

Written competence and learning English as a foreign language

Fanny Betsabé Murillo Santos

e1316323151@gmail.com

<https://orcid.org/0009-0005-5610-5324>

Universidad Laica Eloy Alfaro De Manabí

Extensión Chone

María José Muñoz Mendoza

e1315094415@live.ulead.edu.ec

<https://orcid.org/0009-0009-1468-1824>

Universidad Laica Eloy Alfaro De Manabí

Extensión Chone

María Gabriela Mendoza Ponce

maria.mendoza@uleam.edu.ec

<https://orcid.org/0000-0003-3928-5501>

Universidad Laica Eloy Alfaro De Manabí

Extensión Chone

Víctor Efrén Alcívar Calderón

efren.alcivar@uleam.edu.ec

<https://orcid.org/0000-0003-1814-5657>

Universidad Laica Eloy Alfaro De Manabí

Extensión Chone

Javier Antonio Zambrano Mero

javier.zambrano@uleam.edu.com

<https://orcid.org/0000-0002-1125-364X>

Universidad Laica Eloy Alfaro De Manabí

Extensión Chone

ABSTRACT

The development of written proficiency within the academic planning of an educational process that includes the acquisition of a second language, such as English, should represent a significant point. This is because the development of this proficiency measures the progress of the educational process, even considering that its antagonist, oral proficiency, depends on its proper progress in order to develop assertively. With this premise, we understand that writing allows students to communicate effectively and assertively, as well as to cultivate essential skills throughout the language learning process. This research was conducted over two weeks during the current academic year. A mixed methodology used, incorporating quantitative premises and implementing a descriptive-research approach. The data collection instruments included an observation form for 62 students at the Universidad Laica Eloy Alfaro (ULEAM), interviews with expert educators from the same university, and, finally, a test administered to measure the written proficiency levels of the students observed during the application of the research instruments. The field research was designed to analyze the development of written proficiency in a group of students from the observed sample. It concluded that, to optimize this skill, it is essential to implement strategies such as the use of contextualized examples, constructive feedback, and the integration of discourse markers, as well as pedagogical strategies through web applications.

Keywords: written competence, webs applications, language learning, strategies, syntax and writing

Competencia escrita y aprendizaje del inglés como lengua extranjera

RESUMEN

El desarrollo de la competencia escrita dentro de la planificación académica de un proceso educativo que incluya la adquisición de una segunda lengua como es el idioma inglés, debe representar un punto significativo. Debido a que el desarrollo de esta competencia mide el progreso del proceso educativo, inclusive considerando que su antagonista, la oralidad depende de su correcto progreso para también desarrollarse asertivamente. Con esta premisa entendemos que la escritura permite a los estudiantes comunicarse de manera efectiva y asertiva; así como también cultivar habilidades esenciales a lo largo de todo el proceso de aprendizaje del idioma. La presente investigación se llevó a cabo durante dos semanas en el transcurso del año académico actual. Se empleó una metodología mixta, incorporando premisas cuantitativas ejecutando un enfoque descriptivo-investigativo. Los instrumentos de recolección de datos incluyeron una ficha de observación para 62 estudiantes de la Universidad Laica Eloy Alfaro (ULEAM), entrevistas con educadores expertos de la misma universidad; y, finalmente, un test, aplicado para medir los niveles de competencia escrita de los estudiantes observados durante la aplicación de los instrumentos investigativos. La investigación de campo fue diseñada para analizar el desarrollo de la competencia escrita, en un grupo de estudiantes de la muestra observada. Se concluyó que, para optimizar esta competencia, es esencial implementar estrategias, como el uso de ejemplos contextualizados, la integración de marcadores de discurso y de forma determinante estrategias pedagógicas a través de aplicativos webs.

Palabras claves: competencia escrita, aplicativos webs, aprendizaje de idiomas, estrategias, sintaxis y escritura

Correspondencia: e1316323151@gmail.com

Artículo recibido: 09/07/2025. Aceptado para publicación: 03/08/2025

Conflictos de Interés: Ninguna que declarar

Todo el contenido de Emergentes - Revista Científica, publicados en este sitio están disponibles bajo Licencia Creative Commons 

INTRODUCTION

When the English language teaching process began, we found that the expert educators interviewed for this study frequently reported a tendency to focus excessively on developing oral skills, stating that, primitively, human beings begin to speak before writing. Similarly, students express a desire to participate in conversations and understand native English speakers.

However, despite the primitive principles of oral communication, it is important to establish that in the development of a second language, correct writing is synonymous with adequate verbal fluency; therefore, this skill should not be forgotten.

For many students, developing written proficiency is a challenge. The teacher's role in educating students to raise awareness about the importance of learning is essential to producing correct and well-structured written texts, both in terms of syntax and spelling.

The development of written proficiency in the second language teaching process is vitally important, even more so than communicative proficiency, because if we do not develop an accurate written composition of the ideas we wish to communicate, oral communication is unlikely to be successful. In other words, written proficiency is a prerequisite for the development of oral fluency. While linguistic fluency is important, a good foundation for writing texts contributes to more precise and varied oral expression.

For many students, learning to write and developing written proficiency is a challenge; the work of teachers, in educating students about the importance of learning to write, is essential for producing correct and well-structured written texts, including syntax, spelling, and other relevant aspects of writing.

For educators who teach English, written proficiency represents a fundamental aspect of the second language acquisition process, as it provides the structure and rules that allow for the construction of coherent and effective sentences. However, their way of thinking has evolved over time, adapting to new methodologies and approaches. Teachers must convey to students that a good knowledge of writing facilitates the comprehension of texts, as it allows them to identify sentence structure and the relationships between words, helping them achieve higher-quality reading comprehension. Written

competence is the foundation upon which clear ideas are built; it forms phrases and sentences that are relevant to both the reader and the interlocutor.

The development of written competence is a complex process that requires a balanced and varied approach. By combining the explicit presentation of grammatical rules, discourse markers, vocabulary use, and grammar rules with practice in real-life communicative situations, students can develop solid written competence and, as a result, communicate effectively in English.

Theoretical Framework

The Importance of Promoting Written Competence Development

Originating the development of written competence is imperative for students to execute the English language learning process. For instance, consider vocabulary acquisition: repeatedly using words learned receptively strengthens active knowledge. However, as receptive knowledge expands, more infrequent words are learned. Nonetheless, learners can often express meaning adequately without needing to use these less common words. If they are not prompted or pushed to use these words, they may never be activated and, consequently, remain dormant in their passive vocabulary. This highlights the necessity of strategies that actively engage learners in written tasks, thereby transforming passive knowledge into active, usable language. (Sanhueza, C., Ferreira, A., & Sáez, K., 2018).

Language is the medium through which human beings gain knowledge of themselves, others, and the world around them. Knowing how to write is a fundamental part of anyone's learning process. However, understanding how to write unlocks the door to a person's cognitive development, enabling reflection and self-awareness, and making the dissemination of thought among individuals possible. In addition to this, mastering writing in a foreign language represents one of the most sought-after academic skills in the educational sphere. When university students effectively develop this process of written competence in a foreign language, the result is the written transmission of specialized knowledge and expertise according to each individual's interests. (Valeriano Muñoz, A. M., & Quito Paucar, X. X., 2021).

The Importance of Linguistic Structure in Written Communication

To make good writing, we have to know some criteria for good writing. Heaton stated there are some criteria for good writing. First, it is thoughtful. It means it reflects the writer's desire to think about certain things as a topic. (Rossiter, 2021)

Second, it is organized. It means it shows the writer's ability to express his ideas, to select what is important, and to present it in possible order. Third, is effective. It shows that the writers are aware of their audience and that they respect their standard expectations or needs. Last, well written. It shows the author's respect for language and his sense of his power, riches, and varieties. It provides pleasure when people read it. (Sa'adah, 2020)

Grammar: The Foundation for Advanced Communication and Comprehension

Writing has the advantage of allowing for more reflection and review before the actual execution. This allows the possibility of fine-tuning and improving one's work, which often results in clearer, more concise, and hence effective communication. (Berdiyeva Sitara;, 2023)

In short, the more formal and durable nature of writing implies a bigger responsibility on the part of the author, who has to weigh every word and phrase to carry out his message with precision and coherence. Most students need to write paragraphs, compositions, argumentative essays and reports for coursework and for exams. Applying a wide array of writing techniques should help students better understand the mechanisms of writing. A gradual approach to writing should take students on a journey that starts from simple paragraphs, center on the idea of coherence and cohesion, to more complex productions, such as lengthy argumentations that pivot on personal opinions and demand critical thinking skills. (Anda Isabela; Brândușa-Oana;, 2020)

Martínez et al. (2020), This study asserts that process-oriented writing instruction may assist students in paying closer attention to the quality of their texts, such as thematic orations. By focusing on the process of writing, students are able to raise their awareness and competence in writing more coherent, well structured, and clear texts. This brings focus beyond the production of a text and focuses on the excellence and communicative effectiveness of the writing, which is crucial for developing literacy competence. (Martinez; 2020)

Drafting is developing the first draft without over-correcting. Revision examines and improves the text, allowing for changes in structure, idea development, coherence, and clarity. Lastly, editing corrects grammatical, spelling, punctuation, and formatting mistakes to conform to linguistic and formatting norms. In conclusion, this five-step model provides students with an organized, systematic structure for

approaching the writing process, giving them the strongest composition skills and the production of higher-quality texts (Meyer-Gutbrod, J., 2025).

Leveraging Technology for Effective Feedback and Motivation

UNESCO has issued a statement to the international community, providing a list of digital collaboration tools and technological platforms to help mitigate the impact of the pandemic on the educational sector (McGreal et al., 2022). To teach effectively and motivate students, it is crucial for teachers to be trained and prepared according to current needs and requirements, as asserted by Ramos and Maya (2022). They affirm that teachers share their motivation with students to avoid hindering knowledge transfer and to ensure this does not affect the teachers' daily instruction.

Collaboration tools are ideal solutions for conducting academic work online, as demonstrated during the lockdown due to the COVID-19 crisis (Mosquera, 2022). These tools not only resolve the issue of distance but also help strengthen skills such as collaborative learning, independence, and self-learning. Currently, there is a low level of teacher participation, as teachers have been unable to adapt to digital skills due to their fear of implementing something new in their classes (Palomino and Camilo, 2021). Adaptation to using new technologies is essential for current and future education, and it is important for teachers to acquire the necessary skills to implement digital tools in their teaching. The proposal by Levano-Francia et al. (2019) appears to be an effective solution to improve teachers' digital skills, ultimately improving and developing the quality of education. However, technologies require teachers to be trained; in other words, they must be empowered with them (Díaz-Arce and Loyola-Illesca, 2021), as their enrollment will, in one way or another, improve the quality of education. All this is intended to eliminate old teaching methods and give rise to new concepts, methods, and practices (Santana-Mero et al., 2021). Technology is a very beneficial alternative, however, it should be remembered that these types of developments serve to expand learning as well as improve learning (Vera and García-Martínez, 2022).

METHODOLOGY

This research used a mixed methodology used, incorporating quantitative premises and implementing a descriptive-research, with data collection instruments through an observation sheet of 62 higher

education students from ULEAM. In addition, a test administered to measure the syntax and writing proficiency levels of the observed students.

The research took place over two weeks during the first semester of the current school year. Meetings had to be scheduled beforehand to administer the research instruments, especially to coordinate the administration of tests to a portion of the student sample. We focused on using an alternative approach. The tests were validated by three experts in the field of education.

Data Collection Techniques

The data collection techniques consisted of the following:

1. **Observation Sheet:** The initial section of the observation sheet comprised aspects related to the variable "development of writing in English language teaching." This observation sheet was applied across two distinct sessions, each lasting 45 minutes, during students' English classes. The class included 26 male students and 34 female students. Of these, 50% identified as Mestizo, with the remainder distributed among Afro-Ecuadorians and indigenous individuals. They belonged to two socioeconomic strata: 75% from the middle class and 25% from the lower class. Their ages ranged from 20 to 30 years, with the majority (60%) being over 20 years old.
Application of Observation Sheets: The observation sheets were utilized over a period of two weeks, observing three different classes during morning sessions.
2. **Interviews:** A 10-question interview, covering both independent and dependent variables, was conducted with two English teachers currently working in Higher Education. The interviewees possess over 10 years of experience in higher education and hold Master's degrees in English Language Teaching.
3. **Test:** This research instrument will be used to measure the development of the independent variable, focusing on specific characteristics of students' writing. It will assess students' abilities to provide accurate feedback. Tests are standardized tools that yield quantitative and objective data about the evaluated subjects and are widely used in second language instruction. This test will be administered to the observed student group to analyze them from all angles.

Instruments underwent validation by three distinct experts, who provided feedback to enhance the approach of both the observation sheet and the interview. The study conducted at a public university, Eloy Alfaro University.

Study Context

This research was conducted in the city of Chone, Manabí province, with the participation of sixty-two students and three English teachers. This context arose during faculty meetings, where various challenges faced by educators in developing students' writing skills reported. The objective is for this research to contribute to an understanding of the current situation of the English program at ULEAM, allowing educators to analyze pedagogical innovations and promote specific actions to address the identified problems and propose corrective measures.

Objective

The primary purpose of this study is to analyze the development of written competence in English as a foreign language learning. A convenience sampling method was use. This is a non-probability sampling method in which items are chose for inclusion in the sample because they are the easiest for the researcher to address. This is due to geographical proximity, accessibility at a given time or the willingness to contribute to research. For the researchers, it was more convenient to carry out the research calculating in its easy access not only to the university classrooms but also to the professors who participated as interviewees and observer members.

Data collection

The data collection was execute over two weeks with 60 higher education students. In the first week, the information collected on the topic was investigate and analyze. The following week, the respective observation sheets were prepared, designed and validated for the execution of this essay.

RESULTS

Analysis of the interviews

Interview Questions: Developing English Writing Competence

From the interviewed population (two higher education professors), the following main ideas could be identify:

Question # 1 - Learning materials

What do you consider the essential core competencies required for a professor to effectively analyze, evaluate, and apply learning materials for the development of writing skills?

Professors stated that the most important elements for teaching writing are the ability to critically analyze classroom materials, the relevance of the linguistic level, cultural adequacy, and communicative objectives. This involves adapting available classroom resources to integrate writing with other skills and competencies that must be developed to strengthen the English language teaching process.

Both educators consider it vitally important that the material taught to strengthen writing be adaptive, rather than treated as a generality. This adaptability should consider the aforementioned aspects as well as the environment in which the teaching process takes place.

Question # 2 - Benefits of the development of writing skills

In your opinion, what benefits does the development of writing skills provide to students within their educational process, specifically in the context of English language learning?

Professors concur that the development of writing skills within the English language teaching process significantly strengthens students' communication abilities and fosters critical thinking. They contend that implementing a proper writing instruction methodology facilitates the integration of both receptive and productive skills. Crucially, students' robust writing proficiency enhances their academic and professional prospects. For the purposes of this research, it is evidence that 100% of the sample found academic and professional benefits from developing writing skills. Fifty percent stated that it develops students' critical thinking.

Question # 3 - Writing competencies into students' daily lives

How do you ensure that the writing competencies developed in the classroom translate effectively into students' daily lives?

In answering this question, both teachers agree on the importance of contextualizing assigned assignments for the timely development of the class, as this allows students to take their knowledge beyond the classroom. They primarily believe that teachers should seek functional activities that seek to solve problems that are engaging or popular for students.

Question # 4 - Didactic Resources

What didactic resources do you utilize for the development of writing competence in the English language?

Educators in the sample agree on the effectiveness of graphic organizers and rubrics. However, they particularly emphasize the use of virtual platforms given that digital resources automate students' educational development, providing instant feedback and promoting an increase in their writing skills.

Question # 5 - Coherence and linguistic cohesion

How do you identify thematic coherence and linguistic cohesion in your students' written texts in English? What strategies do you employ to strengthen these aspects?

Sample agree 100% that thematic coherence within the students' production texts is identified initially and primarily through the organization of the students' ideas conveyed in relation to the topic requested in the text. While to investigate the syntax, the proper use of the components is considered when writing a determining element of a correct writing process. It is recommended that, in order to strengthen both coherence and cohesion, ideas connection exercises be implemented in the classroom to strengthen these skills in students.

Question # 6 - Academic strategy

What academic strategy do you consider most effective for the development and enhancement of students' vocabulary?

The sample is biased, since they name various strategies among which we find, extensive reading and writing of guided texts converge within our sample as the main strategies of teachers to develop writing skills. The use of semantic maps helps to increase vocabulary, as well as the use of contextualization or also called pre-reading. Paraphrasing exercises represent effective strategies for increasing students' vocabulary.

Question # 7 - Development of syntax

What strategies do you implement to foster the development of syntax within writing competencies?

The sample show that progressive grammar writing practice, textual model analysis, and text reformulation exercises; are most useful strategies to developed syntax. The use sentence transformation

is a common practice also. The collaborative revision plays an excellent role, according to educators, as 100% of them state that it is a source of positive feedback for students.

Question # 8 – Discourse markers

How effectively do you believe students apply discourse markers in their writing?

Professors agree that the use of discourse markers is a skill that students develop progressively. Coincided that initially it is limited but when it implemented, it improves the composition of the students' text productions. Guided practice should not be abandoned when talking about speech markers, as well as timely feedback.

Question # 9 – Punctuation marks evaluation

To what extent do you observe students applying punctuation marks and capitalization correctly?

In the sample educators agree that 100% of students have difficulty understanding the correct use of capital letters and grammar rules in general. This is mainly due to the fact that the grammar rules of Spanish, our students' native language, have completely different rules. Professors agree that 100% of students have difficulty understanding the correct use of capital letters and grammar rules in general. This is mainly due to the fact that the grammar rules of Spanish, our students' native language, have completely different rules.

Question # 10 – Instrument for written competence

What instrument do you use for assessing written competence within the English language teaching process? What parameters do you consider when using this instrument?

Educators state that the parameters they use to assess writing and overall written competence are found within the rubrics they develop for their academic plans. These include indicators such as coherence, cohesion, spelling, grammar, vocabulary, and text organization. Rubrics allow them to evaluate students objectively, without distorting the essence of what is being assessed.

Question # 11 – Technology or web application

Given the premise that students need to write essays and reports for assignments, homework, and exams, what technology or web application do you use to improve writing techniques? Why?

Initially, when using an app, teachers, despite having conflicting opinions and options, will agree that it is important to define the writing level of the students for whom the app will be recommended. They

mention word processors that include automated corrections, such as Google Docs and Microsoft Word, and they also consider collaborative learning platforms like Padlet to be even more useful. One app that is effective for students is Grammarly Inc., as this technology facilitates feedback and automates revision.

Results from observation sheets

Table 1

Learning strategies	Assesment				Total %
	Always %	Sometime s %	Usually %	Never %	
In the instructional process, the educator utilizes pedagogical strategies to solidify students' written proficiency.	10%	90%	0%	0%	100%
The instructor utilizes learning resources within the educational process.	10%	90%	0%	0%	100%

Source: Observation in English classroom, Nivel A2 ULEAM
Elaborated by: Muñoz Mendoza María José y Murillo Santos Fanny Betsabé

In both parallels, it is evident that in 90% of the classes the teacher used a projector to explain the writing activity to the students. As the main resource, the teacher used the book as a resource where students can find and narrow down more information about the class received.

An expert educator in the field of English teaching, Peralta (2016), points out that “teaching strategies are used by the teacher from the very act of planning and in addition to that they are the set of decisions that the teacher makes to guide teaching in order to promote the learning of its students.

Table 2

Coherence and cohesion	Assesment				
	Always	Sometime	Usually	Never	Total
		s			
		%			
%	%	%	%	%	
Professor pays attention to coherence and cohesion in the students' written texts.	100%	0%	0%	0%	100%

Source: Observation in English classroom, Nivel A2 ULEAM

Elaborated by: Muñoz Mendoza María José y Murillo Santos Fanny Betsabé

To demonstrate their attention, professor gave them a few minutes to complete an activity that involves writing a coherent text, emphasizing the importance of clearly organizing ideas. Once completed, he asked several questions to reinforce reading comprehension, which develops critical thinking and promotes improved quality of the texts students produce. The motivation of the students must always be high, whether to transmit ideas either orally or in writing.

Text structure, coherence and cohesion are closely intertwined, scholars also highlight differences in their conceptualization. Regarding coherence, there are two main approaches that have been discussed in literature: reader-based and text-based coherence. (Siekman, L., Parr, J. M., & Busse, V.,2022).

Table 3

Vocabulary & Discourse markers	Assesment				
	Always	Sometime	Usually	Never	Total
		s			
		%			
%	%	%	%	%	
Learners demonstrate mastery of vocabulary by using it correctly.	20%	80%	0%	0%	100%
Learners use discourse markers assertively.	30%	70%	0%	0%	100%

Source: Observation in English classroom, Nivel A2 ULEAM

Elaborated by: Muñoz Mendoza María José y Murillo Santos Fanny Betsabé

The sample population does show grammatical knowledge, but they still make some errors, reflecting their beginner level of English proficiency. During the observation regarding discourse markers, students reflect that they lack certain knowledge; however, they present few errors when it comes to the use of discourse markers.

Vocabulary development in students is one of the pillars to consider when teachers seek to develop their students' written proficiency. Traditionally, dictionaries were used, but in some observed classes, they are still present, as they are not entirely forgotten. However, today's teaching resources rely on more up-to-date resources for developing accurate vocabulary. Among these, we find the use of web applications such as Grammarly Inc. or Paddlet, both with different functions but equally effective for developing vocabulary in depth. This is because they allow students to find different variants of the requested word, depending on the tone and its intended use in the context of the writing itself.

Table 4

Grammar	Assesment				Total %
	Always %	Sometime s %	Usually %	Never %	
Students make correct use of grammar rules.	50%	50%	0%	0%	100%
Professor emphasizes the correct use of punctuation and capital letters.	10%	90%	0%	0%	100%

Source: Observation in English classroom, Nivel A2 ULEAM
Elaborated by: Muñoz Mendoza María José y Murillo Santos Fanny Betsabé

Regarding grammar rules, the students included in the selected sample presented more errors than in vocabulary. During the observation, the teacher had to make more corrections than with vocabulary. This table presents that students, when developing written competence, are mostly limited to developing grammatical skills. The average trend is that students remain limited to merely memorizing grammatical rules.

There was indeed a time, in the late twentieth century, when formal grammar virtually fell out of the secondary school English syllabus in Britain and the USA. Teaching grammar was deemed elitist or superfluous. On the one hand, Chomsky had proposed his theory of universal grammar, suggesting that

the brains of children were all wired up to understand grammar by intuition; on the other hand, Chomsky in linguistics was considered (not without good reason), beyond the grasp of teenage learners and of many of their teachers too.

Within his theory of universal grammar, Chomsky proposes that students' brain capacity is prepared to understand grammar intuitively, even for high school children. In linguistics, Chomsky defines grammar as a skill within the reach of adolescent students and even those in higher education, who are relevant to this research. (Chomsky, 2004).

Table 5

Evaluation and feedback	Assesment			Total %
	Always %	Someti mes %	Never %	
Assessment tools are used that are consistent with the didactics of the writing teaching process.	50%	0%	50%	100%
Educator provides feedback that promotes the writing teaching process.	90%	10%	0%	100%

Source: Observation in English classroom, Nivel A2 ULEAM
Elaborated by: Muñoz Mendoza María José y Murillo Santos Fanny Betsabé

The observed classes demonstrate that not all aspects of learning can be quantified, and this is why a blended approach to competency assessment is important. This approach is essential for English teachers when providing feedback on a student's writing. In the observed classes, it is evident that the percentage of correct answers in basic text production is higher. The abilities of the students must also be considered, given their level of learning progress.

It is evident that when the class ends, the teacher always gives positive feedback, which keeps the students highly motivated when participating in the educational process. This is especially reinforced in the group where the teacher uses learning and evaluation tools, as evidenced in the sample with 50% of the students observed.

Table 6

Technology or web application	Assesment			Total
	Always	Someti	Never	
		mes		
	%	%		%
In the development of the class, web applications are used to develop written skills.	50%	0%	50%	100%

Source: Observation in English classroom, Nivel A2 ULEAM

Elaborated by: Muñoz Mendoza María José y Murillo Santos Fanny Betsabé

In this aspect the sample is divided because of the observed student groups it is evident that in parallel the teacher uses web applications such as Grammarly Inc or Padlet to make grammatical corrections, the majority of which are collaborative indexes that allow students to learn more grammatically and even memorize the rules of writing, syntax and grammar more easily. In the group where web applications are not used beyond a limitation, there is an opportunity to automate and streamline the development of written competence in the English language. For the purposes of this study, we will elaborate on the web application that will be utilized for the analysis of the assessment instrument administered to a selection of the sampled students.

Grammarly's main advantage is that feedback is immediate, and it also provides students with different types of corrections based on the tone (formal or informal) and the type of writing they are doing. This provides students with a positive incentive to write, as well as the opportunity to learn how to improve their writing skills through the use of web applications. (Abdallah Abu Qub'a et al, 2024).

Analysis of test

For the application of this instrument, a specific student section was chosen. A sample of 30 students was then drawn via a sampling method to administer a brief test. This test's data will enable us to identify the most prevalent errors and the corresponding suggested corrections, facilitated by the web application Grammarly Inc. The test involves writing a short informal letter or message to a peer, suggesting activities to do in their city or a place they enjoy. By focusing on measuring written proficiency, teachers can ensure that learning is relevant and applicable. It's not just about grading activities, but about guiding

students toward understanding and practical application. The written test, used in this case, was a tool that included reflective criteria and analysis, promoting a stronger connection between theory and practice in students when producing written work.

In table # 7 is evidence how the Grammarly platform suggests corrections for grammar, syntax, capitalization, punctuation, and more.

Table 7. Systematization of the most frequent errors found in a test applied to the Sample

Error Type	What did the student write	What suggestion makes Grammarly?
Punctuation	I recommend "El Murciélago" Beach that's...	I recommend "El Murciélago" Beach that's...,
	Beach that's...	...bringing warm clothes, it's usually...
	bringing warm clothes it's usually	The truth is, you can visit Manabí
Syntax	The truth is you can visit Manabí	
	Beach that is perfect for relaxing or water sports, taking a stroll along the "Malecón Escénico"	Beach which is perfect for relaxing or water sports, taking a stroll along the "Malecón Escénico"
	you can You visit en summer	You can visit in summer
Use of capital letters	want to do But	want to do, but
	Hi kerly ,	Hi Kerly ,
	in front of the central park	in front of Central Park

	Manta beach, the central park, and the Ciudad Alfaro Cultural Center.	Manta beach, central park, and the Ciudad Alfaro Cultural Center.
Use of correct articles	Jobo's Cantilever or Caracol Waterfall. in front of the Central Park Bring bathing suit	Jobo's Cantilever, or Caracol Waterfall. in front of Central Park bring a bathing suit
Use of preposition	Nice to her for you you should go for the canton's festivals	Nice to hear from you you should go to the canton's festivals
Spelling	Water falls can visit en summer, may be a few tourist should bring swim-wear	Waterfalls Can visit in summer maybe a few tourists at that time swimwear
Use of verbs	You should light clothing	You should wear light clothing because
Use of pronoun	he people are very humble and its beautiful spas	he people are very humble and the spas

DISCUSSION

The analysis of the research instruments shows that the development of written proficiency is a fundamental part of learning to speak another language. Many teachers believe that oral and written skills must be developed initially, which is why they disagree with the main premises of this work. Both

skills, oral and written, must be developed in parallel, especially among university students. Promoting language skills purely orally guarantees that students will not successfully execute the writing process. A successful writing process in a second language generates debate among experts on the subject; as mentioned above, for many teachers, it is important to primarily develop oral skills over written skills. This relegates the development of these skills, which, from our perspective, demonstrates an incomplete learning process. These skills are not opposed to each other, but must be intertwined, forming a learning dichotomy, so to speak.

The data collected in the research indicate that, for students to be motivated to develop their writing effectively, they must carefully select the strategies they will apply in the class. In the observed classes, it is evident that students are receptive to improving the quality of their writing. Grammar corrections, when managed with the right strategy, do not demotivate students; on the contrary, they encourage them to improve their writing, and this is where web applications are a considerable motivational tool for students.

In the observed classes, it was evident that, due to their higher educational level, students are interested in developing their writing skills. Therefore, through web applications, habits such as reading aloud and the constant practice of grammar exercises should be promoted, which facilitates the strengthening of the writing development process.

Observing higher education students allows us to affirm that the interest in learning to write and the ability to communicate correctly advance as students grow older. This is because grammar rules and syntactical processes are tedious for younger students. Grammar rules are more imperative and serious; they represent a skill that higher education students acquire more quickly. Therefore, we believe that the strategies used should not focus solely on gamification, but rather on the implementation of web applications that are not always collaborative but more rigorous, seeking to strengthen students' memory for better writing development.

CONCLUSION

For every language professor, developing written proficiency represents a crucial milestone to work on. For many, oral communication is fundamental to the teaching process. It goes hand in hand with the ability to write texts clearly, as ideas must be conveyed correctly, both in writing and speaking, in terms

of semantics, syntax, and linguistics. Teachers, who consider writing to be the cornerstone of the educational process for developing a second language, ensure that students develop both skills oral communication and writing.

This work demonstrates that students who develop writing skills can better communicate their ideas and even achieve better oral communication if they have a good understanding of spelling and syntax and correctly use the writing skills for the words they will use in the writing process. This is linked to the strategies developed by the teacher, and it is here that web applications currently play a fundamental role, as their use cannot be ignored for a successful learning process. However, web applications cannot automate written proficiency, as students must communicate in writing with order and clarity. Writing plays a fundamental role in the learning process and should not be neglected, neither by teachers nor by students. Students' motivation to develop written proficiency is linked to their need to communicate assertively, as well as to receive grammatical corrections without demotivating them, but with an incentive to successfully learn a second language.

To conclude this work, it is necessary to mention that, in the learning process, any path is valid, as long as written proficiency is validated as a process that reflects the student's dedication and interest in learning English.

BIBLIOGRAPHIC REFERENCES

- Abdallah Abu Qub'a, M. N. A. G., & Fareh, S. (2024). Exploring the use of Grammarly in assessing English academic writing. *Heliyon*, 10(15), e34893. <https://doi.org/10.1016/j.heliyon.2024.e34893>
- Anda, I., & Brândușa-Oana, C. (2020). Different approaches. *Land Forces Academy Review*, 25(3), 209-216. <https://doi.org/10.2478/raft-2020-0024>
- Berdiyeva, S. (2023). Unlocking language learning potential: The impact of multimedia in language education. *Modern Science and Research*, 2(12), 314–318. <https://inlibrary.uz/index.php/science-research/article/view/26706>
- Bryant, C., Yuan, Z., Qorib, M. R., Cao, H., Ng, H. T., & Briscoe, T. (2023). Grammatical error correction: A survey of the state of the art. *Computational Linguistics*, 49(3), 643-701. https://doi.org/10.1162/coli_a_00478

- Chomsky, N. (2004). Language and politics. AK Press.
<https://books.google.es/books?hl=es&lr=&id=1lCwP-RNExkC&oi=fnd&pg=PR14&dq=Chomskyan+linguistics&ots=aEFhQvC5nv&sig=aZ69nKS45yANVteMQqzyurmwwEw#v=onepage&q=Chomskyan%20linguistics&f=false>
- De Soto, I. S. (2018). Flipped Classroom como herramienta para fomentar el trabajo colaborativo y la motivación en el aprendizaje de geología. *Edutec. Revista Electrónica De Tecnología Educativa*, (66), 44-60. <https://www.edutec.es/revista/index.php/edutec-e/article/view/1239>
- Díaz, J., & Troyano, Y. (2013). El potencial de la gamificación aplicado al ámbito educativo. III Jornadas de Innovación Docente. *Innovación Educativa: Respuesta en tiempos de incertidumbre*. Universidad de Sevilla. Facultad de Ciencias de la Educación. <http://hdl.handle.net/11441/59067>
- Levano-Francia, L., Sánchez, S., Guillén-Aparicio, P., Tello-Cabello, S., Herrera-Paico, N., & Collantes-Inga, Z. (2019). Digital competences and education. *Propósitos y Representaciones*, 7(2), 569-588. <https://dx.doi.org/10.20511/pyr2019.v7n2.329>
- Martinez Aja, Y. (2020). The rhetoric and writing of critical race theory [Manuscrito inédito]. Conference on College and Communication. https://d1wqtxts1xzle7.cloudfront.net/64359867/Martinez_Aja_Y._Counterstory_Excerpt-libre.pdf
- Meyer-Gutbrod, J. (2025). Drafting legislation: The committees. En *A simulation of the United States Senate: An in-class manual* (pp. 45-61). Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-76338-0_5
- McGreal, R., Montoya, M. S. R., & Agbu, J. F. O. (2022). Horizontes digitales complejos en el futuro de la educación 4.0: Luces desde las recomendaciones de la UNESCO. *RIED. Revista Iberoamericana de Educación a Distancia*, 25(2), 9-19. <https://doi.org/10.5944/ried.25.2.33147>
- Muñoz Muñoz, B. C., Ortiz Navarrete, M., & Sáez Carrillo, K. (2023). Preferencias y opiniones de estudiantes de un programa de Pedagogía en Inglés con distinto nivel de competencia lingüística acerca del tratamiento de los errores en la escritura en LE: Estudio de caso en una universidad chilena. *Literatura y lingüística*, (47), 279-306. <https://doi.org/10.29344/07165811.47.3323>

- Nurhayati, N. (2022). Applying web-based technology in developing student worksheets on writing. *Theory and Practice in Language Studies*, 12(2), 263-273. <https://doi.org/10.17507/tpls.1202.06>
- Palomino, M. R. Q., & Camillo, J. G. H. (2021). Competencias digitales en los docentes de educación básica del Perú: Digital competencies in basic education teachers in Peru. *South Florida Journal of Development*, 2(3), 3890-3904. <https://doi.org/10.46932/sfjdv2n3-007>
- Peralta, W. (2016, 20 de septiembre). Estrategias de enseñanza aprendizaje del inglés como lengua extranjera. *Revista Vinculando*. <http://vinculando.org/educacion/estrategias-ensenanza-aprendizaje-del-ingles-lengua-extranjera.html>
- Rodriguez-Barboza, J. R., Pablo-Huamani, R., Sáenz, E. G. D., Morales, D. V. R., & Rojas, M. L. R. (2023). Innovación educativa en acción: Herramientas digitales y su impacto en la motivación de estudiantes universitarios. *Horizontes Revista de Investigación en Ciencias de la Educación*, 7(30), 1739-1751. <https://doi.org/10.33996/revistahorizontes.v7i30.624>
- Rossiter, A. (2021). The importance of grammar. ERIC. <https://files.eric.ed.gov/fulltext/ED613321.pdf>
- Sa'adah, A. R. (2020). Writing skill in teaching English: An overview. *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran*, 5(1), 21-35. <http://www.educasia.or.id/index.php/educasia/article/view/41>
- Sanhueza, C., Ferreira, A., & Sáez, K. (2018). Desarrollo de la competencia léxica a través de estrategias de aprendizaje de vocabulario en aprendientes* de inglés como lengua extranjera. *Lexis*, 42(2), 273-326. <http://www.scielo.org.pe/pdf/lexis/v42n2/a02v42n2.pdf>
- Santana-Mero, R. C., San Andrés-Laz, E. M., & Pazmiño-Campuzano, M. F. (2021). El trabajo colaborativo: una estrategia en la práctica del docente virtual. *Dominio de las Ciencias*, 7(1), 909-924. <http://dominiodelasciencias.com/ojs/index.php/es/article/view/1685>
- Siekman, L., Parr, J. M., & Busse, V. (2022). Structure and coherence as challenges in composition: A study of assessing less proficient EFL writers' text quality. *Assessing Writing*, 54, 100672. <https://doi.org/10.1016/j.asw.2022.100672>
- Valeriano Muñoz, A. M., & Quito Paucar, X. X. (2021). El desarrollo de las competencias de la lengua materna y el aprendizaje del inglés como lengua extranjera. *Repositorio Institucional de la Universidad Nacional de Educación*. <https://hdl.handle.net/20.500.14005/11756>

- Vera, F., & García-Martínez, S. (2022). Creencias y prácticas de docentes universitarios respecto a la integración de tecnología digital para el desarrollo de competencias genéricas. *Revista Colombiana de Educación*, (84), e206. <https://doi.org/10.17227/rce.num84-11582>
- Wahyudin, A. Y., Pustika, R., & Simamora, M. W. (2021). Vocabulary learning strategies of EFL students at tertiary level. *J. English Lit. Educ. Teach. Learn. English as a Foreign Lang*, 8(2), 101-112. <https://pdfs.semanticscholar.org/b0e1/dfa1ed631a561ddd2a1fcf1dc5039b656024.pdf>