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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DEL INGLÉS**

TOPIC:

**“WRITE & IMPROVE” PLATFORM AND ITS INFLUENCE ON
WRITTEN PRODUCTION IN PRE-INTERMEDIATE ENGLISH AT
JUNIOR HIGHSCHOOL LEVEL**

Trabajo de Titulación previo a la obtención del título de maestría en pedagogía de los idiomas nacionales y extranjeros con mención en enseñanza del inglés

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The research work has been reviewed in all its parts and I consider that it meets the requirements and sufficient merits to be submitted to public presentation and evaluation by the designated Examining Board.

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DEDICATION

To God, whose infinite love lights my path and sustained me in every moment of uncertainty. Thank You for granting me the strength to continue, the clarity to move forward, and the wisdom to understand that every challenge is part of a greater purpose.

To my parents, whose example of sacrifice, courage, and unconditional love planted in me the conviction that dreams do come true. Thank you for being my refuge, my motivation, and my greatest blessing. This achievement is yours as well.

To my family, for every hug, for every word that lifted my spirit, and for accompanying me—even in silence—when I needed it most. Your love was the support that allowed me to keep going, even on the hardest days.

And to myself...

Thank you for not giving up when exhaustion felt overwhelming, for choosing to continue even when fear appeared, for trusting my inner voice, and for proving to myself that I am capable. Today I celebrate not only a degree, but the courage it took to believe in my dreams. This accomplishment is a reminder of how far one can go when walking with faith, effort, and self-love.

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belongs to those who believed in me and
walked beside

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AUTOR: Karen Sabrina Brito Ordoñez

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RESUMEN EJECUTIVO

En la era digital actual, mejorar la escritura en inglés en contextos de EFL continúa siendo un desafío educativo importante, especialmente en el nivel preintermedio. En NOVA English Academy, en Riobamba, Ecuador, los estudiantes de Junior High School evidenciaron dificultades persistentes en precisión gramatical, vocabulario limitado, organización deficiente y escasa coherencia en sus textos. Estas debilidades se relacionaban con prácticas tradicionales centradas en el docente y con retroalimentación tardía, lo que limitaba la revisión efectiva. Frente a esta problemática, el objetivo general del estudio fue evaluar la implementación de la plataforma Write & Improve como herramienta didáctica para fortalecer la producción escrita en inglés. La hipótesis general (H1) planteó que el uso de la plataforma generaría un efecto positivo estadísticamente significativo en el rendimiento escrito en comparación con la instrucción tradicional. Se empleó un diseño cuantitativo cuasiexperimental con pretest y postest. La muestra estuvo conformada por 20 estudiantes de entre 14 y 16 años. Durante cuatro semanas, los participantes desarrollaron tareas de escritura guiadas mediante la plataforma, recibiendo retroalimentación automática inmediata complementada con orientación docente. El desempeño se evaluó con una tarea oficial Cambridge A2 Key (KET) y se calificó con la escala A2 de Cambridge, considerando contenido, organización y lenguaje. Los datos se analizaron mediante estadística descriptiva y una prueba t para muestras relacionadas en Jamovi. Los resultados mostraron una mejora significativa en los tres criterios, con un incremento del promedio general de 4.05 a 8.40. La prueba t ($t = 24.0$, $p < 0.001$) confirmó diferencias estadísticamente significativas. En conclusión, la integración de Write & Improve fortaleció la producción escrita, promovió autonomía, aumentó la motivación y evidenció que la retroalimentación automatizada, guiada pedagógicamente, es una estrategia efectiva para mejorar la escritura en EFL.

DESCRIPTORES: escribir, mejorar, precisión gramatical, retroalimentación vocabulario

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

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MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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THEME

"WRITE & IMPROVE PLATFORM AND ITS INFLUENCE ON PRE-INTERMEDIATE ENGLISH WRITING PRODUCTION AT THE JUNIOR HIGH SCHOOL LEVEL"

ABSTRACT

In the current digital era, improving English writing in EFL contexts remains a significant educational challenge, particularly at the pre-intermediate level. At NOVA English Academy in Riobamba, Ecuador, junior high school students demonstrated persistent difficulties in grammatical accuracy, limited vocabulary, poor organization, and low coherence in the written texts. These weaknesses were linked to traditional teacher-centered practices and delayed feedback, which limited effective revision. In response to this issue, the general research objective was to evaluate the implementation of the Write & Improve platform as a didactic resource to strengthen English writing production. The general hypothesis (H1) suggested that using the platform would have a statistically significant positive impact on writing performance compared to traditional instruction. A quantitative quasi-experimental design with pre-test and post-test was employed. The sample consisted of 20 students aged between 14 and 16 years. Over four weeks, participants engaged in guided writing tasks on the platform, receiving immediate automated feedback along with teacher support. Performance was evaluated using an official Cambridge A2 Key (KET) writing task and graded according to the Cambridge A2 scale, taking into account content, organization, and language. The data were analyzed using descriptive statistics and a paired-samples t-test in Jamovi. The results showed significant improvement across the three assessment criteria, with an increase in the overall average score from 4.05 to 8.40. The t-test ($t = 24.0$, $p < 0.001$) confirmed statistically significant differences. In conclusion, the integration of Write & Improve enhanced writing production, encouraged learner autonomy, boosted motivation, and showed that when guided by pedagogical principles, automated feedback is an effective strategy for improving writing in EFL contexts.

KEYWORDS: Improvement, feedback, grammatical accuracy, improvement, vocabulary, writing



INTRODUCTION

In the digital age, integrating technology into English as a Foreign Language (EFL) instruction has become both essential and difficult, particularly when it involves addressing persistent writing difficulties including grammar, vocabulary, coherence, and organization. Supporting this view, Wei et al. (2024) states that EFL students frequently face significant difficulties in developing sufficient writing skills due to limited opportunities for intensive practice and absence of relevant and opportune feedback from instructors. This issue is prevalent in a variety of global contexts, including Latin America, Southeast Asia, and the Middle East where educational systems frequently prioritize grammar instruction over authentic writing practice tasks and provide limited access to individualized feedback.

According to Wei et al. (2023) , in order to address these challenges, educators have employed a variety of strategies such as the use of automated writing evaluation (AWE) tools, which provide immediate feedback on minor mistakes and allow students to monitor their development over time. Nowadays, many high school students continue to experience difficulties expressing thoughts clearly and convey ideas during writing activities. In the Ecuadorian context, this reality is particularly noticeable at Nova English Academy, located in the city of Riobamba, where tenth-grade students who belong to Junior high school level often show persistent challenges in producing EFL writing activities, despite their motivation and interest in learning.

In contemporary classrooms, teachers are aware of the importance of incorporating automated feedback tools to support and enhance students' writing development. Saeli et al. (2023) state that technology offers promising opportunities to enhance writing instruction in foreign language contexts. For instance, Write & Improve is one of the platforms created in partnership with the University of Cambridge, which allows students to practice writing, receive immediate feedback, and progressively improve their texts. These digital tools not only help learners to better understand their writing process but also increase their motivation and engagement. Furthermore, recent studies highlight that platforms that offer immediate and personalized feedback can significantly boost students' confidence and overall writing performance (Liu, 2024; Mohammed & Khalid, 2025).

The Junior high stage is a critical period in students' academic development, as they begin refining their linguistic skills and using English in increasingly complex and expressive ways. Therefore, providing access to platforms such as Write & Improve may have a significant impact by helping students not only write better but also realize that their ideas are valued and can be developed with the right guidance. Based on these findings, the current study aims to investigate how the platform in conjunction with a structured didactic guide, can enhance students' writing skills. It also explores the role of technology as a valuable pedagogical tool for both teachers and students in the EFL classroom.

IMPORTANCE AND RELEVANCE

English writing is an essential skill for today's students, especially as they prepare for higher education and professional development. However, many high school students still struggle to articulate their thoughts clearly, often encountering issues with coherence, grammatical accuracy, and vocabulary application (Rahimi et al., 2025a). The current study is relevant because it explores how technology, specifically the Write & Improve platform may support students in strengthening their writing skills in a more personalized, interactive, and motivating learning environment. The findings of Song and Song (2023) found that technological platforms provide immediate and flexible feedback can significantly enhance students' writing performance, increase learning engagement, and boost confidence as writers.

Building on this perspective, the Junior high school level represents a critical period in language development, as it provides learners with innovative technological tools that might significantly increase their confidence, autonomy, and proficiency in written expression in a school setting. Extending the analysis of Rahimi et al. (2025) and Pariyanto and Tungka (2024) further demonstrate that through the use of the Write & Improve platform, students receive immediate and informative feedback that strengthens their ability to edit and improve their texts effectively. Similarly, teachers gain valuable information about their students' performance, allowing them to tailor instruction more effectively. Recent studies have confirmed that automated writing evaluation systems and other computational feedback tools can improve writing quality, increase student motivation and

effectiveness, and reduce teacher workload while complementing instructional guidelines (Pariyanto & Tungka, 2024; Rahimi et al., 2025; Wei et al., 2023).

This research also responds to the increasing push for the digitalization of education as outlined in national education policies and standards such as Ecuador's Ley Orgánica de Educación Intercultural (LOEI) and the Ministerio de Educación guidelines, which promote the integration of ICT tools in the teaching learning process. As the students advance into the EGB Superior sublevel, it is crucial to understand that language serves as an instrument of communication and sense expression. In other words, English has become an effective communication tool in today's connected and globalized world, enabling students to interact beyond linguistic and geographic boundaries while interacting more effectively in a variety of contexts (Mineduc, 2016).

In line with this, this research is situated within the broader research line of Educational Innovation and use of ICT in Language Teaching, which is widely promoted by the research agenda of many national universities and secondary institutions. At the advanced level of the EGB level, students are expected to use appropriate writing skills to create writing compositions that demonstrate appropriate vocabulary choice and grammatical structures. At this educational level, students must also begin selecting text types based on communication goals and developing essential editing and revision strategies.

Several online platforms make the writing process easier by assisting students in planning, organizing, and refining their written texts. Tools such as Quill, Slick Write, and Write & Improve are especially useful for grammar

correction because they help learners recognize and fix word choice, structure, and syntax. Prior research has demonstrated that automated correction tools, including Grammarly and Write & Improve can significantly reduce the frequency of errors, improve grammatical accuracy, and enhance learners' engagement and confidence during the writing process (Ahmad et al., 2020; Rahimi et al., 2025; Wei et al., 2023).

To address the regular writing issues observed at this educational level, the study aims to present empirical evidence on the effectiveness of implementing an automated feedback system for writing through Write & Improve automated feedback platform at NOVA English Academy. Although previous research has shown that automated writing evaluation (AWE) programs have a positive impact of the writing skills on international ESL students, the current study extends these findings to the Ecuadorian context, where learners face challenges similar to those faced by non-native English speakers (Wei et al., 2023).

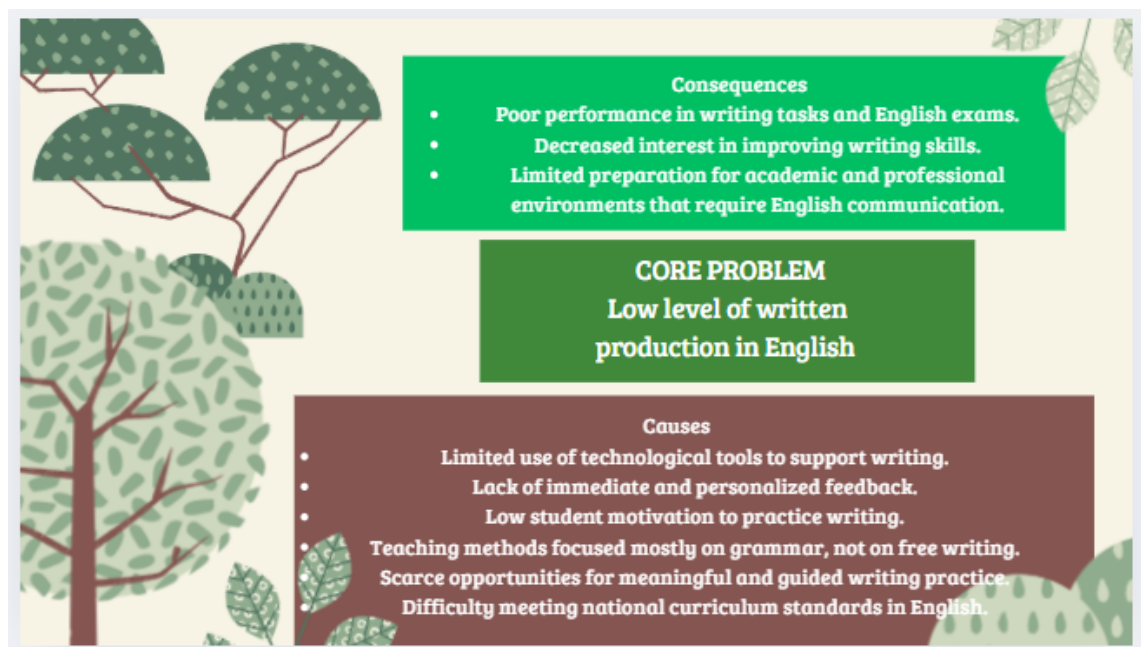
By incorporating Write & Improve platform into the teaching practices, this study aims to investigate how automated feedback can contribute to the development of students' writing skills, support teachers in providing personalized guidance at the right time and strengthen effective EFL teaching strategies. The findings should enable educators and researchers to learn about the educational benefits of such platforms in non-English speaking contexts, particularly in Ecuadorian classrooms.

The purpose of this study is to evaluate the improvement of learners' written production and their linguistic skills, but also enhance confidence when expressing

in another language. Previous research shows that technology-assisted writing tools, such as automated feedback systems provide learners with immediate, personalized, and formative feedback that promotes the development of writing accuracy and fluency (Hung et al., 2024). Furthermore, the available data indicates that using such platforms fosters learners' autonomy and improves their sense of efficacy by reinforcing their confidence in using the target language (Wei et al., 2024). In this regard, the current study aims to contribute to the growing literature by demonstrating that digital writing tools can positively influence the technical and affective dimensions of second language learning.

PROBLEM THREE

Illustration 1: Problem three



Elaborated by: Karen Brito

Source: Canva

PROBLEM STATEMENT

At the Junior high school level of NOVA English Academy, learners frequently struggle to produce clear and coherent English texts. Writing remains one of the weakest areas for foreign language learners, despite being a crucial component of language acquisition and academic success (Siekman et al., 2022). In this study, the Write & Improve platform will be used to solve these problems. Write & Improve is a web-based writing platform created by the University of Cambridge that allows students to submit texts and receive rapid feedback on grammar, vocabulary, organization, and overall coherence. The system provides numerous feedback alternatives, allowing students to track their progress and improve the level of accuracy and fluency of writing performance over time.

According to Saragih et al. (2023), this platform is particularly relevant since many students struggle with limited practice in terms of organization and coherence, challenges in maintaining a logical organization of ideas, and persistent grammar and vocabulary problems. Ajabshir & Ebadi (2023) further reveal that the problem becomes even more significant when students receive infrequent or delayed feedback, which discourages revision and skill development. In contrast, immediate feedback, such as an automated writing assessment, can support students in making quantifiable progress in their writing quality. Altogether, these factors explain why writing remains a constant source of concern for many secondary students at this institution.

In many foreign language classrooms across Latin America, writing instruction continues to be shaped by traditional form-based practices that emphasize grammatical correction and sentence-level exercises. This process limits students to a few opportunities to engage in authentic, creative, or meaningful writing tasks (Guerrero, 2015). Consistent with this perspective, Hyland and Hyland (2006) observe that this restricted educational approach frequently causes students to struggle with developing coherence, organization, and communication skills in their written texts. Furthermore, feedback under these traditional methods is often scarce and delayed, reducing the ability to revise, reflect, and improve their writing systematically. Effective feedback should not only focus on correcting errors, but also promote learner autonomy and encourage students to critically reflect on their own writing process (Barrera & Gordon, 2023).

Additionally, many students demonstrate low motivation to engage in writing tasks, particularly when they do not perceive a strong connection between classroom activities and real-life communication needs. In this context, technology has the potential to serve as an effective pedagogical resource. According to Ajabshir and Ebadi (2023), through Write & Improve students have an opportunity to practice writing in English while also encouraging engagement and skill development adapted to academic and professional goals. In summary, the integration of technology in English language instruction not only enhances learners' motivation but also promotes more active and meaningful participation in the learning process.

Consequently, this research seeks to explore whether the use of this tool can make a measurable difference in the development of students' written production,

strengthening not only their language skills, but also their confidence to express themselves in another language.

Hypothesis or Research Idea

General Hypothesis (H1)

The implementation of Write & Improve platform has a statistically significant positive effect on the written production of Junior high school students at NOVA English Academy, enhancing grammar, vocabulary, fluency, accuracy, and the overall quality of their writing. compared to traditional instruction.

Null Hypothesis (H0)

The implementation of Write & Improve platform has a statistically significant negative effect on the written production of Junior high school students at NOVA English Academy enhancing grammar, vocabulary, fluency, accuracy, and the overall quality of their writing compared to traditional instruction.

Beneficiaries of this study

- **Junior high school level students at NOVA English Academy**

The primary beneficiaries of this study are the Junior High school students at NOVA English Academy. The implementation of this innovative methodology is expected to improve their English writing skills while also addressing their individual learning requirements. Beyond improving linguistic accuracy, the intervention of this study aims to promote autonomy, motivation, and self-

confidence when completing writing tasks. Based on previous research, Rahimi et al. (2025) and Saragih et al. (2023) indicate that methodologies that incorporate technological tools and provide personalized support strengthen learners' engagement and autonomy. Therefore, this study seeks not only to improve students' written performance, but also to foster positive attitudes toward the writing process, helping them become more self-sufficient and motivated English language learners.

- **English teachers**

Educators will also benefit from the implementation of this tool, as its application provides immediate and specific feedback on students' written work, complementing traditional teaching practices. By automating certain aspects of error detection and correction, these tools allow teachers to allocate more time to higher-level instructional tasks, such as fostering critical thinking, encouraging creativity, and developing meaningful communicative experiences. Thus, technology does not replace the teacher's role; instead, it enhances instructional effectiveness by allowing educators to focus on the strategic and pedagogically significant dimensions of language teaching.

- **The educational institution**

At the institutional level, NOVA English Academy will strengthen its teaching model by incorporating digital strategies that foster innovation, adaptability, and continuous improvement. The incorporation of technological tools into English instruction not only supports more effective teaching and learning

practices, but also positions the academy as an institution committed to education quality and modernization.

Objectives

General objective

To evaluate the implementation of the *Write & Improve* platform as a didactic tool to improve English written production in Junior high school level students at NOVA English Academy.

Specific objectives

1. To diagnose the initial level of English written production of students before the implementation of the platform.
2. To apply the Writing & Improve platform as a strategy to enhance the English writing process through a didactic guide.
3. To compare students' writing performance before and after using the platform to determine its impact on their written production skills

CHAPTER I

THEORETICAL FRAMEWORK

This chapter provides the theoretical foundations of the research entitled *“Implementation of the Write & Improve Platform as a Tool to Improve English Written Production in Junior high school students at NOVA English Academy.”* It begins with a review of previous national and international studies concerning the integration of digital tools, specifically writing platforms that advocates the process of improving English written production in EFL contexts. These studies contextualize the relevance of the present research and provides a pedagogical basis for the use of Write & Improve as an effective learning tool for enhancing learners’ writing skills.

Previous Studies

The advancement of technology in education has created new opportunities to enhance pedagogical practices, particularly in English as a Foreign Language (EFL) classroom. Writing is one of the most complex language skills and becomes the focus of numerous studies that explore how digital tools can foster the development of written competencies. In this context, the platform Write & Improve emerges as an innovative alternative that provides automated, immediate, and personalized feedback, thus facilitating the learning and revision process.

In the field of computer-assisted language learning (CALL), technological innovation has played a critical role in improving information feedback on writing. A study conducted by Curry and Riordan (2021) reveals positive effects on the use of the Write & Improve (W&I) platform on students’ written performance.

Similarly, Karpova (2020) states that integrating automated writing evaluation tool (AWE) Write & Improve into higher education has significantly improved learners' writing skills by encouraging greater motivation and active participation in the writing and revision process. Sari and Han (2024) demonstrate that the effects of AWE on writing skills have been extensively studied, however, the effects on the psychological aspects of learners, such as self-efficacy, self-regulation, and writing-related anxiety have received less attention.

In line with it, Curry and Riordan (2021) also emphasize that Write & Improve not only helps students correct superficial errors like grammar and spelling, but it also fosters advanced writing skills, allowing students to focus on content development and coherence. As noted by Karpova (2020), Write & Improve platform offers significant educational benefits: it automates routine corrective tasks, such as identifying grammatical, orthographic, and syntactic errors, which saves time and effort when providing personalized feedback. Moreover, this effectiveness enables teachers to focus on more complex writing elements, such as content development, argumentation, coherence, and critical thinking, thereby raising the standard of instruction. It is worth emphasizing that future research should address both the cognitive and affective dimensions of Write & Improve in order to fully comprehend its impact on the development of learners (Sari & Han, 2024).

Within this framework, the present study aims to contribute new evidence on the didactic use of technological tools in English teaching. Specifically, it proposes to evaluate the impact of the Write & Improve platform on the written production of Junior high school students at NOVA English Academy, hence

contributing to the strengthening of innovative strategies that respond to the demands of a more inclusive, digital, and high-quality education.

FOUNDATION OF WRITING IN EFL LEARNING

Nature of writing as a skill

According to Flower and Hayes (1981), writing is recognized as one of two productive language skills, since it requires students to actively produce language rather than passively receive it as input. In fact, writing is a complex and multidimensional process that includes the logical organization of ideas, argumentation, and adaptation to the audience and goal (Hyland & Hyland, 2006). On the first hand, writing is a cognitive process that includes planning, writing, revising, and editing, requiring critical thinking and linguistic skills. In contrast with spoken language, writing generates a visual and long-term record that allows authors to reflect, analyze, and refine their ideas. On the other hand, writing is communicative and social in nature, shaped by genre conventions, cultural expectations, and the need to reach or persuade a readership (Ferris, 2004).

As a result, the findings of Graham (2022) illustrates that writing develops as a recursive and demanding skill through practice, modeling, and information accessibility while incorporating the linguistic, cognitive, and social dimensions required for academic and personal expression.

Definition and importance of writing in EFL

Writing in a foreign language is widely regarded as one of the most important, but also the most difficult language skill that students must learn. According to Baharudin et al. (2023), writing is described as a productive skill that enables learners to effectively organize their thoughts, apply their linguistic knowledge, and communicate in writing. Fitria (2024) highlights that the first goal of writing is to express thoughts, ideas, and emotions through words, allowing people to communicate effectively and creatively express their personal experiences. Indeed, writing serves as a multifaceted academic skill that indicates the level of linguistic proficiency, conceptual understanding, and cognitive growth of the learners.

Subandowo et al. (2025) state that significance of writing extends beyond the improvement of vocabulary and grammar to the development of critical thinking, creativity, and academic skills. Although writing requires a significant time investment and cognitive effort, it helps to improve communication, academic performance, and global linguistic skills. As a result, the writing process can present significant difficulties and cause anxiety in students (Wang et al., 2024). Fitria (2024) suggests that writing improvement necessitates active participation of students throughout the writing process, which includes the stages of pre-writing, writing, and post-writing, which facilitates in-depth reflection, systematic organization, and immediate improvement of thoughts.

As a result, the findings of Graham (2022) illustrates that writing develops as a recursive and demanding skill through practice, modeling, and information

accessibility while incorporating the linguistic, cognitive, and social dimensions required for academic and personal expression.

Why writing is challenging in EFL contexts?

Li et al. (2025) emphasize that EFL writing is widely regarded as one of the most difficult skills to master due to the simultaneous integration of linguistic, cognitive, and affective processes. Research by Graham and Perin (2006) claims that learners are frequently confronted with vocabulary and grammar limitations, which limit their ability to convey their ideas with accuracy and coherence. Furthermore, Okasha and Hamdi (2014) underscores the potential impact of the planning, organization, writing, and revision processes in order to impose significant cognitive demands that frequently exceed the capabilities of students with a lower level of competence. According to Huh (2023), cultural differences in linguistic rules and speech organization may complicate the transfer of native language writing strategies to English.

There is a growing consensus that the limited number of opportunities for authentic writing outside of the classroom hinders students' practice and growth (Baharudin et al., 2023; Kong et al., 2022; Siekmann et al., 2022; Wei et al., 2024). Factors such as writing anxiety, a lack of motivation, and the fear of receiving a negative evaluation all contribute to performance challenges. Finally, insufficient guidance and information return undermine learners' ability to improve their writing, reinforcing the perception of writing as a particularly difficult skill in the context of the English language (Sun et al., 2024).

Writing features at the pre-intermediate level (A2)

The official Common European Framework of References for Languages (CEFR) descriptors for written expression at level A2 indicate that students at this level can produce short sequences of phrases and simple expressions, usually connected by base conjunctions such as "and," "but," or "because." Their written expression is limited to family and everyday contexts with an emphasis on personal information, routine activities, and current experiences (Council of Europe, 2020). Duygun and Karabacak (2022) observe that grammatical accuracy remains under development, therefore learners frequently make mistakes in the use of time, subject-verb agreement, articles, and prepositions, which may minimize the meaning and detract from understanding. Overall, at the A2 level, students' writing represents an early stage of language development, as they progress from isolated phrases to more coherent and structured texts. As a result, their intended ideas can be communicated with greater organization and clarity (Konrad et al., 2018).

CEFR descriptors and common difficulties

The CEFR descriptors show an evolutionary path from basic and stereotyped production to sophisticated and adaptable texts, but the results of standardized tests show that students frequently fail to meet these expectations (Baharudin et al., 2023). At the A1-A2 level, learners are expected to write short notes or simple personal letters, but problems arise due to an excessive dependency on memorized expressions, a limited vocabulary, and frequent grammatical errors.

Challenges in developing writing skills in EFL

Kong et al. (2022) assert that the development of writing skills in EFL is a complex and demanding process on the cognitive level, particularly at the preliminary stage. In other words, learners must simultaneously organize their thoughts, apply appropriate grammatical structures, and choose vocabulary, which can impose a significant cognitive burden. Research conducted by Alzubi and Nazim (2024) provides a compelling evidence that EFL learners frequently struggle with writing due to a lack of motivation, writing-related anxiety, and negative past experiences that may lower their engagement and cause them to become reluctant. The limited time in class often limits the possibilities for writing, revision, and reflection, making writing difficult to develop. These constraints highlight the importance of structured support, structured practice, and constructive feedback to support learners' progressive improvement, skill development, and trust in their capacities (Alzubi & Nazim, 2024; Baharudin et al., 2023; Kong et al., 2022; Wei et al., 2024).

Cognitive, motivational and instructional barriers

In the view of Li et al. (2025), the main cognitive barriers to learning EFL are the limitations of data processing systems that monitor vocabulary growth, grammatical encoding, and comprehension in real time. Research shows that limited lexical and syntactic knowledge interferes with ability to retain information, thereby limiting learners' ability to process information in all linguistic domains

(Lötscher et al., 2025). Indeed, learners frequently resort to simplification techniques or fail to incorporate new information when task demands exceed cognitive capacity which lowers the accuracy and coherence of their linguistic output. Such observations are reinforced by Flores and Gutiérrez (2024), who note that the combination of interlinguistic transfer, limited linguistic knowledge, and work-related memory constraints exacerbates cognitive barriers in learning English as a foreign language by encouraging non-target language production and introducing a systematic routinization of language use.

Building on the findings of Sun et al. (2024), the motivational barriers in EFL stem from anxiety, low personal effectiveness, and an insufficient focus on goals, all of which reduce engagement, persistence, and opportunities to practice by understanding students' desire to communicate and their ability to regulate their efforts in difficult tasks. According to research, anxiety-reduction and autonomy-support strategies can help to reduce motivational barriers, however the effectiveness depends on contextual adaptation and continuity (Wang et al., 2024). Additionally, these barriers are interconnected with cognitive and social factors, emphasizing the significance of classroom practices that promote psychological safety, self-regulation, and goal relevance (Sari & Han, 2024; Sun et al., 2024; Wang et al., 2024).

The main educational barriers in teaching English as a foreign language are a disconnection between the teaching methods and the cognitive and socio-motivational needs of the students. These barriers are intensified by teacher-centered methodologies, insufficient differentiation, inadequate support and information return, and institutional constraints that, taken together, limit the

implementation of task-based communicative approaches (Belet, 2018). Evidence shows that scaffolding, the use of authentic resources, and task reorganization based on students' treatment abilities enhance communication skills, proving that a targeted educational reform is more effective than general methodological changes in overcoming classroom challenges (Chairinkam & Yawiloeng, 2024; Howell, 2018).

THEORETICAL AND PEDAGOGICAL FOUNDATIONS

Constructivism in EFL writing

Based on the theoretical framework discussed above, this study is based on constructivist learning theory and the process writing approach, which together compose the educational foundation for incorporating Write & Improve into foreign language teaching. Constructivism regards learners as active participants who acquire knowledge through experience, reflection, and interaction, an approach that directly corresponds to the platform's feedback and independent educational alternatives.

As highlighted by Hao and Razali (2022), Constructivism in EFL regards students as active agents who construct their knowledge through meaningful and contextualized experiences, emphasizing writing as a dynamic process rather than a static product. In this context, empirical evidence provided by Wang et al. (2025) demonstrates that students participate in collaborative tasks, peer evaluations, and projects that encourage sense negotiation, linguistic experimentation, and reflection on feedback, promoting both linguistic precision and rhyming development.

Furthermore, constructivist approaches encourage metacognition, allowing students to plan, edit, and self-evaluate their writing. As a result, this learning-centered and process-oriented approach improves coherence, lexical variety, and syntax-based complexity, especially when tasks are authentic and significant (Crossley & Kim, 2022).

Process Approach to Writing

Flower and Hayes (1981) provide a compelling argument that the writing process approach is based on the idea that writing is a dynamic, evolving, and challenging process on the cognitive level, rather than a linear act aimed at producing a final product. According to Murray (1980), this viewpoint positions students as active learners who progress through interconnected stages of pre-writing, writing, revision, editing, and publication, each contributing to the refinement of ideas and linguistic expression. The process approach places more emphasis on reflection, planning, and problem-solving than product-focused methodologies that prioritize accuracy and form, thereby encouraging a deeper engagement with the content and goal (Hyland, 2003).

Building on this, when learners are exposed to continuous revisions, peer interactions, and teacher feedback, students improve their social awareness, coherence, and written organization, all of which directly contribute to their overall improvement in writing skills (Barrera & Gordon, 2023; Hao & Razali, 2022; Hyland & Hyland, 2006a). Aziz (2015) offers a critical insight mentioning that writing approach process is based on constructivist principles because it promotes learner development by emphasizing autonomy, reflection, and communicative

intention. Finally, the process approach transforms writing instruction into a dynamic and participatory experience that not only improves linguistic skills but also fosters students' confidence and motivation to effectively express their ideas in a second language (Hyland,2003).

Feedback in second language writing

Empirical evidence conducted by Hyland and Hyland (2006) substantiates the claim that feedback in second language writing is a fundamental component of the learning process, as it supports learners in improving linguistic accuracy, organization, and overall communicative effectiveness. The findings reported by Wondim et al. (2024) suggest that feedback may be received from teachers, peers, or automated tools, which can be presented directly by providing the right responses, or indirectly by encouraging self-correction. In other words, the feedback emphasis also varies its ranging from a focus on specific linguistic features to more general aspects of content and coherence. As a result, feedback serves not only as a corrective mechanism, but also as a formative educational practice that promotes metalinguistic awareness among students, encourages independent revision, and supports the continuous development of writing skills in the target language.

In addition to error correction, information feedback serves as a support for students to reflect on their writing, track their progress, and develop their autonomy. When it is provided at the right time, in a specific and constructive manner, it becomes an essential educational tool that transforms writing instruction into an

interactive and evolving process, allowing students to become more confident and competent writers (Barrera & Gordon, 2023; Hyland & Hyland, 2006; Kuyyogsuy, 2019; Rahimi et al., 2025). Consequently, strategically designed feedback facilitates not only immediate improvement in writing performance, but additionally developed student engagement, autonomous learning, and the growth of autonomous and effective written communication skills.

Integration of technology in EFL writing

As outlined in Kessler (2018) framework , the incorporation of technology into foreign language writing instruction has significantly transformed the educational and learning process, fostering a more dynamic, interactive, and learner-centered environment. According to research, digital tools such as Google Docs, Grammarly, blogs, online discussion platforms, and AI-assisted writing systems make the writing process more engaging and thoughtful by providing instant feedback, collaborative opportunities, and multimodal expression(Alharbi, 2023; Curry & Riordan, 2021; Valizadeh, 2022).In agreement with Peungcharoenkun and Waluyo (2023), the current analysis recognizes that these tools allow students to revise and modify their work in real time, which helps them recognize linguistic errors, improve coherence, and expand their vocabulary.

Furthermore, the integration of technology supports the process and genre approach by guiding students through the stages of planning, writing, revision, and publication through structured comments from teachers and pairs (Graham & Perin, 2006).Even though technology integration has many educational benefits, its

effectiveness largely depends on careful implementation and the ability to adjust to a particular educational situation. A different standpoint is proposed by Baytekin and Su-Bergil (2021) who contend that challenges such as limited access to digital devices and internet connectivity, varied levels of digital culture, and an excessive reliance on automated correction tools may undermine its success. To address these concerns, a mixed-method approach combining digital , teacher , and pair feedback has been shown to be the most effective approach for encouraging achievement, critical thinking, and learner engagement (Hao & Razali, 2022; Shintani, 2015; Wondim et al., 2024).

There is a general consensus among researchers Chairinkam & Yawiloeng (2024); Faraj (2015); Howell (2018) demonstrates that educators play a critical role in creating useful tasks, teaching students in using the information effectively and integrating technology in a way that meets program goals and student needs. As noted by Baytekin and Su-Bergil (2021) , when technology is used strategically not only improves writing skills but also enables students to become thoughtful, independent, and globally linked writers, making it an essential component of current EFL instruction.

AI for writing development

As noted by Tuong and Tran (2025), the integration of artificial intelligence (AI) into English language teaching has increased in recent years, promising evolutionary, timely, and personalized support for students' written production. Nowadays, AI writing tools provide automated note-taking, corrective feedback,

lexical recommendations, and revision suggestions, which could complement feedback from educators and promote autonomous learning. However, their educational value is determined by the alignment among the tools' capacities, the skills of students, and classroom practices. Empirical research reveals both measurable gains in certain writing results and persistent concerns about reliability, ethics, and pedagogical practices.

Write & Improve in EFL contexts

Write & Improve (Cambridge Assessment English) is a widely accessible platform designed to provide students with quick feedback based on tasks and aligned with the Common European Reference Framework (CEFR). The platform accepts students' submissions and sends an automated note with comments on the level of errors (orthography, grammar, vocabulary, and certain features of the register), allowing for recurrent revision cycles.

According to research, Write & Improve is especially useful for low-level exercises since it encourages frequent writing, alerts students to common errors, and provides motivational support through quick responses. Educators emphasize that this tool is more effective when it is integrated within a teaching sequence that includes teacher mediation and explicit revision tasks, rather than when it is used as a final evaluation.

Pedagogical implications

Write & Improve promotes formative learning by providing (a) immediate feedback and objectives related to CEFR levels, (b) a variety of tasks covering various genres and levels, and (c) an easy revision cycle that encourages self-evaluation. These features are based on step-by-step writing approaches: students write a brainstorm, receive feedback, revise, and reflect. However, the platform's feedback focusses primarily on local issues (grammar, mechanics, vocabulary) and tend to be less sensitive to higher-order concerns such as argumentation, organization, rhyming coherence, and disciplinary conventions, domains in which human comments remain crucial (Curry & Riordan, 2021).

AI feedback on writing fluency and accuracy

Recent empirical studies on AI-assisted feedback including rule-based correctors, statistical models, and generational systems show consistent benefits in terms of precision, reduction of grammatical and mechanical errors and decreased but promising effects on fluidity lexical variety and production time. For example, quasi-experimental and randomized studies conducted between 2024 and 2025 show significant improvements in fluency before and after being exposed to feedback generated by AI; thus, learners actively incorporate suggestions into their revisions (Ekizoğlu & Demir, 2025).

Additionally, fluency and accuracy in their written works are frequently influenced by task design and revision requests, which also benefit motivation towards developing this skill. Meta-analyses and reviews recommend blended approaches in which the IA focuses on current and minor issues, while teachers focus on content, organization, and argumentation techniques.

AI tools accelerate learning by providing frequent corrections, allowing iterative practice with explicit error information, and releasing time for teachers to provide selective and high-value instruction. Indeed, when feedback is clear, useful, and tailored to the level of development of the learners, they are more likely to accept mistakes and improve in the future.

AI benefits for pre-intermediate learners A2

Pre-intermediate students (CEFR A2) can benefit from IA-based writing assistance since their needs focus on formal grammar, lexical accuracy, and paragraph coherence, which are precisely the domains that many automated systems are proficient. Recent studies conducted with participants ranging from A2 to B1 levels have shown measurably improved mechanical skills, vocabulary mastery, and self-confidence following a structured presentation with AI feedback, particularly when tasks are grouped and accompanied by teacher instructions that encourage focused reflection and revision. For A2 students, the best practices are to provide simplified grammatical explanations, phrase variations, and guided corrective exercises in order to convert automatic suggestions into long-term procedural knowledge (Alharbi, 2023).

Challenges in integrating AI tools

Reliability and feedback quality

The AI succeeds frequently in the correction of specific errors; however, it can generate general, incomplete, or insufficient suggestions in their context for higher-level writing issues; additionally, validation of tools for every kind of writing and native languages remains limited.

Academic integrity and overdependence

Institutions are reporting rising concerns about plagiarism and learners submitting writing to AI rather than using it as a scaffolding resource.

Teachers' readiness and role definition

An effective integration requires professional development to ensure teachers can interpret AI reports, design revision activities, and maintain the validity of the evaluation. Several studies highlight the usefulness of hybrid evaluation models in which AI supports formative practice while leaving summative judgments to the teachers.

To use AI responsibly, study programs should position AI tools as writing tutors within the framework of a process approach, teach revision strategies and metacognitive skills so that students can use feedback productively, design tasks that require high-level revisions that go beyond surface correction, and implement writing in different contexts.

AI feedback and AWE platforms

The notion advanced by Al-Inbari and Al-Wasy (2023) emphasizes that Automated Writing Evaluation (AWE) and information feedback by artificial intelligence (IA) platforms have transformed writing instruction in the context of EFL by providing immediate, personalized, and data-driven feedback. In this regard, through real-time corrections, applications like Grammarly, Criterion, and Write & Improve help students improve their grammar, vocabulary, organization, and coherence (Curry & Riordan, 2021; Karpova, 2020). On the first hand, these systems support self-directed learning and promote students' autonomy throughout the revision process. According to research, AWE platforms improve writing precision, revision quality, and motivation, particularly when combined with teacher or peer feedback (Rahimi et al., 2025). On the other hand, an excessive reliance on automated comments can reduce students' metacognitive consciousness and critical involvement with their writing (Rahimi et al., 2025).

Building on the foundational work of Al-Inbari and Al-Wasy (2023), teachers play a vital role in helping students understand and effectively use the review generated by the IA. The expertise of educators is enhanced by AWE tools when strategically integrated within a multidisciplinary framework. In the EFL / ESL context, the combination of technological proficiency and pedagogical competence ensures more thoughtful and meaningful language learning experiences. Moreover, an equitable implementation of IA-generated feedback promotes the long-term development of writing in current foreign language teaching. Finally, the lack of contextual and pragmatic consciousness in these tools

emphasizes the significance of supplementing automated feedback with human observations in order to achieve a more holistic and effective writing education (Mekheimer, 2025).

Benefits and limitations of automated feedback

As Benali (2021) point out , automated feedback provides significant educational benefits in the development of writing skills, particularly in the setting of foreign language instruction. AWE provides immediate, coherent, and goal-oriented responses that allow students to identify and effectively correct their errors, promoting autonomous learning and more independence Following this line of thought, Ajabshir and Ebadi (2023) emphasize that providing many revision options, these tools promote a process-oriented approach to writing, encouraging students to continue strengthening their skills and monitoring their linguistic progress.

Furthermore, automated systems effectively handle form-related aspects such as grammar, vocabulary, and mechanics, which improves overall writing precision and assists students in improving linguistic structures through repeated exposure and correction (Benali, 2021). In summary, automatic feedback encourages a more independent and engaging learning process by completing the teacher's contribution and expanding individualized writing practice outside of the school setting.

Notwithstanding its educational potential, automated feedback has a number of limitations that should be critically acknowledged. According to Petchprasert (2021), the main disadvantages is its inability to interpret the sense, context, and communication aim, which limits its utility for developing high-level writing skills such as coherence, coherence, and argumentation. Furthermore, focusing primarily on surface errors might lead to an overemphasis on grammatical accuracy at the expense of content and rhetorical development (Benali, 2021). For instance, learners may also misinterpret or overreact to automated suggestions, which can hinder critical thinking and reduce meaningful exchanges between teacher and student (Kong et al., 2022). The limited adaptability and technological constraints of automated feedback can reduce its effectiveness; thus, it must be integrated thoughtfully along with the teacher's advice in order to ensure appropriate and pertinent instruction (Wang & Han, 2022).

CHAPTER II

METHODOLOGICAL DESIGN

This study adopts a descriptive and quasi-experimental quantitative model with a pretest and posttest structure to investigate the impact of the Write & Improve platform on the written production of Junior high level students. The quasi-experimental approach was chosen because the research was conducted with integral class groups, where random assignment was not possible, preserving the authenticity of the educational context. According to Almalki (2016), quasi-experimental models are particularly appropriate in educational research because they facilitate the examination of cause-and-effect relationships in real-world classroom conditions where complete experimental control is not possible.

This study is descriptive since it analyzes and document students' written production before and after the intervention, providing detailed information about their performance and measurable improvements. The descriptive component complements the quasi-experimental design by enabling the systematic comparison of results across both testing phases. Furthermore, the incorporation of technology into the teaching process reflects a greater educational commitment to improving linguistic skills through innovative, accessible, motivating, and adaptable tools to each learner's pace and individual needs.

Description of the Sample and the Context of the Research

The study was conducted at NOVA English Academy, which is known for its dedication to academic excellence and the implementation of innovative teaching practices. The group consisted of twenty Junior high school level students,

including eight female and twelve male participants, whose ages ranged from 14 to 16 years old. A non-probability sampling method was used, as the group was selected based on its availability and the institution's willingness to participate. This class was particularly well-suited to the study considering the academy's desire to include digital tools into its English instruction.

For this study, only one experimental group was implemented with no controlled group. The participants were first introduced to the platform Write & Improve during a brief orientation session in which the researcher presented its features, the method of submitting drafts, and how to interpret automated feedback. Following this introductory phase, students participated in guided and controlled writing exercises throughout the four-week intervention. During the sessions, students wrote short texts on the platform, reviewed the automated feedback, and refined their writing ideas based on the system's feedback as well as the teacher's teaching advice.

This structured approach allowed students not only interact with the digital tool but also learn how to effectively revise their ideas and improve the accuracy, coherence, and structure of their texts. Students were exposed to the intervention during a period of four weeks in order to observe the effects of technologically assisted writing exercises on the overall written production. The study was carried out in an educational setting where the emphasis has traditionally been on grammatical exercises and teacher-centered activities. Nonetheless, teachers and administrators have expressed a growing interest in incorporating information and communication technology (ICT) to strengthen students' linguistic skills.

The majority of participants had limited experience with digital writing tools, making this study an invaluable opportunity to examine the impact of the introduction of a technological resource on their written output. Additionally, from evaluating technical writing skills, the study investigates the potential effects of digital tool integration on student motivation, engagement, and self-efficacy in writing English texts, addressing the cognitive and affective dimensions of language learning.

Data Collection Process

- **Techniques and Data Collection Instruments**

To establish a reliable baseline and measure progress, students' writing skills were evaluated using a written test administered at the start of the study (pretest) as well as after the intervention (posttest). The assessment was an official sample from the Key English Test (KET) A2 which was selected in order to ensure alignment with the proficiency level of learners and to provide a standardized measure of written work. The two evaluations were conducted under controlled conditions and developed in 40-minute time limit specified for the writing guidelines of the KET exam.

To ensure an objective and standardized evaluation of students' written texts, pretest and posttest assessments were evaluated using the Cambridge English A2 Key Writing Assessment Scale. This assessment rubric evaluates the three key components of the writing (content, organization, and language) and assigns a band score from 0 to 5 based on the degree to which the student responds to the A2 level expectations. The criteria considered the inclusion of content relevance and breadth,

coherence and cohesion by applying the appropriate linking devices, the range of accuracy, vocabulary and grammar. By applying this evaluation rubric to the two evaluations, the study ensured that the assessment procedures were coherent and aligned with internationally recognized descriptors for the A2 level of written communication. This standardized approach has enabled to compare students' performances before and after intervention in order to quantify their improvement in a valid and systematic basis.

- **Validity and reliability**

To guarantee reliability and alignment with international standards, the pretest and post-test were prepared and tested using official Cambridge Assessment English resources. The writing assignments and grading criteria were employed from the Cambridge English A2 Key Writing Assessment Scale, a standardized instrument that evaluates three main aspects of writing performance: content, organization, and language. By using an instrument validated by Cambridge in the pretest and posttest, the study promoted coherence, objectivity, and comparability of results, enabling the analysis of progress on an authentic and internationally recognized framework.

Analysis of the Results

The collected data were organized in Excel worksheets and analyzed using Jamovi, a free and user-friendly statistical software designed for both descriptive and inferential data analysis in educational research. Descriptive statistics such as means, percentages, and standard deviations provided a general overview of student performance before and after the intervention. To determine whether the differences

in scores between the pretest and posttest were statistically significant, a paired-samples t-test was conducted using the Jamovi software.

The results are expected to provide solid evidence supporting the implementation of *Write & Improve* not only as a digital tool, but as a pedagogical assistant that fosters autonomy, reflection, and continuous improvement in English writing skills. Therefore, this study contributes to a broader understanding of how technology can be integrated meaningfully in the language classroom to enhance both learning outcomes and student engagement.

Table 1:Pretest results

STUDENT	CONTENT	ORGANISATION	LANGUAGE	PRE TEST
1	1	1	1	3
2	1	1	2	4
3	1	2	0	3
4	0	2	1	3
5	2	1	1	4
6	1	2	1	4
7	0	1	3	4
8	2	2	1	5
9	1	0	2	3
10	2	1	0	3
11	1	0	3	4
12	1	2	2	5
13	2	2	2	6
14	0	1	2	3
15	2	0	2	4
16	3	1	2	6
17	1	1	2	4
18	2	2	0	4
19	1	3	1	5
20	0	2	2	4

Elaborated by: Karen Brito

Source: Jamovi software analysis

Pretest analysis of results

The pretest was administered to twenty students before the implementation of the intervention in order to establish the starting point for their English writing performance. The evaluation rubric had three criteria: content, organization, and language, each rated on a scale of 0 to 3, thus obtaining a final score of 10 points. It is notable that overall pretest scores ranged from 3 to 6. The descriptive results show significant trends that characterize the first competencies of learners at level A2 as can be seen in Table 1.

Content performance

The content refers to the extent to which students approached the task, communicated significant ideas, and demonstrated clarity in the way they communicated. The findings show a significant degree of participant variance. Several students received a minimum grade of 0, indicating poor task completion, unclear ideas, or insufficient message development. A significant number of the entries received a score of 1 for their partial relevance and emerging ability to express basic information.

Only a small minority received a score of 2, implying that not many learners were able to provide sufficiently developed ideas or elaborate on particular topics. Overall, the results demonstrate that the students started the study with a limited ability to generate and develop content, which is common among A2 students who frequently struggle to develop their ideas beyond basic statements.

Organization performance

The organization principles include the logical flow of ideas, paragraph structure, and coherence markers. According to the "Content" criterion, the scores assigned to the organization were mostly in the range of 0-1, indicating that students struggled to organize their ideas coherently. The minimum scores reflect fragmented phrases, poor transitions, or the absence of an understandable structure. Although the coherence is still limited, the scores of 1 indicate attempts to organize ideas. Only a few cases from score of 2 show that just a few students were able to structure their writing using an appropriate logical sequence or the use of basic connectors. These findings show that the structure and coherence of the text had significant deficiencies prior to the intervention.

Language performance

The "Language" criterion assesses grammatical precision, lexical competence, and syntax structure mastery. This is the component with the lowest overall results, with many students who received a score of 0 or 1. Frequent grammatical errors on sentence formation and a limited vocabulary have most likely contributed to these low marks. Some students demonstrated partial mastery with a score of 2, however this is not an indicator that reflects that students reached a high level of accuracy. The result confirms that the students had persistent grammatical difficulties and limited lexical resources, in accordance with their A2 level of competence.

In summary, pre-test results provide an accurate representation of the students' first writing skills. The majority of students received grades between 3 and 4, indicating insufficient writing skills. A small number of respondents received a score of 5 or a 6, which appears to be related to slightly better content development and basic grammatical knowledge. The overall distribution suggests that the skills are still in the early stages of development, with deficiencies in three areas: word recognition, text organization, and linguistic precision.

Table 2: Pretest Descriptive Analysis

	Content	Organization	Language	Pretest results
Mean	1.20	1.35	1.50	4.05
Median	1.00	1.00	2.00	4.00
Mode	1.00	1.00 ^a	2.00	4.00
Standard deviation	0.834	0.813	0.889	0.945

Elaborated by: Karen Brito

Source: Jamovi software analysis

The descriptive analysis reveals that participants presented relatively low scores to the content and organization, as evidenced by their average ratings of 1.20 and 1.35, respectively, the two variables having medians and modes of 1, indicating that the majority of evaluations were in the lower half of the scale. The language received slightly higher marks, with a mean of 1.5 and a median and mode of 2.0, indicating a slightly better, albeit small proficiency in this domain.

In contrast, the pretest results showed an average of 4,05, accompanied by a median and a mean of 4, reflecting the individuals' initial performance is relatively below the standards of A2 level before to intervention. The Standard deviation which range from 0.813 to 0.945, indicate moderate variability for all measurements. Overall, these findings indicate that participants demonstrated basic

knowledge or skills since it was possible to identify significant gaps in the components of "content" and "organization" of learning or task material.

Table 3: Posttest results

STUDENT	CONTENT	ORGANISATION	LANGUAGE	POSTTEST
1	1	2	4	7
2	2	3	3	8
3	3	3	2	8
4	2	3	4	9
5	3	3	2	8
6	3	3	3	9
7	3	3	3	9
8	3	2	4	9
9	1	2	4	7
10	3	2	2	7
11	3	3	3	9
12	3	3	4	10
13	3	3	4	10
14	1	3	4	8
15	1	3	3	6
16	3	3	4	10
17	3	3	4	10
18	2	2	4	8
19	2	3	4	9
20	2	2	3	7

Elaborated by: Karen Brito

Source: Jamovi software analysis

Posttest descriptive analysis

The post-test was administered after four weeks of educational intervention to assess what extent students had improved their written production according to the three evaluation criteria (content, organization, and language) while also measuring their overall writing proficiency. The results show significant improvements over the pre-test results, demonstrating the positive impact of the Write & Improve platform to support language learning as can be seen in Table 3.

Content performance

The post-test results for “Content” descriptor ranged between 1 and 3 points, indicating a significant improvement in students' ability to develop ideas in a more clear and relevant manner. The majority of students received three points, indicating a high level of performance characterized by well-thought-out ideas, more details, and a clearer message. The findings indicate a small number of students received two points, indicating a moderate level of performance in which the content was generally relevant but limited in terms of elaboration or depth. However, only a few students received one point, indicating a minimum development of ideas or brief responses; consequently, these particular lower scores represent an improvement in comparison to their previous performances. All in all, the data shows that students' ability to generate, develop, and effectively articulate their ideas has improved following the intervention.

Organization performance

The post-test notes for the descriptor "Organization" ranged between 2 and 3 points, indicating significant progress in students' ability to structure their written texts in a more clear and logical way. The majority of students received three points, which indicates a good performance characterized by coherent ideas, appropriate use of cohesive devices, and organization in the text's structure.

The students who received two points had moderate proficiency, with their writing presenting basic organizational frameworks with some connection devices, but without complete coherence or smooth transitions among ideas. It is noteworthy

that no participant received a score lower than 2, indicating that all participants were able to construct at least a minimally coherent paragraph. In comparison to the pre-test, the post-test results show a significant improvement in the comprehension of the questions in terms of linguistic structure, comprehension, and effective use of organizational features to increase readability.

Language performance

The post-test results for the descriptor "Language" ranged from 2 to 4 points, indicating the greatest improvement among all of the evaluated criteria. A large percentage of students received four points, demonstrating a high level of linguistic mastery characterized by accurate grammar, appropriate vocabulary selection, and few errors that did not interfere with comprehension. Students that received three points demonstrated strong performance, producing a generally correct language with occasional errors but maintaining overall clarity and communicative effectiveness. The participants who received two points had a growing mastery of grammar and vocabulary, with notable inaccuracies; nevertheless, these errors were less frequent and less disruptive than during the pre-test.

The overall posttest scores ranged between 6 and 10 points, indicating a significant improvement in students' writing skills following the intervention. A significant percentage of the group received 9 to 10 points, reflecting great performance and consistent mastery of all of the evaluation criteria. On the first hand, the group of students produced comprehensive content, coherent structure,

and high linguistic accuracy. On the other hand, some students received 7 to 8 points, indicating good performance characterized by generally clear ideas and adequate language mastery, despite some minor weaknesses in elaboration or grammatical precision.

There was only one person who received 6 points, which is still a satisfactory level and an improvement over the results of the pretest. Furthermore, the distribution of data reflects an ongoing improvement in performance over time, confirming that the educational intervention supported by an automated information feedback and guided exercises has effectively improved the written results.

Table 4: Posttest descriptive analysis

	Content	Organization	Language	Posttest results
Mean	2.35	2.70	3.40	8.40
Median	3.00	3.00	4.00	8.50
Mode	3.00	3.00	4.00	9.00
Standard deviation	0.813	0.470	0.754	1.19

Elaborated by: Karen Brito

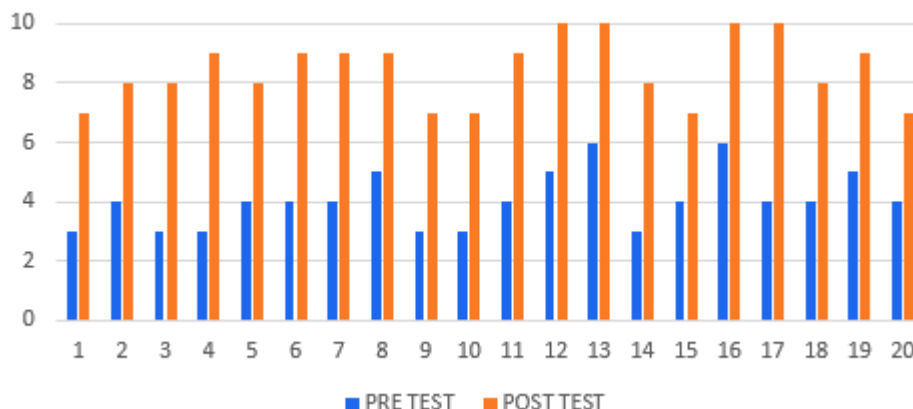
Source: Jamovi software analysis

The post-test descriptive statistics show significant improvements in all domains assessed, with the content, organization, and language having higher central values than the pre-test. More specifically, the content received an average of 2.35, the organization received an average of 2.70, and the language received an average of 3.40, with medians and modes of 3 for the content and organization and 4 for the language, indicating that the majority of participants assigned moderate to significant scores in these domains. The post-test results show overall good performance, with a mean of 8.40, a median of 8.50, and a mode of 9, indicating a high level of success following the intervention.

The Standard Deviation ranged from 0.470 to 1.19, indicating low to moderate variability, with the organization demonstrating the greatest coherence among participants. In summary, these results suggest a significant improvement following the intervention with participants demonstrating higher levels of proficiency alongside more favorable assessment of resources or tasks in every domain.

Figure 1 depicts a comparative visualization of the students' written notes before and after the test. The 20 students show a clear tendency towards improvement. In this regard, the posttest scores show a significant increasing in comparison to the pretest outcomes. While the scores obtained in the pretest showed significant variability and generally lower performance levels, the scores obtained in the posttest were located in the upper portion of the scale, indicating that the majority of participants had positive outcomes from the intervention. In summary, the figure shows a consistent and positive progression in writing skills, implying that educational strategies implemented, particularly the use of the Write & Improve platform have significantly improved student writing production.

Figure 1: Comparison between pretest and posttest



Elaborated by: Karen Brito

Source: Jamovi software analysis

Paired sample t-test analysis

Following the intervention sessions aimed at improving writing skills, students' pre-test and post-test scores were compared using a paired sample t-test. This analysis examined whether the $N = 20$ participants scored differently on the pretest and posttest. The test generated a t value of 24.0 with 19 degrees of freedom and a p value less than 0.001. Furthermore, the p value remains lower than the conventional significance level of 0.05, indicating that the probability of detecting a significant difference in the absence of a real change is extremely low. In other words, the findings are strong enough to demonstrate that there was a significant change in students' performance rather than merely a random variation as could be noted in Table 5 and Figure 2.

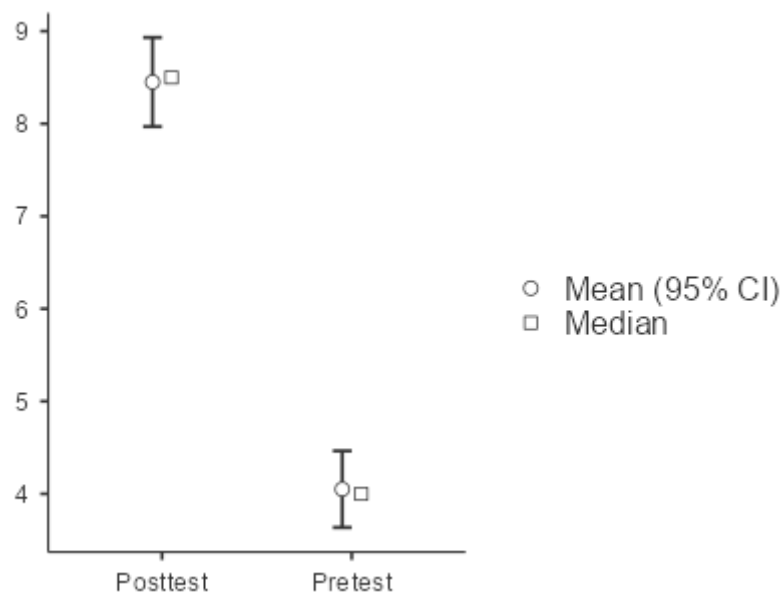
Table 5: Paired Sample T-test analysis

Paired Samples T-Test						
			statistic	Df	P	Mean difference
Posttest	Pretest	Student's t	24.0	19.0	<.001	4.40
$H_a \mu_{\text{Measure 1}} - \mu_{\text{Measure 2}} \neq 0$						

Elaborated by: Karen Brito

Source: Jamovi software analysis

Figure 2: Mean and median comparison between pretest and posttest



Elaborated by: Karen Brito

Source: Jamovi software analysis

From a practical standpoint, these findings show that the intervention was not only effective on the statistical level, but also significant on the educational level. The participants who received the treatment almost doubled their scores between the pre-test and the post-test passing from a moderate level of performance to a significantly higher level. The small error type (0.184) shows that this improvement was consistent across all participants rather than being influenced by

a few exceptional cases. This tendency supports the conclusion that the intervention's effect was strong and widely distributed among participants' scores.

CHAPTER 3

Innovative Proposal to the Problem

The proposal *Write & Shine* presents an innovative didactic guide that integrates technology and pedagogy to strengthen English written production in Junio high school level students. By combining the Write & Improve platform with structured classroom activities, the guide offers a practical and motivating learning experience. It provides teachers with clear methodological support and gives students meaningful opportunities to draft, receive feedback, and revise their texts. Developed over four weeks three times per week, the proposal emphasizes motivation, autonomy, and continuous improvement, ensuring that learners not only enhance their writing skills but also build confidence in using English as a tool for communication.

Proposal Name:

“Write & Shine”

Type of product:

The product is a didactic guide with a hybrid pedagogical-technological nature. According to Richards and Rodgers (2014), a didactic guide provides a structured framework that organizes teaching practices and facilitates the integration of innovative methodologies in the classroom. In this sense, *Write & Shine* not only offers teachers a clear instructional roadmap to integrate ICT in the classroom, but also provides students with a digital environment where they can practice, reflect, and improve their writing continuously.

This guide serves three functions:

1. **Instructional** – Organizing classroom activities to promote systematic improvement of writing skills.
2. **Formative** – Ensuring that feedback is immediate, specific, and constructive, enhancing self-reflection and learner autonomy.
3. **Motivational** – Making writing tasks more engaging by using meaningful, real-life contexts supported by technology.

Objective of the proposal:

To enhance students' English written production by focusing specifically on the exam task of writing a short narrative based on a sequence of three images, through the implementation of *Write & Shine*. This didactic guide integrates the Write & Improve platform in Junior high school level, fostering motivation, autonomy, and continuous improvement while ensuring that learners master one key skill required at the A2 level.

Structure of the product:

The Write & Shine proposal is conceived as a didactic guide for teachers, which organizes and directs the teaching–learning process of writing in English with the support of the *Write & Improve* platform. This guide does not replace the teacher's role; instead, it provides a clear, practical, and flexible roadmap that teachers can apply in their classrooms to support and strengthen students' written production.

The design is organized into four stages developed over a four-week period with three sessions per week. Each stage is presented from two complementary perspectives:

- **Teacher's Section:** includes methodological orientations, pedagogical strategies, and resources to guide the implementation.
- **Student's Section:** describes the activities and tasks that learners must carry out under the teacher's guidance.

Table 6 Structure of Intervention Stages – Write & Improve Implementation

STAGE	FOCUS	ASSESSMENT & TOOLS
Stage 1: Introduction and Orientation	Diagnostic assessment and platform familiarization Introduction Purpose Objectives	Pre-test results. Write & Improve dashboard. Assessment rubric.
Stage 2: Weekly Writing Development	Scaffolded writing practice	Drafted and revised texts. Write & Improve writing tasks.
Stage 3: Feedback and Reflection	Revision and metacognitive development	Automated feedback reports. Rubrics and checklists. Revised drafts.
Stage 4: Results and Closing Activities	Consolidation and evaluation	Simulated KET exam task. Post-test results. Comparative performance analysis.

Elaborated by: Karen Brito

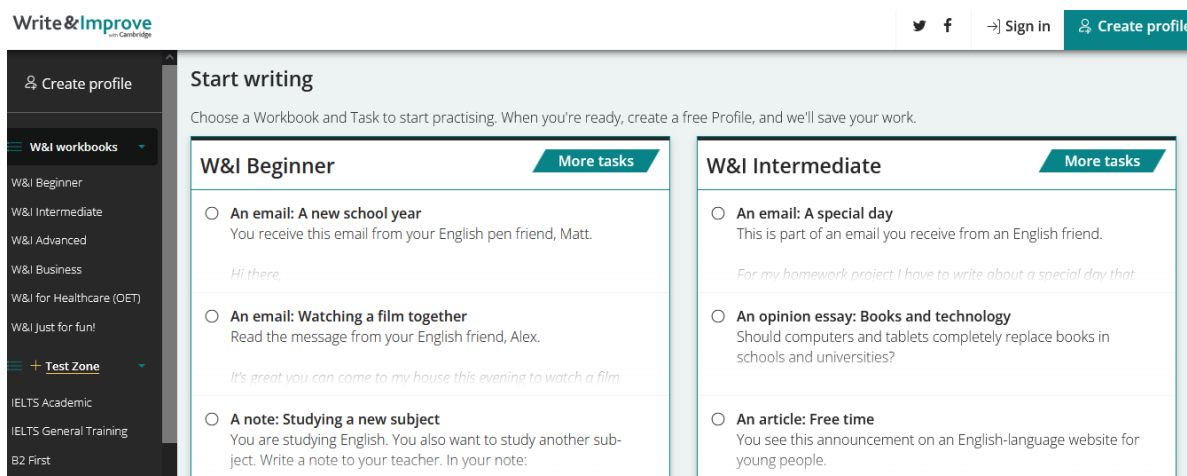
Source: Write and Shine didactic guide

Stage 1: Introduction and Orientation

- The intervention outlines a twelve-session instructional plan aimed at improving A2-level written production through the integration of the Write & Improve platform.

- Initially, students complete a diagnostic pre-test aligned with the Cambridge KET A2 format to determine their baseline writing level.
- Subsequently, the platform and assessment rubric (grammar, vocabulary, coherence, and accuracy) are introduced, and learners become familiar with automated feedback.

Illustration 2. Write & Improve dashboard



Elaborated by: Karen Brito

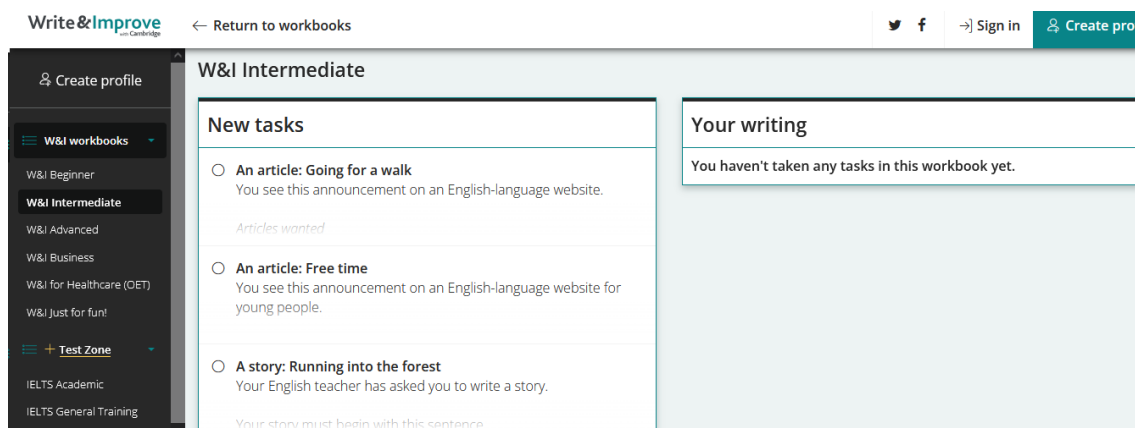
Source: Write & Improve with Cambridge

Stage 2: Weekly Writing Development

- During the second part of the intervention, teachers will see a more planned and scaffolded educational approach aimed at improving students' writing abilities.

- This section provides explicit linguistic support, such as essential vocabulary, appropriate grammatical structures, and examples of writing to help learners produce.
- As the sessions progress, teachers implement guided writing activities focused on narrative paragraphs, the use of basic connectors, sequencing devices, and structured revision practices.
- In this way, the instructional sequence moves gradually from controlled practice toward more independent text production.

Illustration 3. Write & improve new tasks



Elaborated by: Karen Brito

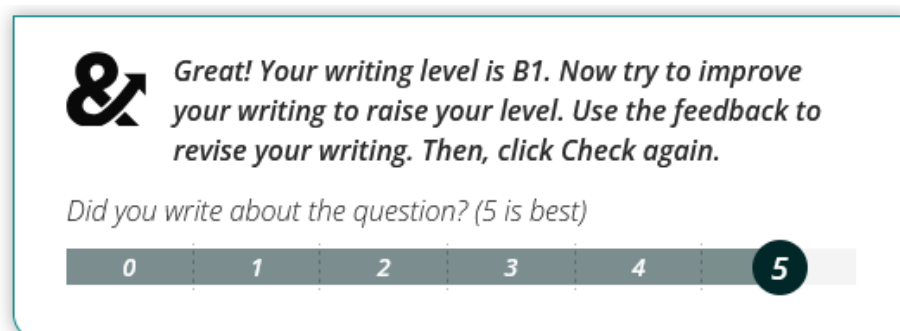
Source: Write & Improve with Cambridge

Stage 3: Feedback and Reflection

- During this stage, teachers are encouraged to promote revision, self-correction, and peer feedback, allowing students to compare human feedback with automated feedback to develop metacognitive awareness.

- Rubrics and checklists are used to help students comprehend quality writing criteria during feedback sessions.
- Throughout the process, drafting, editing, and rewriting activities should target frequent linguistic difficulties, particularly verb tenses and sentence structure.
- Through self-evaluation using the Cambridge KET criteria, learners become more conscious of their development and comprehend writing as an ongoing, intentional process.

Illustration 4. Write & Improve automated feedback



& *Great! Your writing level is B1. Now try to improve your writing to raise your level. Use the feedback to revise your writing. Then, click Check again.*

Did you write about the question? (5 is best)

0 1 2 3 4 **5**

Going For A Walk

In my area, many people go for walks in local parks and along quiet neighborhood streets. Some prefer walking early in the morning when the air is fresh and the city is calm. Others enjoy walking in the afternoon with friends or family, especially in green areas where they can relax and enjoy nature.

I believe walking is an excellent way to keep fit. It improves cardiovascular health, helps control weight, and reduces stress. Unlike other forms of exercise, walking is free, simple, and suitable for all ages. For these reasons, it is one of the healthiest daily habits people can adopt.

Elaborated by: Karen Brito

Source: Write & Improve with Cambridge

Stage 4: Results and Closing Activities

- In the final phase, teachers conduct a simulation of the KET A2 writing exam to reinforce exam readiness and consolidate writing strategies.
- Finally, a post-test is administered to measure students' progress and evaluate the overall effectiveness of the instructional intervention

Evaluation of the proposal:

The effectiveness of the proposal will be assessed through the following criteria:

- **Academic impact:** A post-test will be applied at the end of the implementation to measure students' progress in English written production. The results will be analyzed using descriptive statistics to determine the level of achievement and to validate the impact of the didactic guide on writing skills.
- **Validation of the proposal:** To validate the proposal, the Indoamérica University Thesis Manual (2020) establishes: Validation through the practical application of the proposal, option one "Verification of the results that show a transformation from the initial diagnosis through the total or partial implementation of the proposal to the entire study sample.
- **Write & Improve socialization**
https://www.canva.com/design/DAG4gEWb2Pk/WkdijZVagKds996CtqBREw/edit?utm_content=DAG4gEWb2Pk&utm_campaign=designshere&utm_medium=link2&utm_source=sharebutton

- **Link of the presentation**

https://www.canva.com/design/DAG5GY5MXHk/5iiKLJkfnLyHFB68C8vUJg/edit?utm_content=DAG5GY5MXHk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

CONCLUSIONS

The use of the platform Write & Improve has significantly improved students' writing skills in English, achieving the overall goal. The paired sample t-test ($t = 24.0$, $p < 0.001$) shows a significant difference between pre-test and post-test scores, indicating that the platform had a real positive impact rather than random changes. The students' performances have nearly doubled, indicating significant advancements in grammar, vocabulary, coherence, fluency, and overall literary quality.

Regarding the first specific objective, the analysis of the initial diagnostic revealed that students at NOVA English Academy began the process with limitations in terms of organization, coherence, accuracy, and lexical mastery, which corresponds to national and international conclusions about learning English as a second language. This has validated the effectiveness of a structured technological intervention.

In line with the second specific objective, the implementation of the Write & Improve platform through the instructional guide "Write & Shine" has enabled the implementation of a systematic writing process that includes rewriting, immediate feedback, pair evaluation, and reflection. This notion has made it possible to rely on technological tools for classroom instruction, hence promoting autonomy and ongoing improvement.

Regarding the third specific objective, the comparison of the results before and after the intervention has shown that the automated return of information has played a crucial role in improving the results of experiments. The coherence of

progress made by all participants ($SE = 0.184$) indicates that the platform supported all learners, not only the most proficient, but also promoted greater clarity, coherence, and linguistic accuracy.

Beyond language acquisition, the study has also shown positive affective effects, such as motivation, confidence, and increased involvement in writing tasks. These findings are consistent with previous research showing that automated text evaluation enhances learners' autonomy and self-regulation.

RECOMMENDATIONS

The study recommends including the Write & Improve platform as a regular component of English education in order to ensure that students engage in coherent writing and revision cycles supported by automated information feedback. In addition to receiving institutional training to effectively integrate AWE tools into their pedagogical practices, educators should supplement this quantitative support with guidance focused on coherence, organization, and communication purpose. These actions support autonomy, strengthen the quality of instruction, and align with the goals of the CECR-based study program.

At the institutional level, the NOVA English Academy is encouraged to incorporate digital writing tools into other academic levels in order to ensure the long-term development of writing skills. Future research should broaden the scope of the intervention to larger samples or multiple groups, as well as investigate its effects on motivational and affective factors such as confidence, anxiety over writing, and self-regulation. Finally, Students are also encouraged to use the

platform outside of school hours to strengthen their progress and develop lifetime writing habits.

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ANNEX 1

Day	Objective	Main Activities	Evaluation / Product
1	Diagnose initial writing level	Pre-test application (Cambridge KET A2 Writing: story based on 3 pictures, printed sheet).	Initial text (pre-test).
2	Introduce the platform and evaluation criteria	Presentation of Write & Improve . Explanation of the assessment rubric (grammar, vocabulary, coherence, cohesion, accuracy).	Understanding of the platform and rubric.
3	Become familiar with the platform	Guided example: short writing in Write & Improve and analysis of automatic feedback. Group discussion.	Short text reviewed on the platform.
4	Start guided written production	Writing a simple narrative paragraph (60–80 words). Revision with Write & Improve .	Corrected narrative paragraph.
5	Improve cohesion and coherence	Exercises with basic connectors (<i>and, but, then, because</i>). Revision in Write & Improve .	Narrative text with connectors reviewed.
6	Reinforce revision and self-correction	Review of a previous text based on automatic feedback. Focus on frequent errors (verb tenses, articles).	Revised and improved text.
7	Produce a short narrative	Writing a short narrative (100 words) based on one picture. Multiple versions in Write & Improve .	Short narrative reviewed in drafts.
8	Produce a longer and coherent narrative	Use of sequencers (<i>first, then, suddenly, finally</i>). Writing a three-paragraph narrative. Teacher + platform feedback.	Narrative with sequencers reviewed.
9	Develop collaboration and peer feedback	Text exchange with classmates. Comparison between human and automatic feedback.	Edited text with peer and platform suggestions.
10	Prepare for post-test	Simulation of KET A2 Writing exam (story with 3 pictures). Revision in platform. Group discussion of common errors.	Simulated text corrected.
11	Consolidate writing strategies	Rubric review. Rewrite of a previous text applying all evaluation criteria.	Final text revised in class.
12	Assess achieved progress	Post-test application (KET A2 Writing: story with 3 pictures, printed sheet).	Final text (post-test).

ANNEX 2

PAPER BASED PRETEST

The screenshot shows the Write&Improve website interface. At the top, there's a navigation bar with the Write&Improve logo and a 'Return to workbook' link. Below this, a sidebar on the left lists various workbook categories like 'W&I Beginner', 'W&I Intermediate', 'W&I Advanced', 'W&I Business', 'W&I for Healthcare (OET)', and 'W&I just for fun!'. The main content area is titled 'A story: Meeting a friend'. It contains instructions: 'Look at the three pictures. Write the story shown in the pictures. Write your story in 35 words or more. Do not write your real name and surname or email address in your answer.' Below the instructions is a text input area with a 'Start again' button and a 'Saved' status. At the bottom of the input area, it says '0 words entered (the word count for this task is about 35 words)' and a 'Check' button. To the right of the main content area, there's a 'Task help' section with tabs for 'Images', 'W&I feedback', and 'Changes'. The 'Images' tab is active, showing three sequential illustrations of two men meeting and talking. Below the images, there's a 'Your progress' section and a 'Task timer' section with 'Reset timer' and 'Start timer' buttons.

Link of Pretest : <https://writeandimprove.com/workbooks#/wi-workbooks/7485eb41-a047-4d23-ae25-5afb7387eba9/tasks/681b2130-067d-454f-80f6-14091a386a4d>

A story: Meeting a friend

Look at the three pictures.



Write the story shown in the pictures.

Write your **story** in **35 words** or more.

.....

.....

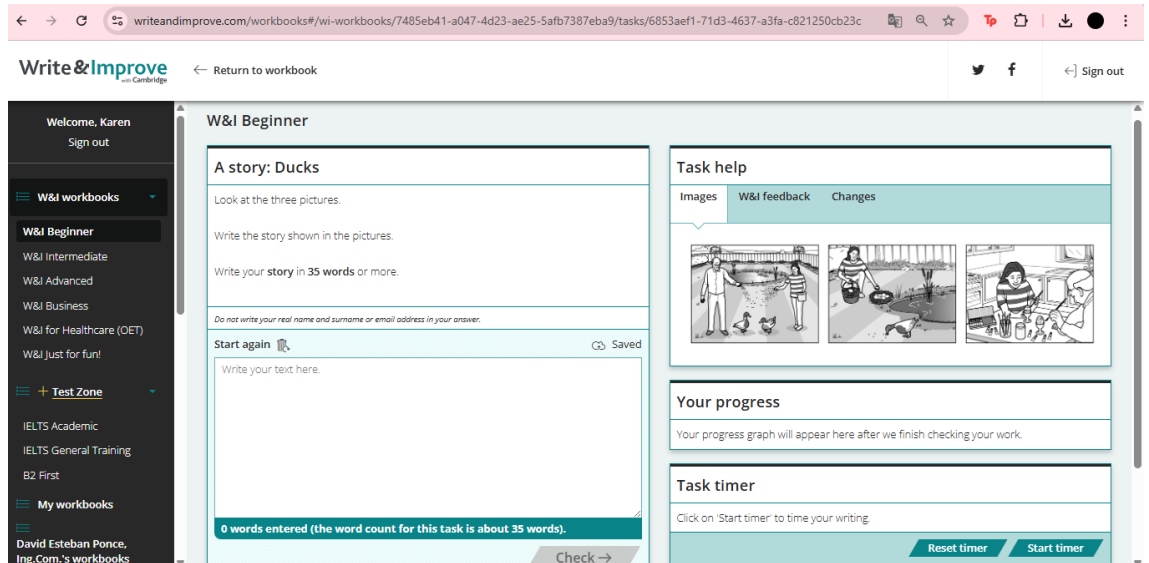
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ANNEX 3

PAPER BASED POSTTEST



Link of Posttest: <https://writeandimprove.com/workbooks#/wi-workbooks/7485eb41-a047-4d23-ae25-5afb7387eba9/tasks/6853aef1-71d3-4637-a3fa-c821250cb23c>

A story: Ducks

Look at the three pictures.



Write the story shown in the pictures.

Write your **story** in **35 words** or more.

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ANNEX 4

Image 1: Pretest application at NOVA



Image 2: Posttest application at NOVA



Image 3: Pretest final scores

PRE TEST

Name: Dominica Isenhardt

ID number: 0601945331

A story: Meeting a friend

Look at the three pictures.



Write the story shown in the pictures.

Write your story in 35 words or more.

When Peter and Lucas are talking, Peter is sad and Lucas is happy. Peter is at the restaurant and Lucas is at the restaurant. Peter is talking to Lucas and Lucas is talking to Peter. Peter is talking to Lucas and Lucas is talking to Peter.

PRE TEST

Name: Ottis Wila

ID number: 0601938228

A story: Meeting a friend

Look at the three pictures.



Write the story shown in the pictures.

Write your story in 35 words or more.

Peter is a friend of Lucas. Peter is sad and Lucas is happy. Peter is at the restaurant and Lucas is at the restaurant. Peter is talking to Lucas and Lucas is talking to Peter. Peter is talking to Lucas and Lucas is talking to Peter.

Image 4: Pretest final scores

POST TEST

Name: _____

ID number: 0605913922

A story: Ducks

Look at the three pictures.



Write the story shown in the pictures.

Write your story in 35 words or more.

Ducks
She has ducks and every evening she fed the ducks but today her grandson helped her because he didn't see the ducks before. Later she brought the eggs and she brought them in the house. Finally she with her grandson ate all the eggs with delicious colors, dunes and sweets, because they were prepared all for the celebration.

POST TEST

Name: _____

ID number: 0606185650

A story: Ducks

Look at the three pictures.



Write the story shown in the pictures.

Write your story in 35 words or more.

After and his daughter went to the park one afternoon. They saw some ducks and the girl and her son fed them. The ducks were hungry and they were so happy. Suddenly, a small duck swam away from the water and it was lost.
The girl felt worried and gently picked it up. They took the duck home and gave it food and water. Later they called a veterinarian to help it. After a few days the duck felt better and they returned it happily to the pond.

ANNEX 5

FULL LESSON PLAN – DAY 1

WEEK N°	DATE	CLASS N° / DURATION	SKILL
1	September 15th	1 (1 period – 40 minutes)	Writing

OBJECTIVE

Diagnose students' **initial writing level** through a pre-test aligned with the **Cambridge KET A2 “Story based on 3 pictures.”**

ACTIVE METHODOLOGICAL STRATEGIES FOR TEACHING AND LEARNING	ACHIEVEMENT INDICATORS	ASSESSMENT ACTIVITIES	MATERIALS
PRE-ACTIVITY: • The teacher greets and explains the purpose of the session: “Today we will take a short writing test to see how you write a story in English.” • Students observe three pictures on the board (KET A2 format). • The teacher clarifies the task: “Write a short story that connects the three pictures.” WHILE-ACTIVITY: • Students write individually a short narrative story (60–80 words) based on the pictures. • The teacher monitors silently and provides minimal guidance. POST-ACTIVITY: • Students review spelling and punctuation. • The teacher collects the pre-tests and closes with reflection: “How did you feel writing the story?”	- Identifies the sequence of events in a story (beginning, middle, and end). - Writes short, coherent sentences using simple vocabulary. - Demonstrates ability to connect ideas visually and textually.	Writing Diagnostic Checklist: ✓ - Grammar accuracy ✓ - Vocabulary range ✓ - Coherence and cohesion ✓ - Sentence structure ✓ - Task completion	Printed worksheet (Cambridge KET A2 – 3-picture story) • Pencil/paper • Board and markers

EVALUATION PRODUCT

Written Pre-test Story (baseline sample) — serves as diagnostic evidence for progress comparison with the post-test.