The Development Of Writing Skills In Fourth Year Students In EGB (EGB)

El Desarrollo De Habilidades De Redacción En Los Estudiantes De Cuarto Año De La EGB

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Summary

The development of writing skills in the subject of Language and Literature is essential to form students capable of expressing ideas in a clear and structured manner. This study, based on a mixed approach and a pre-experimental design, was conducted with students in the fourth year of General Basic Education at the Alonso de Mercadillo Educational Unit in the province of Zamora Chinchipe, Ecuador during the 2024-2025 academic year. Its objective was to

propose and validate a didactic strategy that promotes the integral improvement of these skills. The initial diagnosis revealed a predominance of medium and low levels in key competencies such as textual coherence, use of logical connectors and literary resources. In response, a strategy was designed consisting of eight sequential phases that integrate traditional and technological methods, encouraging active participation, autonomous practice and critical reflection. The validation of the strategy, through expert panels and its subsequent practical application, showed positive results. Students achieved significant improvements in the organization of ideas, creativity in the use of literary resources and textual revision skills. Guided and autonomous activities, together with adjustments based on qualitative feedback, allowed consolidating learning and addressing contextual needs. These findings reinforce the relevance of structured didactic strategies adapted to educational realities for the comprehensive development of writing skills.

Key words: Text Writing, Writing Skills Development, Language And Literature, General Basic Education.

Resumen

El desarrollo de habilidades de redacción en la asignatura de Lengua y Literatura es esencial para formar estudiantes capaces de expresar ideas de manera clara y estructurada. Este estudio, basado en un enfoque mixto y un diseño preexperimental, se realizó con estudiantes de cuarto año de Educación General Básica de la Unidad Educativa Alonso de Mercadillo de la provincia de Zamora Chinchipe, Ecuador durante el año académico 2024-2025. Su objetivo fue proponer y validar una estrategia didáctica que promueva la mejora integral de estas habilidades. El diagnóstico inicial reveló predominancia de niveles medios y bajos en competencias clave como coherencia textual, uso de conectores

lógicos y recursos literarios. En respuesta, se diseñó una estrategia compuesta por ocho fases secuenciales que integran métodos tradicionales y tecnológicos, fomentando la participación activa, la práctica autónoma y la reflexión crítica. La validación de la estrategia, mediante paneles de expertos y su posterior aplicación práctica, mostró resultados positivos. Los estudiantes alcanzaron mejoras significativas en la organización de ideas, creatividad en el uso de recursos literarios y habilidades de revisión textual. Las actividades guiadas y autónomas, junto con ajustes basados en retroalimentación cualitativa, permitieron consolidar aprendizajes y atender necesidades contextuales. Estos hallazgos refuerzan la relevancia de estrategias didácticas estructuradas y adaptadas a las realidades educativas para el desarrollo integral de habilidades de redacción.

Palabras clave: Redacción De Textos, Desarrollo De Habilidades De Redacción, Lengua Y Literatura, Educación General Básica.

Introduction

In today's society, the development of communication skills is fundamental due to their direct impact on human interaction, whether in the personal, academic or professional sphere (Mamani & Arteta, 2020). People who master these skills can express their ideas clearly, facilitating understanding and reducing misunderstandings. In an increasingly interconnected world, where collaboration and teamwork are key, these competencies are indispensable to achieve effective and productive relationships (Capcha *et al.,* 2023).

In addition, increasing globalization has made communication skills even more essential. The ability to interact effectively with people from different cultures and contexts is an added value in many professions (Pérez, 2022). In this sense, communicative competencies are not limited to language proficiency, but also include intercultural

understanding, empathy and listening skills, essential qualities in socialization environments.

In academia, the development of these skills is equally important. Students who cultivate communicative competencies improve their performance in class participation or the elaboration of written work and also excel in oral presentations and debates (Tenesaca, 2021). These abilities allow them to argue, persuade and collaborate effectively, essential skills in the construction of knowledge and in the consolidation of comprehensive learning.

From these conceptual references, the need to strengthen communication skills is reflected in the context of new technologies. Digital platforms require individuals to be able to express themselves adequately through various media, whether in social networks, emails or videoconferences (Vélez *et al.*, 2024). The ability to adapt the message according to the channel and the audience is fundamental to ensure that information is transmitted efficiently and that communication objectives are successfully achieved.

In this sense, the prioritized curriculum with emphasis on digital, communicational, mathematical and socioemotional competencies for student learning in Ecuador responds to the demands of an increasingly interconnected and dynamic world (Mina-Quiñonez *et al.*, 2023). These competencies prepare students to face the technological and occupational challenges of the 21st century and foster key skills such as critical thinking, problem solving, and adaptability (Sanchez, 2022). A balanced approach enables students to be well-rounded citizens , capable of actively contributing to the social and economic development of the country.

Based on the approaches systematized, the development of writing skills in the subject of Language and Literature contributes to form students capable of expressing ideas in a clear, structured and coherent manner (Rivera & Intriago, 2021). These skills make it possible to convey complex thoughts, organize arguments, and develop effective communication both in academic contexts and in

everyday life (Ron, 2024). Writing fosters critical and reflective thinking, indispensable skills for analyzing information, synthesizing knowledge and proposing solutions to the challenges of their environment (Herrera *et al.,* 2020).

Today, writing proficiency is more relevant than ever due to the growing importance of written communication in digital formats such as emails, blogs, social networks, and academic papers (Medina, 2021). Students who manage these competencies well have a competitive advantage, as they can better adapt to the demands of the workplace and academia, where clear and precise writing is highly valued (Mantuano & Villavicencio, 2023).

In this sense, the teaching of writing contributes to the development of creativity and original thinking in students. Through writing, they can explore ideas, construct narratives, and express emotions in a unique way (Condori *et al.*, 2022). This enriches their personal development and strengthens their self-esteem and confidence as they see their ideas effectively captured in text. These skills are essential for active participation in a society that values innovation and originality.

From this perspective, the need to develop writing skills in Language and Literature responds to the demand of for critical citizens committed to their social reality. Writing allows students to analyze, argue and question situations from a grounded perspective, promoting their active participation in public debate (Ochoa & Rivadeneira *et al.*, 2024). Therefore, including a solid approach in the teaching of writing is a fundamental step to guarantee a comprehensive education that prepares students to face the challenges of the 21st century.

In these circumstances, in the General Basic Education of the Alonso de Mercadillo Educational Unit in the province of Zamora Chinchipe, Ecuador, pedagogical actions are developed to improve the students' ability to communicate effectively and creatively through writing. However, through a preliminary descriptive study developed

in fourth grade students, the following manifestations were identified that reveal the existence of a research problem:

- Limitations in writing narrative and descriptive texts, showing limited vocabulary and frequent errors in grammatical structure, which affects the clarity and quality of the content.

- Problems in the organization of ideas, evidencing a deficient use of adequate connectors to link sentences and paragraphs, which hinders reading comprehension.

- Inadequate proofreading and correction of texts, since they do not effectively identify and correct spelling, grammatical and punctuation errors, leaving inconsistencies that impair the final presentation.

- Scarce incorporation of literary resources such as metaphors, similes and personifications, which limits the expressive and creative richness of their productions.

- Difficulties in writing varied texts, showing little ability to adjust style and tone according to the communicative purpose and target audience.

These manifestations make it possible to determine the scientific problem: How to contribute to the development of writing skills in students of the fourth year of General Basic Education? Based on the theoretical and practical background previously argued, the objective of the present work is to propose a didactic strategy for the development of writing skills in students of the fourth year of General Basic Education of the Alonso de Mercadillo Educational Unit of the province of Zamora Chinchipe, Ecuador in the academic year 2024-2025.

Methodology

Development

The research process was carried out through a dynamic that started with the systematization of the research methodology to achieve the results. The results of the initial diagnosis of the development of writing skills are presented, followed by the design of the didactic strategy for the development of these skills and, finally, the validation of the designed didactic strategy.

Research methodology

The research was developed under a mixed approach, integrating quantitative and qualitative methods to ensure a comprehensive understanding of the phenomenon studied, as supported by Alban *et al.* (2020). This approach allowed us to analyze both numerical data obtained through tests and qualitative insights collected through interviews and questionnaires, offering a holistic view of the development of writing skills in students.

The study was placed at an explanatory level, according to Hernández-Sampieri *et al.* (2018), since it sought to identify the causal relationships between the implementation of a didactic strategy and the development of writing skills. This level allowed us to delve into the factors that affect such skills and to evaluate the effectiveness of the proposal in a real educational context.

A pre-experimental design with pre-test and post-test was used, which facilitated the comparison of the level of writing skills before and after the application of the didactic strategy. This design made it possible to measure the changes produced in the selected sample, ensuring an objective evaluation of the proposed intervention.

The following steps of the research process were followed:

1. Initial diagnosis: a standardized test was applied to students to identify their level of development in writing skills , together with

The Development of Writing Skills in Students in the Fourth Year of Primary School.

32

an interview with teachers to determine achievements, insufficiencies in the development of these skills, as well as their possible causes.

2. Design of the didactic strategy: based on the results of the diagnosis, a didactic strategy was developed based on interactive activities, use of literary resources and revision and correction exercises.

3. Validation of the strategy: A panel of experts evaluated the strategy by means of a questionnaire, considering criteria of relevance, clarity, applicability and originality. In addition, the methodological strategy was evaluated by means of a pre-experiment.

As a guide for the research process, the following idea was formulated: the implementation of a didactic strategy specifically designed for the educational context significantly improves the writing skills of students in the fourth year of General Basic Education. The variable: development of writing skills is defined as the students' ability to structure coherent texts, employ adequate vocabulary, use literary resources and revise their writings with precision, adapting to different communicative contexts (Ochoa & Rivadeneira *et al.*, 2024). The variable was operationalized in the following skills (Ministry of Education, 2016):

- Write narrative and descriptive texts, using appropriate vocabulary and correct grammatical structures.

- Organize ideas in a coherent and logical manner, using appropriate connectors to link sentences and paragraphs.

- Proofread and correct their own texts, identifying and correcting spelling, grammatical and punctuation errors.

- Employ literary resources such as metaphors, similes and personifications to enrich written texts.

- Write different types of texts, such as letters, stories, descriptions and tales, adapting style and tone according to purpose and audience.

To collect data in the research process, the following instruments were applied: a standardized test was administered to students to diagnose the initial level of writing skills; an interview with teachers to identify achievements and shortcomings in the development of writing skills and to determine the causes of the shortcomings. An expert questionnaire was also used to validate the didactic strategy.

A Likert-type scale was used for the evaluation of writing skills in the pre-test and post-test, categorizing the results into four levels: Very high, High, Medium and Low. This scale made it possible to comprehensively assess the students' abilities in aspects such as coherence, vocabulary, use of literary resources and grammatical accuracy, facilitating the analysis of the progress achieved after the implementation of the didactic strategy.

The population consisted of 128 students in the fourth year of General Basic Education, selecting a non-probabilistic sample by convenience of 34 students in parallel "B" and four teachers who work directly with this group. Before its implementation, the didactic strategy was reviewed by five experts in Didactics and Language and Literature, who evaluated its pedagogical relevance, internal coherence, flexibility, applicability and pertinence , by means of a questionnaire.

The pre-experiment consisted of applying a pre-test to the students to determine their initial level of writing, implementing the teaching strategy for a period of eight weeks and, finally, conducting a post-test to evaluate the changes in their writing skills.

The research, based on a mixed approach and an explanatory level, used a pre-experimental design with pre-test and post-test to evaluate the effectiveness of a didactic strategy in the development of writing skills. Following a systematic process of diagnosis, design

and validation, a significant improvement in students' skills was achieved, demonstrating the relevance of pedagogical strategies adapted to the context and specific educational needs.

Initial diagnosis of writing skills development

The initial diagnosis of the development of writing skills was carried out through the application of a standardized test to students and an interview with teachers. The quantitative results of the standardized test given to students to identify their level of development in writing skills are presented in Figure 1.

Figure 1: Developmental level of students' writing skills in the pre-test.
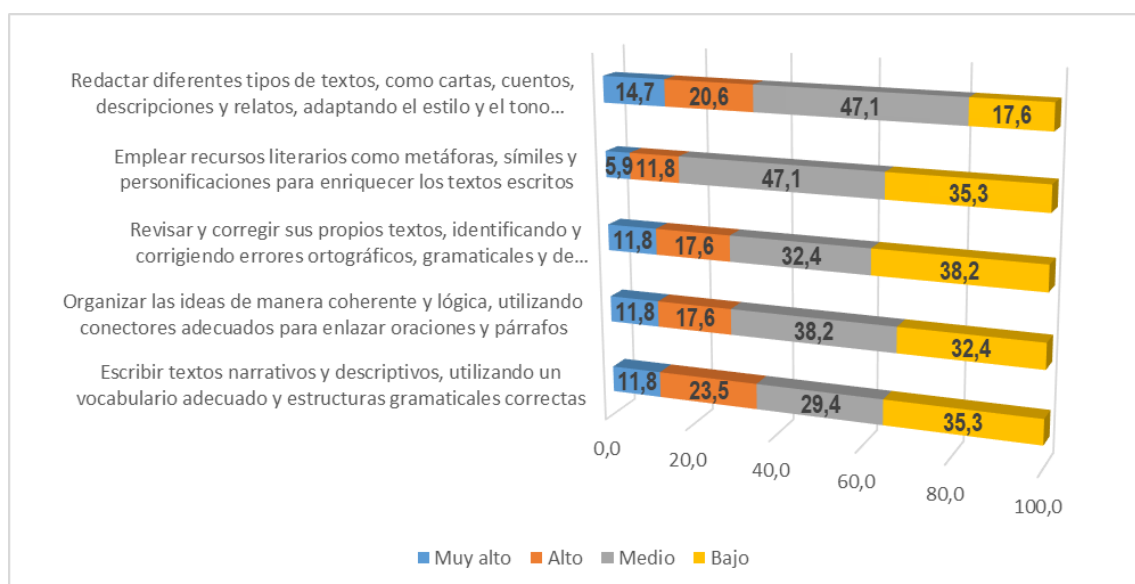
Source: own elaboration.

The analysis of the results obtained from the standardized test made it possible to identify specific trends in the writing skills of fourth-year students. In the aspect related to the ability to write narrative and descriptive texts using adequate vocabulary and correct grammatical structures, it was evidenced that 35.3% of the students reached a low level, while a reduced percentage, of 11.8%, achieved a very high

performance. This showed a significant dispersion in the development of this skill.

Regarding the organization of ideas in a coherent and logical manner, using appropriate connectors, it was observed that the medium level was predominant, with 38.2% of the students in this category. However, 32.4% reached a low level, reflecting substantial difficulties in managing coherence and cohesion in their texts. Only 11.8% reached a very high level, showing that this skill requires strengthening in most of the group.

Regarding the ability to revise and correct texts, the results showed that 38.2% of the students were at the low level, while 32.4% were at the medium level. This indicates a limited ability to identify and correct errors in their writing. The high and very high levels were reached by only 17.6% and 11.8% of the students, respectively, indicating a gap in the development of this skill.

In the use of literary resources such as metaphors, similes and personifications, the majority of students, 47.1%, reached a medium level, while 35.3% were at the low level. The high and very high levels were the least represented, with 11.8% and 5.9%, respectively. These results show a scarce incorporation of literary elements in their written productions, which affects the creativity and expressive richness of the texts.

The ability to write different types of texts, such as letters, stories, descriptions and narratives, showed better results compared to the other areas evaluated. A total of 47.1% of the students were positioned at the medium level, while the high and very high levels reached 20.6% and 14.7%, respectively. Only 17.6% were at the low level, which indicated that this skill is developing, although it still requires attention.

At the general level, the data reflected a trend towards a predominance of medium and low levels in the different areas evaluated, with varying percentages depending on the specific

competency. The very high and high categories had limited representation, standing out as exceptions in a group with mostly regular or insufficient results.

The descriptive statistics used allowed us to identify significant patterns in student performance, showing that writing skills need a specific didactic approach to strengthen areas such as coherence, text revision and the use of literary resources. In summary, the results of the diagnostic test indicated marked deficiencies in writing skills in fourth year students. This establishes the need to implement pedagogical strategies to improve the competencies detected as insufficient and to consolidate the areas where students already show a more solid performance.

The qualitative analysis of the interview with the teachers showed that the students demonstrated punctual achievements in the writing of narrative and descriptive texts, especially in those with greater interest in reading and with a wider vocabulary. However, they pointed out that a considerable group had difficulties in structuring their texts in a coherent and adequate manner, which was manifested in the frequent presence of grammatical errors and limitations in the lexical diversity used.

Regarding the organization of ideas, the teachers identified as the main insufficiency the scarce use of logical connectors and transitions between paragraphs, which affects the fluency of the texts. Although some students managed to make progress in this skill, most had problems linking ideas clearly and logically. Interviewees also highlighted that this difficulty seems to be associated with limited exposure to regular structured writing practices in the classroom.

Regarding the revision and correction of their own texts, teachers agreed that students lacked metacognitive skills to identify and correct spelling and grammatical errors. In this aspect, they indicated that the lack of autonomy in writing hinders the capacity for self-evaluation, and that this insufficiency could be related to a teaching

focused more on production than on reflection on the writing process.

Finally, the interviewees pointed out as a significant challenge the scarce incorporation of literary resources in the students' texts. Although they acknowledged that some attempted to employ metaphors or similes, these resources were used in a limited manner and often without a clear purpose. According to the teachers, this limitation was due to both a lack of familiarity with literary texts and insufficient instruction in the creative application of these devices.

The initial diagnosis revealed a predominantly medium and low performance in students' writing skills, with marked difficulties in coherence, text revision and use of literary resources. Although some students demonstrated significant achievements, especially in narrative and descriptive texts, the findings highlight the need for pedagogical strategies focused on strengthening critical competencies and fostering a more reflective writing practice.

Design of the didactic strategy for the development of writing skills.

The didactic strategy presented as a contribution of the research is structured in eight sequential phases that range from the definition of objectives to the reflection on the learning process . Each phase includes specific objectives and concrete actions designed to enhance writing skills, promoting a student-centered approach. Traditional and technological methods are incorporated, prioritizing the integral development of writing through individual, collaborative and autonomous activities.

Results

Overall objective

To develop writing skills in fourth year students, strengthening competencies in coherence, creativity, text revision, and adequate use of grammatical structures and literary resources.

Phase 1: Definition of learning objectives

Specific objective: establish clear and specific goals to guide the development of writing skills.

Shares:

- Conduct an initial diagnosis through writing tests and interviews with teachers.

- Identify priority areas for intervention, such as coherence, use of connectors and creativity.

- Write specific learning objectives in language understandable to students.

- Share the objectives with students so that they understand the goals of the strategy.

- For example. Set specific objectives: "Write descriptive texts about the Amazon" or "Narrate an imaginary experience in Galapagos".

Phase 2: Guided teaching and modeling

Specific objective: to introduce basic writing techniques and structures through practical examples and guided activities.

Shares:

- Present examples of narrative, descriptive and argumentative texts.

- Explain the characteristics of a well-structured text (introduction, development and conclusion).

- Carry out practical activities such as completing sentences with logical connectors.

- Use educational videos or digital presentations to illustrate the use of literary resources.

- Demonstrate how to proofread texts by identifying grammatical and spelling errors.

- For example: Use digital images of Galapagos to teach how to create detailed descriptions, incorporating metaphors or similes.

Phase 3: Guided and collaborative practice

Specific objective: to promote learning through team activities and group feedback.

Shares:

- Form teams to write short stories, assigning specific roles (writer, reviewer, editor).

- Propose the creation of collaborative texts using digital tools such as shared documents.

- Organize group sessions to analyze model texts, identifying strengths and areas for improvement.

- Conduct writing workshops in which students share and receive feedback on their drafts.

- For example. Form groups to write joint descriptions of an ecosystem (Andes, Amazon, Galapagos).

Phase 4: Autonomous practice

Specific objective: to develop independent writing skills and critical self-evaluation.

Shares:

- Assign individual writing tasks, such as writing descriptions of familiar scenes.

- Provide checklists for students to self-assess the coherence and correctness of their texts.

- Encourage the writing of personal journals to practice first-person narratives.

- Encourage the use of technological tools such as spell checkers and applications to enrich vocabulary.

- For example. Assign a homework assignment to write an imaginary letter to the Minister of Environment, describing the problems of an ecosystem.

Phase 5: Personalized feedback

Specific objective: to provide constructive feedback to support the development of specific skills.

Shares:

- Individually review student texts and provide written feedback.

- Schedule individual sessions to discuss strengths and areas for improvement.

- Provide practical examples to overcome the difficulties identified.

- Highlight the progress made by each student, reinforcing their confidence.

- For example. Review individual texts on Amazonian flora and provide detailed comments.

Phase 6: Review and correction

Specific objective: to teach how to identify and correct errors, improving the quality of written texts.

Shares:

- Provide specific exercises to correct errors in model texts.

- Teach the use of guides to review grammar, spelling and textual cohesion.

- Promote exchange activities in which students review the texts of their peers.

- Use editing and proofreading software for occasional support.

- For example. Provide a descriptive text about mangroves and ask students to identify and correct grammatical errors.

Phase 7: Final production and evaluation

Specific objective: to consolidate the skills developed through the elaboration of integral texts.

Shares:

- Ask them to write a narrative or descriptive text that integrates what they have learned.

- Establish clear evaluation criteria, such as coherence, creativity and grammatical correctness.

- Organize a socialization activity in which students present their texts.

- Grade texts with rubrics and provide additional feedback based on the results.

- For example: Ask students to write a narrative article entitled "A day in the life of an explorer in Galapagos".

Phase 8: Reflection and adjustment

Specific objective: to evaluate the learning process and adapt the strategy according to future needs.

Shares:

- Facilitate a group discussion on the strengths and challenges of the writing process.

- Apply surveys or questionnaires to collect students' opinions on the activities carried out.

- Identify significant achievements and areas requiring further attention.

- Adjust the didactic strategy according to the results obtained, incorporating new elements if necessary.

- For example. Facilitate a group discussion for students to reflect on their progress and challenges in writing about the topic.

This student-centered strategy, enriched with ICT tools, promotes the comprehensive development of writing skills, combining theory and practice to achieve a sustainable improvement in writing competencies. This research contribution establishes an innovative didactic model that progressively guides the development of writing skills through interconnected phases. With a student-centered approach, the proposal promotes collaborative and autonomous activities, integrates ICT tools in a complementary manner and emphasizes self-assessment and personalized feedback, achieving a comprehensive improvement in students' written production and critical thinking.

Validation of the didactic strategy

The validation process of the didactic strategy was initially carried out by a panel of five experts in Didactics and Language and Literature, who completed a structured questionnaire designed to

evaluate key aspects such as pedagogical relevance, internal coherence, flexibility, applicability and pertinence. The questionnaire included quantitative items, using a scale of 1 to 5, and open-ended questions that allowed detailed qualitative feedback to be collected.

The experts evaluated that the strategy presented a solid and structured design, highlighting its alignment with the needs of students in the fourth year of General Basic Education. Particularly, they pointed out as strengths the clear definition of objectives and the activities oriented to the development of specific skills such as creative writing, coherent organization of ideas and text revision. However, they suggested adjusting the sequencing of some phases to ensure a smoother transition between guided and autonomous activities. Table 1 presents the quantitative results of the evaluations made by the experts.

The quantitative ratings provided by the experts indicated average scores of 4.6 for pedagogical relevance, 4.8 for internal coherence, 4.2 for flexibility, 4.4 for applicability and 4.7 for pertinence, showing a high level of approval for most of the criteria. Qualitative comments reinforced the importance of including more diverse examples to address different cultural realities and adding more tools for student self-assessment.

In the qualitative analysis, the experts agreed that the strategy favored active learning and promoted the comprehensive development of writing skills. Among the recommendations highlighted, they included reinforcing the use of technological tools in the self-assessment and feedback phases, without detracting from the traditional approach. In addition, they suggested increasing the diversity of examples related to the Ecuadorian context to enrich the activities.

After analyzing the evaluations and suggestions, the strategy was adjusted by integrating the proposed changes. Revision and correction activities were strengthened, textual examples based on Ecuador's natural and cultural diversity were expanded, and

evaluation mechanisms were improved. With these modifications, the strategy was ready for implementation in the educational environment.

The practical validation of the didactic strategy was carried out through a pre-experiment with a unique sample group of 34 students, evaluating their writing skills before and after implementing the didactic strategy.

Figure 2: Developmental level of students' writing skills in the post-test.
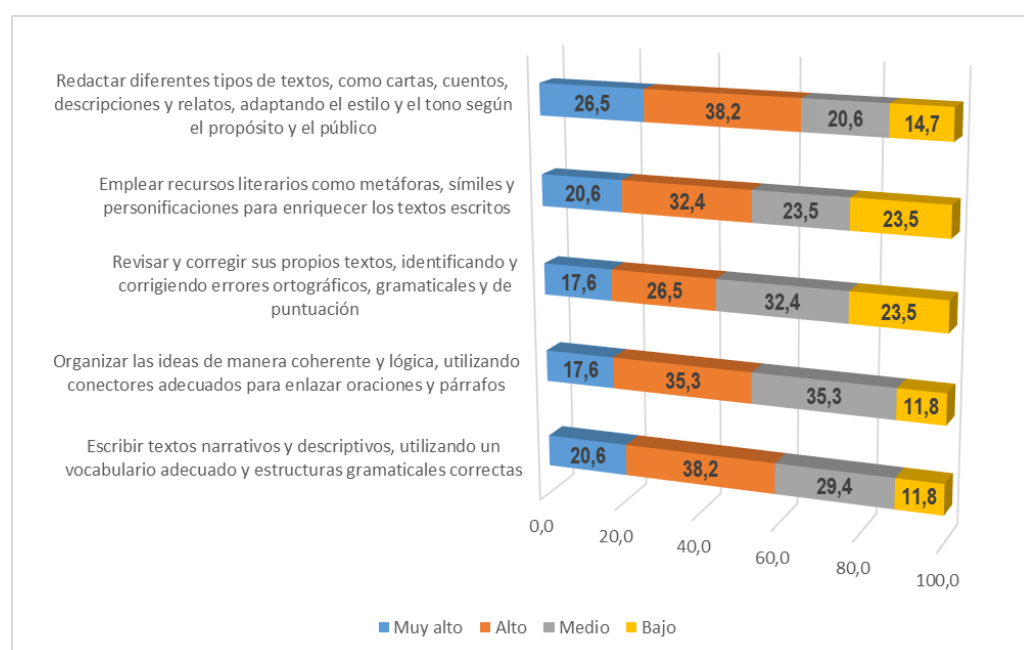
Source: own elaboration.

After implementing the didactic strategy, a significant increase was observed in the high and very high performance categories in the skills evaluated. The post-test showed an increase in the ability to write narrative and descriptive texts, with 38.2% of the students placed in high and 20.6% in very high, in contrast to the lower levels predominant in the pre-test.

The ability to organize ideas coherently improved markedly: 35.3% of students reached a high level on the post-test, compared to the 17.6% initially recorded. Although some difficulties persist in the use of logical connectors, the proportion of students at medium and low levels decreased considerably, suggesting a positive impact of guided and autonomous activities.

In the skill of revision and correction, the intervention was equally effective, with 26.5% of students placing high and 17.6% very high. The hands-on collaborative review activities contributed to this progress, although some students still require further support to identify complex errors.

The greatest improvement was evidenced in the use of literary resources such as metaphors and similes, where 32.4% of the students reached a high level in the post-test, compared to the initial 11.8%. This is attributed to the creative approach of the strategy, which promoted the use of these resources in meaningful contexts. However, 23.5% remained at medium or low levels, reflecting a need to reinforce these skills.

Regarding the development of the ability to write narrative and descriptive texts, the results obtained in the present research are comparable with the findings of Sánchez (2014), where 60% of the students reached similar levels, although these results were obtained in a context with a greater focus on autonomous activities. On the other hand, León (2024) reports a slightly lower 50%, attributed to limitations in the integration of technological tools in the design of activities.

In the ability to organize ideas coherently, 52.9% of the students in this research reached high and very high levels, a result higher than the 45% reported by Ochoa *et al.* (2021). The difference could be due to the structured sequentiality of the phases proposed in the present work. However, the results are similar to those obtained by Bueno (2024), who reached 54% after implementing activities that prioritize the use of logical connectors in group exercises.

In the qualitative analysis, the results of the post-test show a positive impact of the didactic strategy on the development of writing skills. The proportion of students at low and medium levels was reduced, particularly in the ability to write narrative and descriptive texts. However, some areas, such as revision and the use of literary resources, require more attention to consolidate the learning achieved. Table 2 presents the statistics used for the comparison of the pre-test and post-test.

Table 2: Results of the statisticians used for the comparison of the pre-test and post-test

Statistician	Very high	High	Medium	Under
Media	20.58	34.12	28.24	17.06
Standard Deviation	3.63	4.89	6.11	5.99
Variance	13.20	23.93	37.33	35.96

In the analysis of the means, in the post-test, a significant increase is observed in the very high and high categories, especially in the latter, suggesting that the didactic strategy helped to raise students' overall performance. The means of the medium and low categories decreased in the post-test, indicating that more students advanced to higher levels.

The dispersion in the very high and high levels of the standard deviation increased slightly in the posttest, reflecting greater variability in students who achieved high levels of performance. In the medium and low categories, the standard deviation decreased, showing that students at these levels had more homogeneous results.

The variance followed a trend similar to the standard deviation, with increases in very high and high and decreases in medium and low. This supports the hypothesis that the teaching strategy succeeded in

better distributing students at the higher levels. The results reflect an overall improvement in writing skills, with a notable reduction in the percentage of students in the low level and an increase in the higher levels. The reduction in the variance in the middle and low levels also indicates a lower concentration of students in these levels after implementing the strategy.

Conclusions

The development of writing skills in the subject of Language and Literature contributes to the formation of students capable of expressing ideas in a clear, structured and coherent manner. These skills allow them to convey complex thoughts, organize arguments, and develop effective communication in academic contexts as well as in everyday life.

The research, based on a mixed approach and an explanatory level, used a pre-experimental design with pre-test and post-test, with the objective of proposing a didactic strategy for the development of writing skills in fourth year students of General Basic Education of the Alonso de Mercadillo Educational Institution, province of Zamora Chinchipe, Ecuador in the academic year 2024-2025.

The diagnostic results showed a significant dispersion in writing skills, with medium and low levels predominating in key areas such as coherence and textual revision. The limited use of literary resources and logical connectors underscored the need for specific didactic interventions to close the identified gaps, promoting an integral development that enhances both technique and creativity in writing.

The design of the didactic strategy integrates in a structured manner eight sequential phases that prioritize the integral development of writing skills in students. By combining traditional and technological methods, this proposal offers a balanced approach that encourages

active participation, autonomous practice and critical reflection, consolidating competencies in coherence, creativity and text revision adapted to the specific needs of the educational context.

The validation of the didactic strategy demonstrated its effectiveness in significantly improving students' writing skills, evidencing an increase in performance levels after its implementation. The guided and autonomous activities, complemented with adjustments suggested by experts, contributed to strengthen key competencies such as the organization of ideas, the use of literary resources and collaborative revision.

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