement of creativity, critical thinking, and communicational skills. It is needed to point out that students feel more confident when working in small groups where everyone contributes to carrying out successful writing activities. These results are similar to the ones found by Fatimah (2022) who claimed that thanks to PBL, students increase their level of creativity, collaboration, interaction, and communication and boost their critical thinking while developing their writing skills. Likewise, Aghayani and Hajmohammadi (2019) exposed that PBL has a meaningful impact on the improvement of writing and encourages learners to produce and upgrade writing in collaborative ways, generating active learning atmospheres.

The use of PBL contributes positively to the improvement of the writing skill and its aspects such as content, language, and organization in students of the tenth grade. This situation allowed the acceptance of the alternative hypothesis of this study, that is, PBL has a significant impact on the improvement of the writing skill. These results are

supported with the results obtained through The Mann-Whitney U test in relation to the inter-group level, which indicates that the means of the posttest in the experimental group is higher than the control one and shows a level of significance (sig. bil<0.05). These results are in line with the finding of Hidayati and Widiati (2019) who revealed that the use of PBL is significant because, after the intervention plan, learners improved their scores on writing skills. Thus, it was considered an effective and successful teaching method to improve learners' writing production.

From the discussion above, it is suggested the implementation of PBL in the instructional process to facilitate the improvement of students' writing skill in active and collaborative environments, where they develop writing activities by showing their creativity through drawings and clear and well-organized content. However, further research is needed to identify the best practices to implement PBL in the learning settings.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In this research study, the following conclusions and recommendations have been established.

5.1 Conclusions

- The implementation of Project-Based Learning (PBL) has a significant impact on the improvement of the writing skill. PBL is a valuable educational method that works successfully to contribute to the improvement of the aspects of writing like content, organization, and language. The stages of PBL (planning, implementing and presenting projects to a particular audience) let learners have lots of chances to carry out a continuous writing practice. It helps them to become better at this skill, and at the same time, become competent language users in terms of writing.

- Through PBL, students have opportunities to be involved in a variety of writing activities such as writing paragraphs, essays, newspaper articles, posters, comic strips, and other activities that are focused on authentic topics. These kinds of activities help them to improve and refine their writing performance. It is crucial to remark that practice makes learners better at writing.

- The contribution of PBL is significant since it considers students as the main protagonists of the instructional setting. It motivates learners to be active and work collaboratively to achieve common goals in the writing tasks. Furthermore, PBL contributes to the development of critical thinking, collaboration, and creativity skills. It also contributes to the improvement of communication among learners.

- With the results obtained in the Mann-Whitney U test, it is important to set up that there is a significant difference between the results of the pretest and posttest of the experimental group. That difference enables the researcher to

conclude that PBL significantly contributes to the improvement of the learners' writing skills and its aspects such as content, organization, and language. Thus, the alternative hypothesis established in the study is accepted as the results allowed to determine the positive impact that PBL has on the improvement of the students' writing skills.

5.2 Recommendations

- PBL is highly recommended in the teaching and learning process. It helps learners improve their writing skill and be able to convey written information with coherence and cohesion. It enables them to practice writing and improve its components such as content, organization, and language in groups and in collaborative environments. All of the students are in charge of doing their best effort to compose effective pieces of writing about real-life situations.

- It is recommended to implement PBL in the learning setting as it contributes to improving the students' writing skill. With this teaching method, students are active agents of knowledge construction, and learn by doing and reinforcing the previous knowledge through the composition of writing activities. Students must be encouraged to work collaboratively in groups because they learn from each other and develop critical thinking skills.

- Teachers must implement PBL in the educational environment to improve learners' writing performance. As it is a student-centered method, the responsibility of learning relies on the students who are driven to work collaboratively to outperform their writing skill. When PBL takes place in the instructional process, learners develop a positive learning experience, as well as demonstrate their capacity to search for information on the internet and analyze it to complete the assigned writing tasks.

CHAPTER VI

PROPOSAL

6.1. Informative data

Topic:	Booklet of interactive PBL strategies to improve the writing skill
Name of the Institution:	Colegio de Bachillerato "Zumba"
Beneficiaries:	Thirty students from tenth grade, level A2.1 English Proficiency Level
Location:	Zamora Chinchipe, Chinchipe, Zumba
Estimated time for the execution:	Eight weeks
Person in charge:	Researcher: Keli Nelva Armijos Rivera
Cost:	100 dollars

6.2 Background of the proposal

Based on the available information about PBL to improve the writing skill, it has been noticeable that this method facilitates students' knowledge construction since they are the core of the instructional process and are active learners during classes. These aspects contribute to helping them to improve their writing competence meaningfully. Thus, it is highly recommended to use PBL during English lessons, since this method boost learners' writing development. It gives students the power to convey ideas in written tasks. It is essential to point out that with the implementation of PBL, scholars are engaged with the activities they have to accomplish to upgrade the writing skill. With this teaching method, they have the chance to apply in the activities critical thinking skills, show their creativity, interact among them, and foster collaboration in the groups as well as improve their level of autonomy.

It is crucial to set up that PBL is a method that has its principles in constructivism, which is important to assist learners to construct their learning based on the experiences they have. It shows that this method encourages students to learn and

develop their autonomy which helps them to be cognizant of their learning and responsible of their educational progress.

PBL is becoming a popular teaching method that plays an important role in today´s education. Some research studies have been done on this topic to contribute to the improvement of students' writing skill.

Fatimah (2022) developed a research study titled "Project-Based Learning and Writing Skill: Are They Related for Junior High School Students? It was carried out to examine how PBL influence the writing skill. The results obtained from this study demostrated that PBL encouraged the improvement of students' writing skill. Thanks to PBL, students increased their level of creativity, collaboration, interaction, and communication and boosted their critical thinking when developing their writing skill.

Susanti et al. (2020) carried out a study on "Improving Students' Writing Skill Through Project-Based Learning for EFL Students". It was carried out to determine whether PBL can improve learners' writing skill. The results obtained in this research demonstrated that the employment of PBL upgraded students' writing competence. These authors also found that PBL generated on learners positive attitudes which permitted the development of the writing skill in effective ways.

Bearing in mind the results from the previous studies, it can be said that teachers should consider the benefits of this method and they should implement its guidelines in their teaching practice. It is because PBL constitutes a fundamental key in the learning context, especially, to improve the writing skill by allowing learners to gain confidence and fluency in this skill through practice and instructors' feedback.

Therefore, to deal with this situation, a booklet of interactive writing strategies has been developed to improve this essential communicative skill as well as to provide students with spaces where they can communicate, interact and collaborate with their classmates to gain assurance at the moment of producing written texts.

6.3. Justification

English is a pivotal subject in the educational system and it is taught in all levels of education. It is from the beginning to higher levels of education. Learning English is a process that involves learners in the development of interactive activities to promote a successful learning experience of the productive and receptive skills. It is essential to say that to improve their level of English, students have to be motivated to learn with passion and be responsible for their own learning and progress.

Teaching and learning English is a challenge for both educators and learners. It can be as a result of the few opportunities that scholars have to work collaboratively, lack of motivation to learn the target language, or teachers talking time is more than students which indicates that learners are not the main agents of knowledge construction in the learning pathway as well as they have few chances to interact with their classmates preventing their communication and interaction to build meaningful knowledge. These situations are reflected on the use of obsolete methods in the classroom. Consequently, to deal with these issues, it is needed the implementation of modern methods that help apprentices to be engaged in the learning process, be active learners and work with enthusiasm to achieve every single objective planned in the lessons.

Therefore, the PBL teaching method has been employed in this research with the purpose to improve the writing skill of students in the tenth year. PBL is a method that encourages the enhancement of the writing skill with creativity, and confidence by offering learners the prospect to ponder over their writings and delete or change the information when it is needed to generate authentic communication (Heba et al., 2022). PBL is important to improve the writing skill since it considers students as the center of the instructional setting, which facilitates them learn by doing without limiting their active writing production. Moreover, it enables students to empower their writing performance through collaborative work to get fruitful pieces of writing.

Accordingly, to improve successfully the writing skill, a booklet with interactive writing strategies has been proposed to place learners in the core of the learning process, where they will learn and improve their writing competence by doing without having restrictions on the production of this skill in active learning settings.

Additionally, when working with PBL, learners will share ideas in groups, fostering in this way communication and collaboration among them, which will provoke that their creativity flourishes and it will be reflected on the pieces of writing.

6.4. Objectives

6.4.1. General

To improve the writing skill through the application of a booklet of interactive PBL strategies

6.4.2. Specific

- To identify strategies to improve the writing skill among tenth-grade students
- To design a booklet of interactive PBL strategies to improve the writing skill
- To use the booklet of interactive PBL strategies to improve the writing skill

6.5. Feasibility Analysis

The proposal is feasible to be implemented since it will bring with itself a variety of benefits for learners to contribute to improving their writing skill and advantages for teachers to encourage learners to become better in this productive skill.

Technical

This proposal has technical feasibility. The authorities have given the necessary permission to implement the proposal in the institution.

Technological

Technology plays a vital role in today's education. It promotes the students' participation, thus the learning of the language in active ways. It also generates in students the desire to continue learning in meaningful ways. It is important to highlight

that the use of technology will facilitate the application of this proposal as students will be free to use it to explore information related to a particular topic and strengthen their knowledge to get better results in the writing activities.

Economic - financial

This proposal can be applied in the institution without any problem since it does not require that students spend money on any material. The researcher will be the person who covers all the expenses. It only requires the students' willingness and predisposition to work with enthusiasm when working in groups to improve their writing skill.

6.6. Theoretical Foundation

This proposal will enhance the writing skill via the creation of interactive activities. It aims at giving scholars the opportunity to construct and reinforce their knowledge through PBL, which is a powerful method that considers students as the focal protagonists of the learning process. Learners will be immersed in a research process, analysis of information, and the development of critical thinking to produce creative written tasks. Furthermore, with the implementation of this proposal, it is expected that students improve their writing competence and work collaboratively.

6.6.1 Constructivism Approach

Incorporating constructivism in the classroom implies that students learn and acquire knowledge based on exploration and practice. For this approach, learners are the main agents of knowledge and it is rooted on the notion that they learn from experiences and interactions which contribute to generating their own knowledge and understanding (Heaster-Ekholm, 2020). In that respect, it is essential to say that in constructivist classrooms, learners are the protagonists and teachers are guides for them. It is that students acquire significant knowledge by themselves through the exploration of sundry topics and teachers help them to solve doubts.

Project-Based Learning (PBL)

Project-Based Learning (PBL) is a teaching method that is focused on the development of projects or activities as the final product. Sari et al. (2023) postulate that PBL is a model of learning that has its basis on constructivism; a philosophy that is directly linked to the construction of students' knowledge through their experiences. In that line, as PBL involves learners in the development of projects, it helps them learn from a research process, as well as gain experience. This process also offers learners opportunities to explore real topics in groups and create successful pieces of writing.

PBL is simultaneously a collaborative and inquiry process that is focused on learning about real topics to promote the development of critical thinking in a real context (Zhang et al., 2023). This teaching paradigm is focused on the optimization of students' knowledge to prepare them for the future. Thus, for teachers, it is pivotal to involve learners in a research and collaboration process to do projects or activities related to authentic topics.

Based on this information, it can be determined that PBL is a potential method that helps learners become avid and independent writers through the development of writing projects and activities. The prominent role of PBL in the classroom is that it integrates different skills such as critical thinking, collaboration, communication, and creativity which make possible deep learning. PBL ensures a honed writing performance but if students keep in a continuous writing practice.

PBL and Skills of the 21st Century

Ni et al. (2023) claim that PBL is linked to the skills of the 21st century and mention the most important ones.

Communication skills are necessary to build good bonds with other students in and out of the learning space (Ni et al., 2023). Communication skills are the key to listen to each other with respect to maximize and internalize learning as well as achieve certain goals.

Collaboration skills refer to the ability of learners to carry out actively group work activities to achieve common objectives by working and learning together (Ni et al., 2023). Collaboration plays a crucial role to develop projects of quality.

Critical thinking refers to students' deep analysis that contributes to coming up with new and innovative notions or ideas to give answers to different real-life problems (Ni et al., 2023). This skill helps students do reasonable and coherent activities and projects.

Creativity and innovation skills are essential to be considered in the educational system as they encourage learners to have open minds to take advantage of today's world (Ni et al., 2023). These skills are absolutely associated with the learners' ingenuity to express their knowledge and ideas in projects related to real situations. These kinds of skills also enable students to be active and innovative in solving a variety of real problems. Hence, students must be taught with PBL to be able to face problems with maturity.

Steps of Project-Based Learning (PBL)

As stated by Apsari et al. (2019), the three most relevant steps of PBL are planning, implementing, and presenting. The first step which is planning deals with the selection of a topic for each project or activity, the design of the activities to be developed as well as the selection of the most suitable materials to carry out the project in organized ways. In the implementing step, students are organized into groups to complete the projects, they ask and answer questions, and carry out the necessary activities to accomplish the project. Also, the teacher monitors the students' progress and performance as well as gives feedback to students to guarantee a successful final product or project. Lastly, the third step is presenting which is related to the presentation of the projects to the teacher and the evaluation of the content of the projects.

6.6.2 Writing Skill

Writing is a skill that helps learners transmit well-organized and understandable information to a particular audience or receiver (Sari & Safitri, 2023). When developing writing activities, students are being trained to carry out meaningful written tasks (Nisa et al., 2023). Involving students in writing practices contributes positively to supporting and making their writing skill efficient. It also guarantees learners to become good writers. Interestingly, writing is improved and refined through practice and feedback**.**

The writing process always goes together with creative thinking which provokes inspiration and the necessity to express ideas or experiences in pieces of writing (Kristiantari et al., 2023). Writing is an excellent way to enhance students´ critical thinking which involves students in environments where they analyze and synthesize information to succeed in constructing valuable written tasks.

Importance of Writing

Writing is a foremost skill in the educational field so it is vital that scholars become cognizant of its importance to know how to communicate ideas effectively (Yusri, 2018). It is fundamental to assign apprentices challenging writing tasks to motivate them (Palupi et al., 2023). When writing activities are carried out, students are compelled to think critically to refer to a particular topic to give valuable impressions to the readers. Writing is a skill that is improved only with practice so when learners are interested in improving this skill, they have to consider it a serious skill and provide enough time to outperform this communicative craft.

Strategies Used to Improve the Writing Skill

Selecting the best strategies to improve the writing skill is challenging for teachers. Some of the most effective strategies are detailed below.

Picture Prompt

This strategy is used to make students develop critical thinking skills as they have to look at picture prompts with attention in order to select the most relevant details of it to be described with creativity to get a significant paragraph.

Carousel Brainstorm

It is a strategy that makes students think about a topic and then they have the chance to write their ideas under a specific category. All students from the group, write their opinions and then gather the information to write a piece of writing, for example an essay.

Graphic Organizer

In this strategy, students take notes about a particular topic they will refer to and complete the graphic organizer. Then they use that data to develop the writing performance, for instance, carrying out a newspaper article.

Think Pair Share

It involves the participation of a pair of students, who think about a certain topic, and share their ideas between them. After that, they consider their ideas and proceed to develop the writing activity. In this proposal, students create a poster.

Comic Strip

This strategy requires students to think about a topic, come up with ideas, draw pictures about it, and write dialogues based on those illustrations to produce an original and engaging comic. It contributes to motivating learners to develop critical thinking and demonstrate their creativity.

Drawing Pictures

The drawing strategy implies that students develop their creativity, think about a topic, and draw pictures. Then generate clear ideas to carry out a writing activity with more confidence.

Think-Draw-Write

It boosts students' thinking skills, engages them to draw a picture regarding a particular topic, and then reflects their ideas on a written piece of writing such as a poster.

Draw Label Caption

This strategy also contributes to improving the writing performance since it involves learners in environments where they have to draw pictures, write labels or ideas around them, and then write the caption which is the main idea from their sketches. Those ideas help them, for example, to write a paragraph about a specific topic.

All these strategies are effective to foster the improvement of the writing skill due to the fact that they involve learners in the thinking process. They also offer spaces to be creative, express opinions, and work collaboratively.

6.7. Methodology

This proposal consists of a booklet that contains 8 projects each one with their respective lesson plans, PBL strategies and worksheets that students have to develop to improve the writing skill. It is noteworthy to remark that those lesson plans are developed considering the topics from module number 3 which belongs to the tenth grade and is provided by the MinEduc.

The lesson plans are elaborated based on the constructivism approach which is focused on helping students to learn the English language through their previous knowledge and interaction to then apply that knowledge in written pieces. Learners are implicated in the construction of writing tasks focused on authentic situations.

6.8. Operational Model

Table 8

Operational Model

Stages	Objectives	Activities	Resources	People in charge	Time
Identification	-To identify the most relevant topics for students	-Checking and analyzing the English module 3 provided by the MinEduc	-English module 3 of the tenth-grade	Researcher	1 week
Design	-To identify PBL strategies to improve the writing skill -To design a booklet with interactive PBL strategies to improve the writing skill -To use the booklet of PBL strategies to improve the writing skill	- Analysis of PBL strategies to apply effectively -Designing the lesson plans and didactic material	-Computer -Internet connection	Researcher	1 week
Promoting	-To implement the proposal in the classroom	-Teaching and working with the tenth graders during the intervention plan	-Booklet -Computer -Projector -Internet connection	Researcher	8 weeks
Evaluation	-To evaluate students' writing skill through the development of the writing projects planned in the proposal.	-Giving students the different writing projects. -Collecting the projects to score them based on the rubric.	- Eight writing projects (Worksheets)	Students Researcher	1 week

Note. Operational model to develop the proposal.

BOOKLET OF INTERACTIVE PBL STRATEGIES TO IMPROVE THE WRITING SKILL

WRITING ACTIVITIES

INTRODUCTION

This booklet was carried out with the purpose of encouraging learners to practice and improve their writing skill through engaging writing activities. Scholars will be able to improve their creativity, and critical thinking skill, as well as create unique organized written tasks.

It comprises eight lesson plans which highlight the interactive PBL strategies based on the constructivism approach. Each lesson plan has a worksheet to implement the strategy. This booklet was created to allow students to use their previous knowledge in pieces of writing as well as be involved in an inquiry process. It is pivotal to mention that constructivism advocates for an instructional process that is centered on students to optimize their knowledge.

Regarding the lesson plans, they emphasize three specific stages of PBL: planning, implementing, and presenting. These lesson plans are characterized by the enhancement of different skills like critical thinking, creativity, collaboration, and communication.

What is important to underscore is that each strategy in the booklet can be employed to write about several topics. But, in this proposal, the strategies are designed to refer to specific subjects. As PBL implies that students work collaboratively in groups, the interaction patterns are reflected on pairs and in small groups. This booklet will give a significant learning experience to learners when carrying out hands-on activities that ensure the improvement of their writing performance.

Finally, to assess the students' writing skill, a rubric will be provided to them. The evaluation criteria are: content, organization, and language use.

TABLE OF CONTENTS

PROJECT 1: FAMILY MEMBERS' ROLES

LESSON PLAN 1	
Name of the project	Family members' roles
Grade	10th year of GBE
Level of English	A2.1
Number of students	30
Interaction pattern	Groups of 3 students
Teacher	Lcda. Keli Armijos
Strategy	Picture Prompt
Objective	Students will be able to: write a descriptive paragraph by describing relevant aspects of the picture prompt related to the families' role.
Resources	Worksheets Cardboards
Skills	-Critical thinking -Creativity -Collaboration -Communication
Procedure of PBL	**Writing Process: Activities**
Planning - Choose a topic for the descriptive paragraph. -Design roles - Discuss ideas and ask questions. -Look for information from different sources to expand their knowledge. - Organize the information to write a meaningful descriptive paragraph considering the picture prompt. -Check the time to complete the activity on time.	**Planning** -Brainstorm the topic - Choose the most relevant ideas to refer to the picture prompt.

Implementing	Drafting
- Discuss the different aspects of the paragraph activity. -Analyze if the objective has been achieved.	-Write their first draft of the descriptive paragraph. **Revising** -Examine it in detail and add or delete information if it is necessary. -Analyze the relevance of the descriptive paragraph, its coherence and cohesion. - Check grammar and spelling mistakes. **Editing** -Consider the previous notes and edit your final project.
Presenting	**Publishing**
-Written presentation: Students give the final writing project to the teacher and the teacher reports a score based on the rubric. -Oral presentation: Students develop a visual representation using the cardboards to present the information from the descriptive paragraph by using key words and pictures. They use the target language to deliver the content.	- Present their tasks to the whole class and obtain feedback from the instructor and classmates. -Give the final writing products to the teacher.

WORKSHEET PROJECT 1

Picture Prompt: Family members' roles

Brainstorm ideas

1._____
2._____
3._____
4. _____
5. _____
6. _____

Writing a paragraph

Title: _____

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PROJECT 2: WORLD CHANGES

LESSON PLAN 2	
Name of the project	World changes
Grade	10th year of GBE
Level of English	A2.1
Number of students	30
Interaction pattern	Groups of 3 students
Teacher	Lcda. Keli Armijos
Strategy	Carousel Brainstorm
Objective	Students will be able to: Brainstorm a world change and use that information to produce a meaningful essay where they can express the causes, effects and how to prevent that change.
Resources	Worksheets Cardboards
Skills	-Critical thinking -Creativity -Collaboration -Communication
Procedure of PBL	**Writing Process: Activities**
Planning -Select a world change and identify the topic for their paragraphs. -All the members of the groups write (brainstorm) some ideas about the selected topic. -Look for information in their modules and research their topics. -Consider the information from the brainstorm and start writing a meaningful essay.	**Planning** - Make an outline for the essay. - Research the topic. -Brainstorm ideas concerning the selected topic.

-Analyze the parts of an essay: introduction, body and conclusion. -Organize the time to finish the activity on time.	
Implementing -Analyze if the essay is related to their topic. -Analyze if the objective is being achieved.	**Drafting** -Start writing the first draft considering the ideas of the brainstorm. **Revising** -Check the grammatical mistakes or word choice mistakes. -Add or delete unnecessary information. -Check if the essay is understandable. **Editing** - Consider the previous aspects and write again the essay with coherence and cohesion.
Presenting -Written presentation: Students give the final writing project to the teacher and the teacher reports a score based on the rubric. -Oral presentation: Students develop a visual representation using the cardboards to present the content from the essay by using few words and drawings to grab the audience's attention. They use the target language to deliver the content.	**Publishing** - Give the final writing products to the teacher. - Present the writing tasks in a mural newspaper.

WORKSHEET PROJECT 2

Carousel Brainstorm: World Changes

Causes

Effects

How to prevent that change

Ideas

1:_____

  _____

2._____

  _____

3._____

  _____

Ideas

1:_____

  _____

2._____

  _____

3._____

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Ideas

1:_____

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2._____

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3._____

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Writing an essay

Topic: _____

Introduction_____
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Body_____
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Conclusion_____
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PROJECT 3: TECHNOLOGY IN SPORTS

LESSON PLAN 3	
Name of the project	Technology in sports
Grade	10th year of GBE
Level of English	A2.1
Number of students	30
Interaction pattern	Groups of 3 students
Teacher	Lcda. Keli Armijos
Strategy	Graphic Organizer
Objective	Students will be able to: write a newspaper article based on the use of technology in sports to make respect the rules of each of them by expressing their points of view accurately.
Resources	Worksheets Cardboards
Skills	-Critical thinking -Creativity -Collaboration -Communication
Procedure of PBL	**Writing Process: Activities**
Planning -Choose an interactive topic for their newspaper article in relation to technology in sports. -Organize the time to finish the activity on time. -Complete a graphic organizer about their topics.	**Planning** - Select a topic for the newspaper article. -Look for information on the internet if it is necessary. -Brainstorm ideas to complete the graphic organizer.
Implementing -Look for information in their modules or internet.	**Drafting** -Write the first draft taking into account the information of the previous step.

-Use the data from the graphic organizer to write the newspaper article.	**Revising** **-** Read the first draft and make changes to improve the content. - Organize information in better ways. -Correct any kind of mistakes. **Editing** -Reorganize the information. -Write the final project.
Presenting - Written presentation: Students give the final writing project to the teacher and the teacher reports a score based on the rubric. -Oral presentation: Students develop a visual representation using the cardboards to present the information from the newspaper article by using only key words and creative pictures. They use the target language to share the content with the audience.	**Publishing** - Give the final writing products to the teacher. - Make a project compilation to be published on a blog site.

WORKSHEET PROJECT 3

Graphic Organizer: Technology in Sports

Topic:

_____
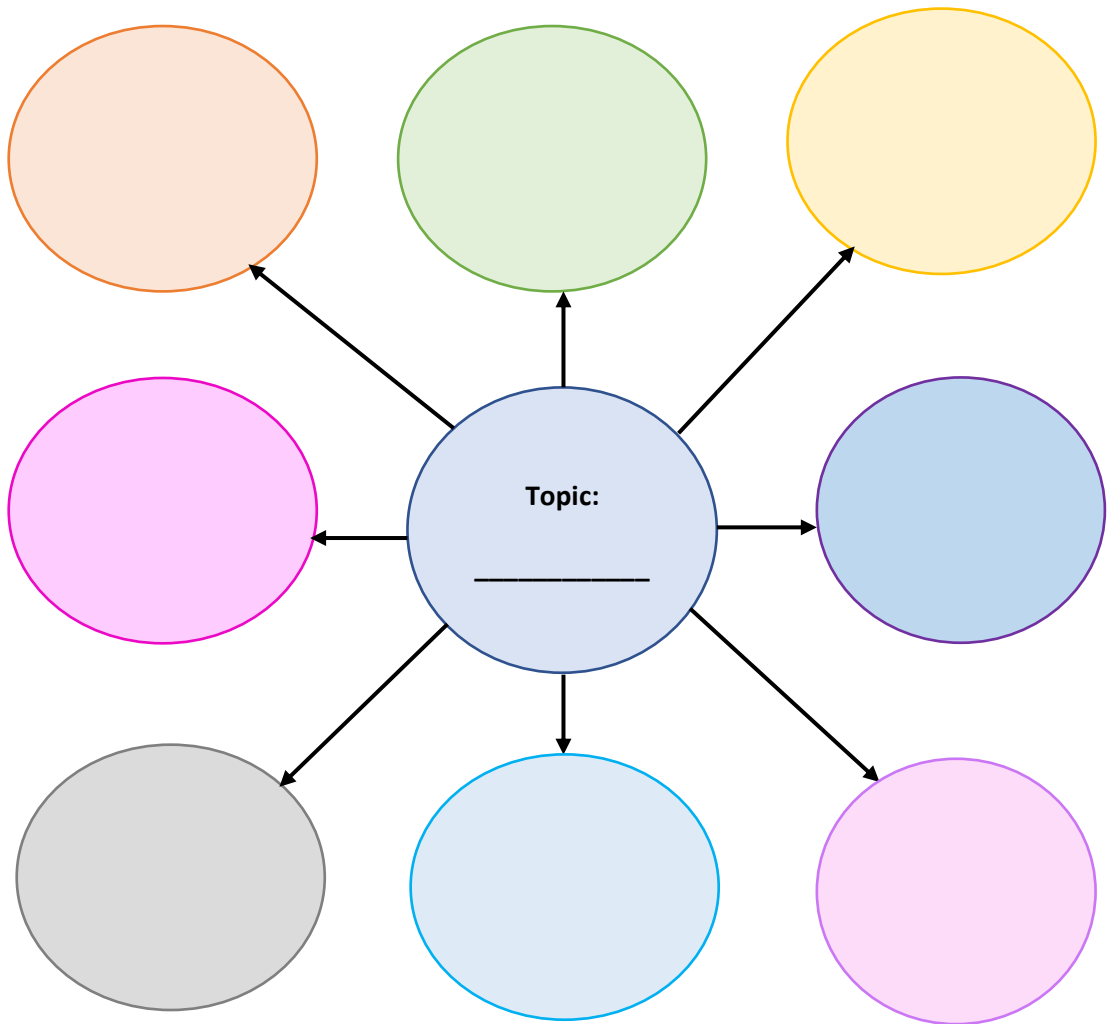
Writing a newspaper article

Topic: _____

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PROJECT 4: MY FAVORITE SINGER

LESSON PLAN 4	
Name of the project	My favorite singer
Grade	10th year of GBE
Level of English	A2.1
Number of students	30
Interaction pattern	Pair Work
Teacher	Lcda. Keli Armijos
Strategy	Think pair and share
Objective	Students will be able to: create a poster where they have to talk about some characteristics, hobbies and family of their favorite singers.
Resources	Worksheets Cardboards
Skills	-Critical thinking -Creativity -Collaboration -Communication
Procedure of PBL	**Writing Process: Activities**
Planning -Choose their favorite singer and the topic for their poster. -Organize the time to finish the activity on time. -Think about that singer -Work in pairs to talk about that singer. -Share their opinions between both students. -Take ideas from the modules or can use internet to get more information. -Join the data collected from any source.	**Planning** - Select a singer and a topic for the poster. - Research about that singer. - Brainstorm ideas regarding that singer.

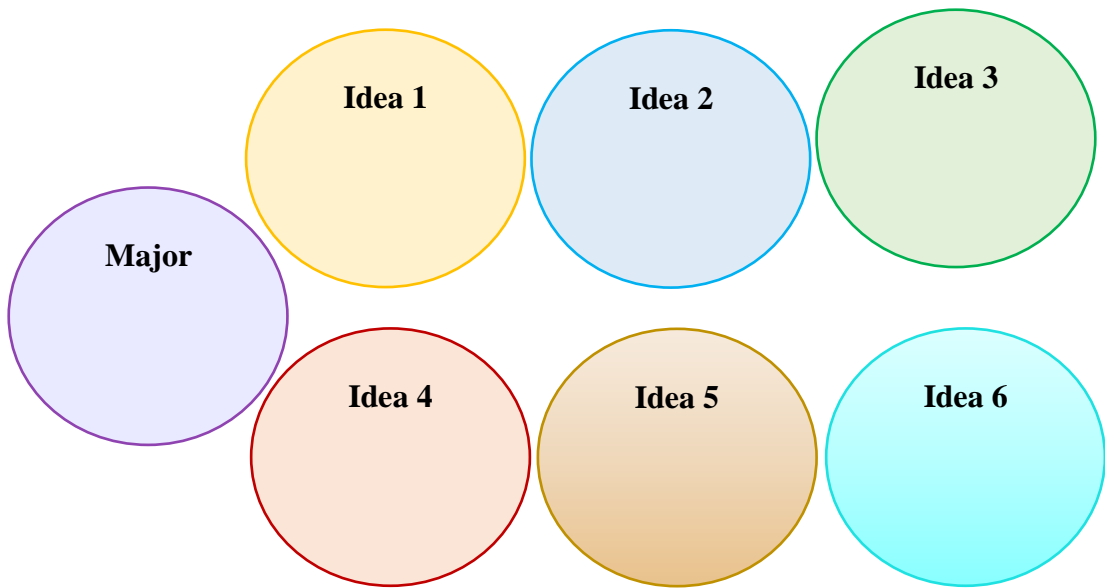| Implementing	Drafting
- Check their first draft. -Analyze if the objective has been achieved.	-Write the first draft considering the previous ideas. **Revising** -Read the first draft. -Identify any kind of mistakes and correct them. -Make the necessary changes to improve the content. **Editing** - Organize information clearer. -Write their final poster.
Presenting	**Publishing**
- Written presentation: Students give the final writing project to the teacher and the teacher reports a score based on the rubric. -Oral presentation: Students develop a poster using the cardboards to present the information regarding the selected singer by using few information and their own drawings. They use the target language to share the information with the audience.	-Invite to the English teachers and share the writing projects to receive feedback from them. - Give the final writing products to the teacher.

WORKSHEET PROJECT 4

Think Pair and Share: My Favorite singer

Characteristics
1._____
2. _____
3. _____

Hobbies
1._____
2. _____
3. _____

Family
1._____
2. _____
3. _____

Extra information
1._____
2. _____
3. _____

Writing a poster

Singer's name: _____

Topic: _____

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PROJECT 5: IMPORTANCE OF STUDYING

LESSON PLAN 5	
Name of the project	Importance of studying
Grade	10th year of GBE
Level of English	A2.1
Number of students	30
Interaction pattern	Groups of 3 students
Teacher	Lcda. Keli Armijos
Strategy	Comic Strip
Objective	Students will be able to: write a dialogue where they express ideas in relation to the importance of studying a particular major.
Resources	Worksheets Cardboards
Skills	-Critical thinking -Creativity -Collaboration -Communication
Procedure of PBL	**Writing Process: Activities**
Planning -Choose a major they are interested in and select a topic for their comics. -Organize the time to finish the activity on time. - Share ideas in the group about a certain career. -Use the data collected from any source.	**Planning** - Select a topic for the comic strip. -Brainstorm ideas about the selected major. -Draw the characters for the comic strips.
Implementing -Analyze if the objective has been achieved.	**Drafting** -Write the dialogues of each character. **Revising** - Check their first draft. - Identify grammar or spelling mistakes.

	Editing - Correct mistakes. -Write their final comic dialogues.
Presenting - Written presentation: Students give the final writing project to the teacher and the teacher reports a score based on the rubric. -Oral presentation: Students develop comic strips by using cardboards to present them in a more interactive way. They use the target language to share the content of the comic strips.	**Publishing** - Make a presentation of the comic strips about the importance of studying a specific major. -Give the final writing products to the teacher.

WORKSHEET PROJECT 5

Comic Strip: Importance of Studying

Idea 1

Idea 2

Idea 3

Major

Idea 4

Idea 5

Idea 6

Writing a Comic Strip

Topic: _____

PROJECT 6: MY IDEAL JOB

LESSON PLAN 6	
Name of the project	My ideal job
Grade	10th year of GBE
Level of English	A2.1
Number of students	30
Interaction pattern	Pair Work
Teacher	Lcda. Keli Armijos
Strategy	Drawing Pictures
Objective	Students will be able to: write a paragraph about their ideal jobs.
Resources	Worksheets Cardboards
Skills	-Critical thinking -Creativity -Collaboration -Communication

Procedure of PBL	Writing Process: Activities
Planning -Select a job that calls their attention and choose a topic for their paragraphs. -Organize the time to accomplish all the activities. - Talk about their ideal jobs in pairs.	**Planning** -Choose a topic for the paragraphs -Write ideas about the selected job.
Implementing -Draw a picture that represents their selected job. -Look for extra information in any source like the English modules.	**Drafting** -Start writing the first draft of the paragraph taking into account the aforementioned ideas. **Revising** -Students participate in paired review and review their first written paragraph. -Correct the mistakes in relation to grammar, word order or spelling.

	Editing
	-Rewrite the final paragraph which is readable.
Presenting	**Publishing**
- Written presentation: Students give the final writing project to the teacher and the teacher reports a score based on the rubric.	- Develop a gallery walk to show the writing projects around the classroom to give other classmates the opportunity to read them and acquire new information.
-Oral presentation: Students develop a visual representation using the cardboards to present the information from the paragraphs about their ideal jobs by writing few information and creative pictures that represent their jobs. They use the target language to deliver the content.	- Give the final writing products to the teacher.

WORKSHEET PROJECT 6

Drawing Pictures: My Ideal Job

Jobs' name

_____

Activities

Wage/ Hours

Feelings

Benefits

Strengths

Weaknesses

Writing a paragraph

Topic: _____	Picture
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PROJECT 7: A SUCCESSFUL PERSON

LESSON PLAN 7	
Name of the project	A successful person
Grade	10th year of GBE
Level of English	A2.1
Number of students	30
Interaction pattern	Groups of 3 students
Teacher	Lcda. Keli Armijos
Strategy	Think-Draw-Write
Objective	Students will be able to: Create a poster where they express their ideas to describe their successful person.
Resources	Worksheets Cardboards
Skills	-Critical thinking -Creativity -Collaboration -Communication
Procedure of PBL	**Writing Process: Activities**
Planning -Select a successful person and choose a topic for their posters. -Organize the time to accomplish all the activities. -Think about that person and take notes. -Draw a picture that represents that person. -Develop the poster by writing and reinforcing their previous ideas.	**Planning** -Select a successful person -Brainstorm ideas about him or her.
Implementing - Look for information about the person and start writing the poster.	**Drafting** -Write the first draft of the poster about the successful person. -Consider the previous ideas to write it.

	Revising **-** Review the content of the poster. **-** Correct any mistake to get accurate posters. **Editing** -Rewrite the poster to get a clear and well- organized poster.
Presenting - Written presentation: Students give the final writing project to the teacher and the teacher reports a score based on the rubric. -Oral presentation: Students develop a poster using the cardboards to deliver the information about the person they consider successful by writing few ideas and demonstrating their creativity when drawing those successful people. They use the target language to share the information with the audience.	**Publishing** -Invite teachers from the English area and present the posters to them. -Once every single poster has been presented, the teachers select the best one, focusing on the content and creativity. **-** Give the final writing products to the teacher.

WORKSHEET PROJECT 7

Think-Draw-Write: A Successful Person

Idea 1

Idea 3

Idea 5

Name

Idea 2

Idea 4

Idea 6
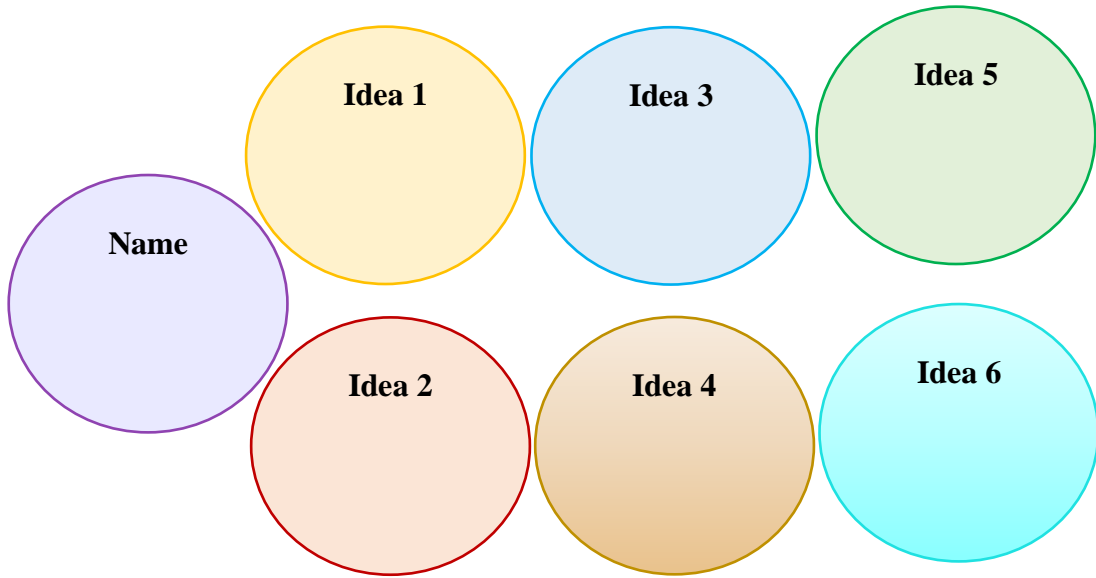
Writing a Poster

Draw	Topic: _____
	_____
	_____

PROJECT 8: MY BIGGEST DREAM

LESSON PLAN 8	
Name of the project	My biggest dream
Grade	10th year of GBE
Level of English	A2.1
Number of students	30
Interaction pattern	Groups of 3 students
Teacher	Lcda. Keli Armijos
Strategy	Draw Label Caption
Objective	Students will be able to: write a paragraph by explaining their biggest dreams.
Resources	Worksheets Cardboards
Skills	-Critical thinking -Creativity -Collaboration -Communication
Procedure of PBL	**Writing Process: Activities**
Planning -Select the topic to talk about their biggest dream in a paragraph. -Organize the time to carry out the paragraph on time. -Take notes about that dream.	**Planning** -Brainstorm ideas regarding their biggest dream.
Implementing -Draw something that represents their biggest dream. -Label their drawings considering everything important to them. -Develop caption by writing a paragraph under their picture, referring to their biggest dream.	**Drafting** -Write a paragraph about the selected dream. **Revising** -Reread their writings to correct mistakes. -Reorganize ideas or include new ones.

	-Give the pieces of writing to another group of students to get feedback. **Editing** -Rewrite the paragraph by considering the previous suggestions to develop a paragraph which has coherence and cohesion.
Presenting -Written presentation: Students give the final writing project to the teacher and the teacher reports a score based on the rubric. -Oral presentation: Students develop a visual representation using the cardboards to present the information from the paragraph by writing key information and drawing pictures about their biggest dreams. They use the target language to deliver the content.	**Publishing** -A fishbowl discussion is organized to present the writing projects and a discussion is carried out. - Give the final writing products to the teacher.

WORKSHEET PROJECT 8

Draw Label Caption: My Biggest Dream

Idea 1

My biggest dream is:
_____

Idea 5

Idea 2

Idea 3

Idea 4
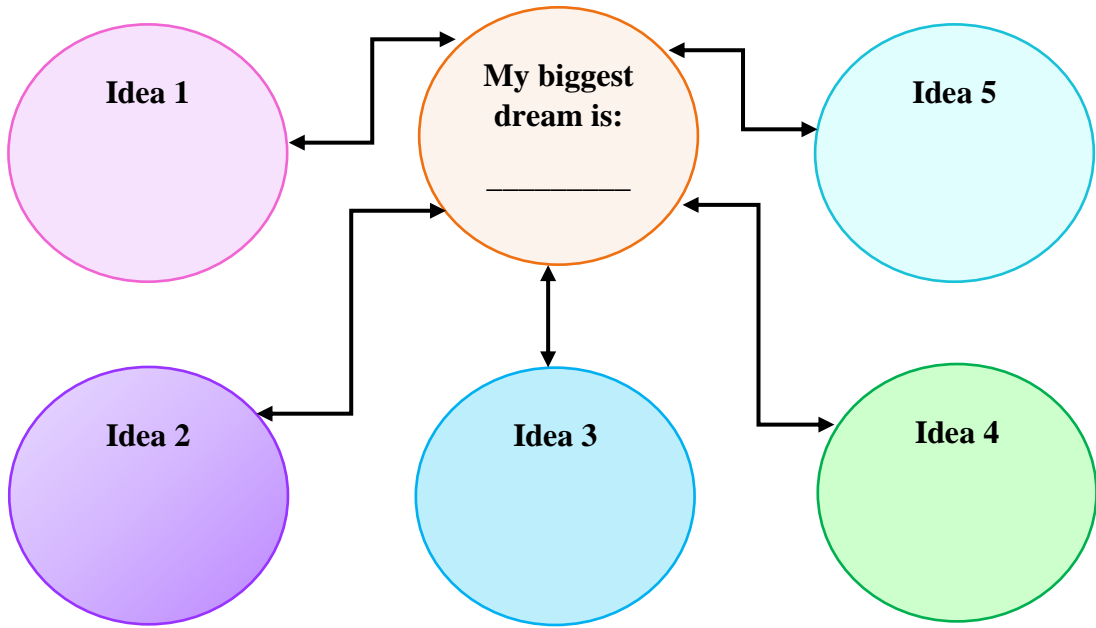
Writing a paragraph

Draw and Label	Caption

Topic: _____

_____
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RUBRIC

Rubric to evaluate the students' writing skill.

A2	Content	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
4	*Performance shares features of Bands 3 and 5.*		
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
2	*Performance shares features of Bands 1 and 3.*		
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	*Performance below Band 1.*	

Note. Taken from "Assessing writing for Cambridge English Qualifications: A guide for teachers" p.23 by Cambridge (2020).

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Annex 1. Pretest

Colegio de Bachillerato "Zumba"

Student's code: _____

Date: _____

Writing an email

You are going shopping with your English friend Pat tomorrow.

Say:

- where you want to meet

- what time you want to meet

- what you want to buy.

Write **25 words** or more.

Write the email on your answer sheet.

Note. Taken from "Assessing writing for Cambridge English Qualifications: A guide for teachers" by Cambridge (2020).

_____

_____

_____

_____

_____

_____

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_____

Thank you!

Colegio de Bachillerato "Zumba"

Student's code: _____

Date: _____

Writing an email

You would like to go to the park tomorrow. Write an **email** to your English friend Sammy.

In your email:

- ask Sammy to come to the park with you
- explain how you can both get there
- say what you can do there.

Write **25 words** or more.

Note. Taken from "Assessing writing for Cambridge English Qualifications: A guide for teachers" by Cambridge (2020).

_____

_____

_____

_____

_____

_____

_____

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_____

Thank you!

Annex 3. Rubric

A2	Content	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
4	*Performance shares features of Bands 3 and 5.*		
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
2	*Performance shares features of Bands 1 and 3.*		
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	*Performance below Band 1.*	

Note. Taken from "Assessing writing for Cambridge English Qualifications: A guide for teachers" p.23 by Cambridge (2020).

Annex 4. Questionnaire

Universidad Técnica de Ambato

Data Collection Source: Questionnaire

Dear student, please answer the following questionnaire with honesty. Your answers will be anonymous and confidential.

Student's code: ……...……….………………………………………………….

Date: ……………………………………………………….………………………….

	Items	Level of agreement				
		1	2	3	4	5
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	PBL motivates you to activate your prior world knowledge about topics of your interest to develop writing activities.					
2	The development of writing projects helps you to increase your writing creativity.					
3	PBL encourages you to improve your writing performance when working collaboratively as well as to improve your communication with the classmates.					
4	PBL helps you to be active writer and keep you concentrated while carrying out writing activities to solve real life situations.					
5	You receive support and feedback from your teacher and classmates to improve the writing skill.					
6	When working with PBL, you feel satisfied with the final product of your writing activities.					

Table title: **Students' perceptions on Project-Based Learning to improve the writing skill**

Note. Adapted from "Exploring the relationship between project-based learning and collaborative skills: EFL learners' voices" by Andriyani and Anam (2022).

Thank you for your collaboration!

Annex 5. Official Letter

COLEGIO DE BACHILLERATO "ZUMBA"

Zumba, 21 de abril de 2023

Licenciada,

Keli Nelva Armijos Rivera

ESTUDIANTE DE LA MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA, COHORTE 2022

En su despacho

De mi consideración:

Por medio del presente reciba un cordial y atento saludo y a la vez le manifiesto que dando respuesta a su solicitud presentada el día 10 de abril del presente año, le informo que usted ha sido autorizada para realizar su Trabajo de Titulación denominado: **PROJECT-BASED LEARNING TO IMPROVE THE WRITING SKILL,** con los estudiantes del Décimo Año de Educación General Básica, durante el periodo lectivo 2022-2023.

Particular que comunico para los fines pertinentes.

Atentamente,

Mg. Bayron Montesdeoca

RECTOR DEL COLEGIO DE BACHILLERATO "ZUMBA"

Ministerio de Educación
COLEGIO DE BACHILLERATO «ZUMBA»
RECTORADO
Zumba-Ecuador