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FACTORES QUE INFLUYEN EN LA HABILIDAD DE ESCRITURA DEL IDIOMA INGLÉS EN ESTUDIANTES DE BACHILLERATO EN AMBIENTES DE APRENDIZAJE PRESENCIAL

FACTORES QUE INFLUYEN EN LA HABILIDAD DE ESCRITURA

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RESUMEN

El aprendizaje de un nuevo idioma conlleva a grandes desafíos en la adquisición de conocimientos entre ellos una de las cuatro habilidades lingüísticas como es la escritura donde intervienen factores en el proceso de enseñanza- aprendizaje. El presente trabajo titulado "Factores que influyen en la habilidad de escribir del idioma inglés en estudiantes de bachillerato en ambientes de aprendizaje presencial" tuvo como objetivo

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analizar los factores que influyen en la habilidad de escribir en estudiantes de bachillerato en ambientes de aprendizaje presencial. La información se obtuvo de un muestreo por conveniencia conformado por 232 estudiantes de bachillerato y 6 docentes del área de inglés. Se llevó a cabo una investigación descriptiva con enfoque mixto (cualitativo y cuantitativo) en donde se utilizaron técnicas de recolección de datos como ficha de observación, entrevista, encuesta y a su vez en conjunto con la revisión literaria permitieron determinar que los participantes hacen énfasis en que se presentan diversos factores que influyen en los aspectos lingüísticos y emocionales, mencionando puntos claves donde el docente debe intervenir para mejorar la habilidad de escribir en los estudiantes y el proceso de enseñanza en los docentes.

PALABRAS CLAVES: Factores lingüísticos y emocionales, estrategias de aprendizaje, entornos de aprendizaje, enseñanza-aprendizaje.

FACTORS THAT INFLUENCE THE WRITING ABILITY OF THE ENGLISH LANGUAGE IN BACCALAUREATE STUDENTS IN FACE-TO-FACE LEARNING ENVIRONMENTS

ABSTRACT

Learning a new language involves great challenges in the acquisition of knowledge, among them one of the four linguistic skills, which is writing, where factors intervene in the teaching-learning process. The present work entitled "Factors influencing English language writing skills in baccalaureate students in face-to-face learning environments" aimed to examine the factors that influence writing skills in baccalaureate students in face-to-face learning environments. The information was obtained from a convenience sample of 232 baccalaureate students and 6 English teachers of an educational unit in canton Chone. Descriptive research with a mixed approach (qualitative and quantitative) was carried out using data collection techniques such as observation sheet, interview, and survey, together with the literature review, allowed determining that the participants emphasize that several factors influence the linguistic and emotional aspects, mentioning key points where the teacher should intervene to improve the students' writing skills and the teachers' teaching process.

KEYWORDS: Linguistic and emotional factors, learning strategies, learning environments, teaching-learning.

INTRODUCTION:

Today the world is globalized and writing in English is an essential skill, not only to communicate but also to improve our professional future. Writing is a process of knowledge construction, as a social practice, the context develops reflection and systematization about the language, learning that follows its course throughout schooling (Inca et al., 2022). Writing is an essential skill in the development of English language learning, as it is influenced by context.

To improve students' writing skills, it is important to integrate technological tools to significantly develop writing skills in the English language.

Writing activities in students are far from digital tools, so teaching at the secondary level should be helped by the technical contributions that these resources provide, likewise, it favors teachers since it allows them to learn to use digital tools correctly and take it as a pedagogical style (Domínguez, 2022).

To develop the ability to write in English in the right way, it is of great benefit to rely on technological tools, since they help both the teacher and the student. Teachers through technological resources improve their teaching strategies and through the application of digital tools, students develop the ability to write for meaningful and appropriate knowledge.

The context encompasses pragmatic aspects of language because a linguistic code is transmitted through interactions whose message is interrelated with varied meanings and interpreted based on a cultural reality (Guevara-Betancourt, 2015). The different linguistic aspects of the English language comprise those students assimilate grammatical structures and through interactions interpret reality.

English language learning involves challenges such as memorizing grammatical structures, words, and phonemes that are very different from the native language, and written proficiency, which represent stressful scenarios

(Gonzalez & Bonilla, 2022). The ability to write in the English language involves challenges at the time of learning, even more so when it is a language where it is not written as it is spoken, which generates stressful moments for the student.

The problem of this research arises from the evident situation that baccalaureate students present challenges in developing the ability to write in face-to-face learning environments, however, students have direct contact with teachers, technological resources, and practice with classmates. This problem lies in identifying that there are factors that influence the writing ability of baccalaureate students to be able to write satisfactorily. However, the student's performance in writing skills is deficient despite the fact that they have the necessary resources.

The objective of this research is to analyze factors that influence the English language writing ability of bacalaureate students in learning environments. Based on the problem and due to many factors such as lack of motivation, grammar proficiency, influence of social environment, and teaching strategies. From the above mentioned, the following questions arise, what linguistic and emotional factors affect the development of English language writing skills in baccalaureate students in classes?

Literary review

Writing has a primordial place within communication, because depending on the situation, sometimes it is more feasible to use writing than oral expression. This ability acts as a fundamental axis in communication and an essential instrument for the construction of knowledge in the target language (Encinas-Prudencio et al., 2020).

Within the different ways of communicating, written expression or the skill of writing is essential, since it applies different language functions where it is possible to be more specific.

The production of texts develops the cognitive process that leads to the expression of ideas, emotions, and feelings within the framework of a previously planned restructuring (Prado et al., 2020). Through writing, different thoughts can be expressed in a very detailed and structural way.

Written expression is a communicative activity that integrates complex mental, linguistic, and stylistic processes, on whose interrelation rests the effectiveness of communication in the written code. (González Perón, Anielka et al., 2019) The skill of writing goes beyond just expressing thoughts, but rather in how to do it and use the appropriate way so that the message to be transmitted is assertive.

Functions in writing instruction center on the metacognitive process, while the relationship pertains to the social environment, linguistic processes, and the student's affective interest in the skill. These functions facilitate the development of a comprehensive writing process that begins with free writing—allowing students to express their interests—and progresses toward formal writing that demonstrates accurate linguistic use. In this regard, Prado et al. (2020) argue that consistent practice of writing skills leads to progressive refinement; while ideas may initially be captured without a strict order, specific learning strategies enable these ideas to take shape and achieve superior literary organization.

Conversely, the complexity and demands of written production remain central themes in applied linguistic research. Recent studies emphasize that learning to write in a foreign language is among the most challenging tasks for students, with few achieving full mastery; it is a slow process that frequently generates significant levels of anxiety and frustration (Martínez-Patiño et al., 2024). Accordingly, writing instruction should not be limited to the mere implementation of visible language forms; rather, as noted by Ortiz Oliva (2022), it is a process that requires dedication and, primarily, situated and contextualized practice to achieve optimal results in written communicative competence.

Writing well implies a meaningful message and a good use of language. When writing, one must search for content and generate new ideas, decide how to organize the text, think about the audience, be clear about the effect one wants to achieve and manage language to achieve that effect, use syntax correctly, select vocabulary, make decisions about style, ensure the coherence and logic of the text, avoid spelling mistakes, produce a clear and transparent text, use punctuation marks properly, and control the length of the text (Alizadeh, et al., 2019) cited by (Inca, et al., 2022) The new writings made begin to occur from previously raised ideas, which through the process of analysis are reformed and create new concepts, which embodied through writing give a new meaning.

To develop writing skills, the existing methodological proposals must be reinterpreted to achieve the integration of methods, procedures, and activities with the use of technologies, as well as the strategic combination of the

traditional environment with the virtual one to mediate the teaching-learning process (Ortiz Oliva, 2022) The methods to develop writing skills are being reformed, to obtain great and concrete results of students who have an adequate capacity to develop writing skills since it is one of the most complex.

The functions of the teacher in the action of teaching English writing are the following: to maintain a reflective and critical stance toward the real situations presented in pedagogical practice, to motivate students to engage with the language, and to scaffold the different stages of text development. According to Yunday (2022), the instructor who strengthens writing skills must adopt an open-minded approach, understanding that this process involves diverse perspectives and cognitive styles; however, the teacher's primary focus must remain on implementing the most effective strategies to foster this skill. Furthermore, recent studies suggest that the teacher acts not merely as a corrector, but as a facilitator who guides the student through the transition from creative thought to formal linguistic organization (Abascal, 2023).

Writing is perceived as a mediating activity of psychological processes, therefore other cognitive functions such as perception, attention, memory, and thinking are activated (Madrigal, 2024). These functions mentioned by the author are part of the writing skill and allow it to be executed as a process to obtain a good development of it.

When writing in English, students must first undergo a cognitive shift in their perception of the task. It is essential to stop viewing writing merely as a rigid artistic endeavor or a high-stakes product solely intended for teacher evaluation (Kohnke & Moorhouse, 2021). When learners begin to incorporate writing into their study process, they often experience significant apprehension, primarily due to the fear of being graded and the stigma associated with making linguistic errors. As noted by Hwang et al. (2022), this anxiety can inhibit creative expression and fluency. Therefore, pedagogical approaches should emphasize that writing is an iterative process where consistent practice and formative feedback—rather than just summative grading—are the fundamental pillars for improving essay quality and overall proficien.

The ability to write can be defined as the use of a system of permanent marks used to represent an expression in such a way that it can be accurately retrieved (Cárdenas et al., 2023). After analyzing certain topics, several ideas emerge and are expressed in a written document where the ideas provided by the document are systematized in an organized manner.

Currently, there are several resources and applications that motivate and allow students to learn a foreign language at their own time and style (Montalván et al., 2023). Nowadays, the use of technological didactic

resources helps students develop the ability to write and facilitates learning in a dynamic way and according to their preferences.

The appropriate use of ICT, an educational resource in the learning of a new language, has become valuable in the development of didactic strategies within the teaching and learning processes (Rodríguez & Díaz, 2023). The appropriate use of ICTs in the learning of a new language allows the creation of interactive spaces that facilitate the learning of writing skills.

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The teacher must be able to create an environment of trust and mutual respect, so that students feel comfortable expressing their ideas, and are willing to take risks and make mistakes as part of the learning process (Cevallos & Gallardo, 2023). The role of the teacher is not only to teach but to motivate the student to learn from mistakes so that learning is meaningful.

Self-esteem or self-confidence are values that foreign language teachers work on to deepen learning and allow the student to be motivated to acquire the language not by obligation, but by motivation (Uquillas et al., 2021). To improve the student's emotional stability, it is fundamental to work on self-esteem and this makes students develop motivation.

The role played by the teacher is fundamental for learning environments to transcend and fulfill their purpose (Castro Flórez, 2019). A teacher challenges and inspires students not only for the transmission of knowledge but also in creating a harmonious environment.

In the educational field, motivation is a positive behavior that the student assumes for learning, and continues to do so autonomously, since he/she is interested in acquiring and developing a specific skill, as in the case of learning a second language (Álvarez & Ochoa, 2021). In order to push students to improve their development of knowledge of a new language, there is a key and that is motivation to obtain meaningful learning.

Educators should create adaptable spaces where students can choose when and where to learn, for this they should be encouraged to adapt to the process (Yáñez, 2022). Encouraging autonomy so that students can learn and improve their writing skills is important. Create learning environments.

METHODOLOGY

Based on previous research where it is presumed that the ability to write is one of the most complex when acquiring a new language and due to the scarce practice of it where it was determined that students have difficulty, exhaustive research was conducted where the descriptive method was used, which is a fundamental tool in the field of science that focuses on observing sheet and describing the characteristics of groups of people, objects or events (Arias, 2021). The method is mixed (qualitative and quantitative). The quantitative approach was data analysis carried out through a survey applied to the students of the educational unit in Chone. The qualitative approach was due to the fact that it allowed us to describe the reality we live in since it implies using data collection to formulate the research questions. With this approach, we used. The data collection instruments were validated by 10 experts in the area of English, they were created in Word, and in particular for the analysis of the interview and observation sheet, Excel was used and for the survey, the data were applied to baccalaureate students on paper, the answers were counted in percentages using IBM SPSS statistics.

The sample used is convenience sampling. Convenience sampling (sometimes known as availability sampling) is a widely used method in research due to its practicality and effectiveness (Gonzalez & Bonilla, 2022). It is a non-probability sampling method in which collaborators are chosen to be included in the sample, which allows the researcher accessibility to the participants.

In the observation and survey form, a sample of 232 baccalaureate students was chosen, where 72 belong to first, 80 to second, and 80 to third grade. In the interview, a sample of 6

English teachers was chosen. The purpose of this research is to analyze the factors that influence writing skills in baccalaureate students in face-to-face learning environments. The research was conducted in an Educational Unit of the Chone canton in the province of Manabí, with a total of 790 students and 6 English teachers.

The data collection instruments were carried out in seven weeks with 232 baccalaureate students, where in the first and fifth weeks the respective observation form was applied, and in the sixth week, the survey was applied

to baccalaureate students, such as first A and B, second A and B and third A and B. In the last week, the seventh week, the interview was applied to 6 teachers in the English area.

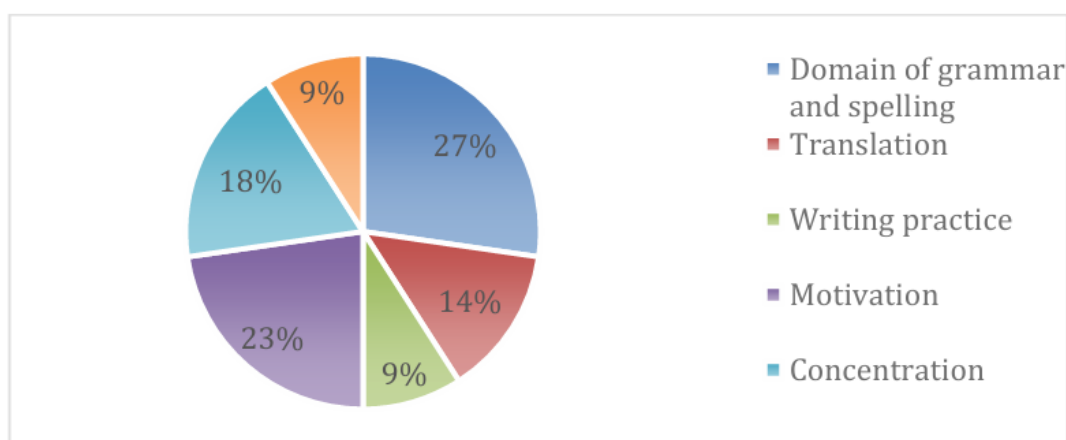
RESULTS AND DISCUSSION

The results obtained from the collection of information from the instruments are organized based on the following research questions

1. What linguistic and emotional factors affect the development of English writing skills of baccalaureate students in classes?

To address the answer to this research question, interview was conducted to gather the respective information about the linguistic and emotional factors that affect the learning of writing skills and to analyze the perspectives of the 6 teachers interviewed. The findings of this analysis are presented below:

Figure 1. Linguistic and emotional factors.



Prepared by:
Author.
Source:
Interview with English teachers.

As shown in Figure 1,

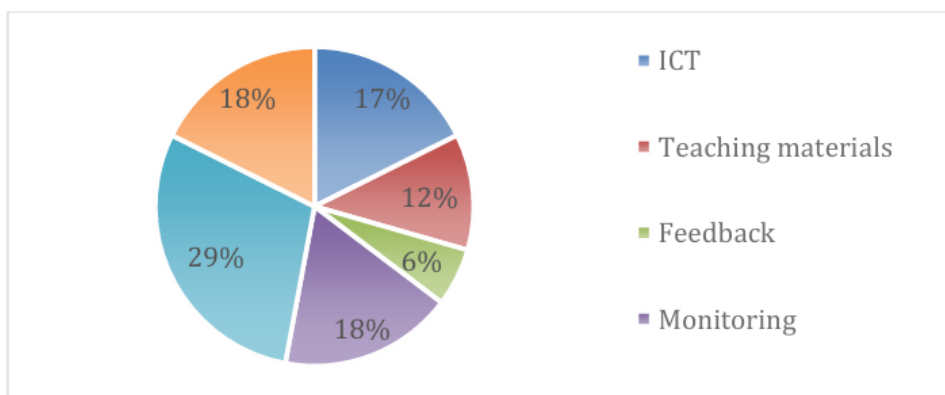
the teachers discussed about the main linguistic and emotional factors, which were categorized into six groups. The first three categories belong to linguistic factors such as: Mastery of grammar and spelling, Translation and writing practice. The remaining three categories relate to emotional factors such as

Motivation, concentration, and lack of confidence. The first one was "Domain grammar and spelling". 27% of the participants responded that "There are students who do not know how to write and have a hard time with grammar" T (2) and "Student often misspell words" T (4). "Translation behaviors" was the second category. Likewise, 14% of the participants stated that "Translation is a negative factor because it makes students not interpret, but translate" T (5). The third category was "Writing practice". In this particular instance, 9% of the participants specified that "The deficiency is due to the student's lack of writing practice" T (3). The fourth category is "Motivation". since, 21% of the participants say that "If you do not bring a motivation or a dynamic to teaching, the classes are going to become monotonous" T (1). The fifth category was "Concentration". In addition, 17% of the participants stated that "Students do not concentrate and feel stressed by the time limit" T (6). The last category was "Lack of confidence". Here 8% of the participants mentioned that "Students do not feel confident to show their work because they are afraid of making mistakes" T (5).

2. What strategies help to improve the ability to write in the student's learning process?

To direct this research question, interviews were focused to gather information about strategies for improving writing skill and to explore the relationship between strategies and learning environments and thus to analyze the different perspectives of the participants. The findings are shown below:

Figure 2. *Learning strategies and face-to-face learning environments.*



Prepared by: Author.

Source: Interview with English teachers.

As illustrated in Figure 2, teachers disclose the main strategies they use to improve writing skills and learning environments. These strategies were categorized into six categories.

The first three categories pertain to learning strategies such as: ICTS, didactic material, and feedback, the last three categories belong to learning environments such as: Monitoring the influence of the social environment and distractors. The first category was "ICTS." 17% of the participants responded that they "use technological tools such as Pallet, Grammarly, forums" T (1). The second category was "didactic material". Furthermore, 12% of the participants state that "create flashcards according to the context for memorization of grammar and thus improve students' writing skills" T (5).

The third category was "Feedback", in this case, 6% of the participants mentioned that "writing practice in classes through dictation" T (6). The fourth category was "Monitoring". Eighteen percent of the participants responded that "the student can express him/herself in a better way in the classroom because with gestures he/she can feel that affectivity and can create a better relationship bond by being able to put into practice what he/she has learned" T (5).

The fifth category was "Influence of the social environment". In this circumstance, 29% of the participants definite that "If a student is involved in a group of students who are interested in learning he/she will feel attracted" T (4). The last category was "Distractors". Finally, 18% of the participants stated that "Face-to-face teaching significantly increases learning but there will be several distractions such as cell phone use" T (4).

Analysis of the observation sheet

To response the research question. What linguistic and emotional factors affect the development of English language writing skills of high school students in classes? An observation sheet was used to gather data on the linguistic and emotional factors that impact writing skills.

Table 1. *Linguistic Factors.*

Linguistic Factors	Always	Almost always	Sometimes	Never
Participate in classes using prior knowledge when making paragraphs, short sentences,	80%	10%	10%	0%

and expressions.

They use the dictionary to check the spelling of words.	0%	20%	70%	10%
The student uses applications to translate what she wants to write.	10%	70%	20%	0%
The student finds it difficult to organize ideas and write them.	10%	20%	60%	10%

Prepared by: Author.
Source: Classroom observation sheet.

80% of the classes observed, students “always participate in class using prior knowledge to perform the writing activities, but 60% of students ‘sometimes’ have difficulty in ordering ideas and writing them down.

In 70% of the classes observed, students “sometimes” use dictionaries to check spelling, while 70% of students “almost always” use apps to check spelling.

Table 2. *Emotional Factors.*

Emotional Factors	Always	Almost always	Sometimes	Never
They feel motivated and focused when writing	10%	10%	80%	0%
Anxiety and stress about the time given by the teacher limits the student to develop writing	30%	60%	10%	0%
The student feels nervous when the teacher asks him to write his written work on the blackboard.	20%	70%	10%	0%

Prepared by: Author.
Source: Classroom observation sheet.

80% of the students “sometimes” feel focused and motivated, but 60% of the students feel stressed by the time the teacher gives them when

performing the writing skill while 70% of the students “almost always” feel anxious about presenting writing written work.

To response the research question, **what strategies help improve writing skills in the student's learning process?** An observation sheet was useful to collect information about learning strategies and learning environments that contributed to improve writing skills.

Table 3. *Learning Strategies.*

Learning Strategies	Always	Almost always	Sometimes	Never
The strategies used by the teacher help the student to adequately develop writing	90%	10%	0%	0%
The teacher uses technological resources to develop the skill of writing.	10%	80%	10%	0%
The text that students use is sufficient to develop writing skills.	10%	20%	70%	0%
The teacher provides the respective feedback.	90%	10%	0%	0%

Prepared by: Author.

Source: Classroom observation sheet.

In 90% of the classes observed, teachers “always” employ strategies that optimally enhance them to develop the teaching of students, but in 80% of the classes observed, the teacher “almost always” uses technological resources, while in 70% of the classes observed, texts “sometimes” are sufficient to develop writing skills, and in 90% of the classes observed, the teacher “always” provides the valuable feedback to students for better teaching-learning.

Table 4. *Face-to-face Learning Environments.*

Face-to-face Learning Environments	Always	Almost always	Sometimes	Never
The learning environment is suitable for developing writing skills.	80%	10%	10%	0%
Students have adequate real estate to develop their learning.	80%	20%	0%	0%
Social influence helps the student	10%	90%	0%	0%

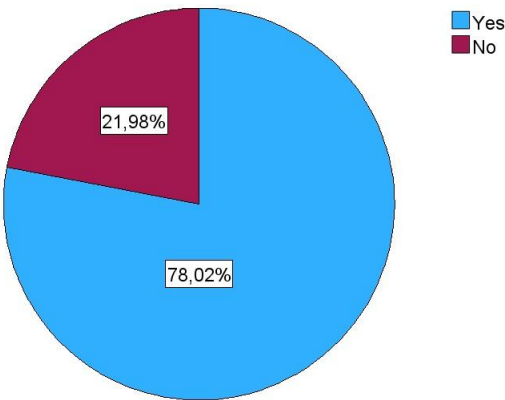
Prepared by: Author.
Source: Classroom observation sheet.

In 80% of the classes observed, the students' environment is “always” adequate to learning. Additionally, 80% of students “always” have consistent access to real-world contexts to develop their skills. It’s important to note that in 90% of the classes observed, the students' social influence “almost always” supports student to improve their learning progress.

3. What are the English teacher's practices that cause stress in students?

A survey was functional to answer the research question. From 232 student responses, the following findings are shown:

Figure 3: *Mistrust of making mistakes.*

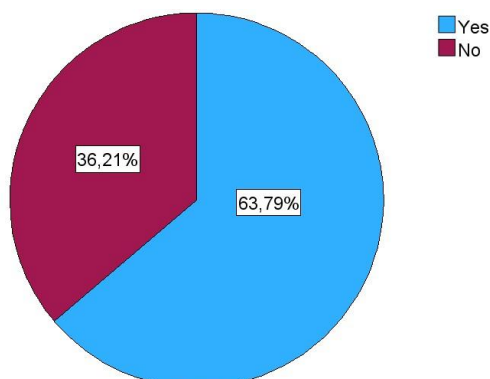


Prepared by: Author.
Source: Survey administered to high school students.

Note: The results shown in Figure 3 were found from the survey that asked: Do you feel difficulty or distrust when writing a word in a text for fear of making a mistake?

The data reveals that 78.02% of the respondents affirmed that they do feel distrust when making a mistake in a word, while 21.98% stated that they do not experience such anxiety while writing.

Figure 4: *Nervousness when submitting papers*



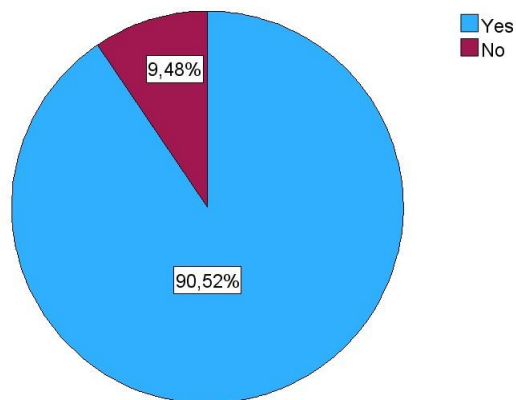
Prepared by: Author.

Source: Survey administered to high school students.

Note: The results presented in Figure 4 were gotten from the survey with the following question: Do you feel nervous when the teacher asks you to show a written work?

The data indicates that 63.79% of the respondents affirmed that they do feel nervous when showing their work, while 36.21% acknowledged that they do not feel nervous when in this situation.

Figure 5: *Use of technological resources*



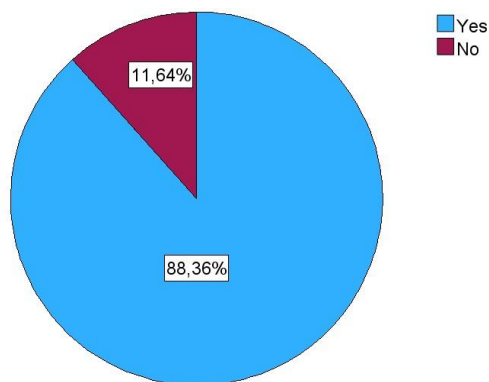
Prepared by: Author.
Source: Survey administered to high school students.

Note: The results expressed in Figure 5 were gathered from the survey with the following question: Do you

think that the use of technological didactic resources would help you to better develop the ability to write with enthusiasm?

It displays that 90.52% of the respondents professed that the use of technological didactic resources supports to progress the ability to write, although 9.48% declared that the use of technological didactic resources does not help to improve.

Figure 6: *Motivational strategies*

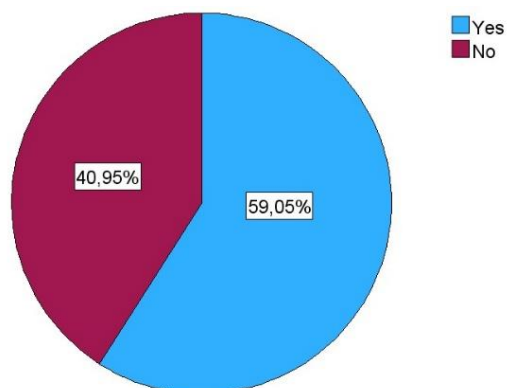


Prepared by: Author.
Source: Survey administered to high school students.

Note: The results articulated in Figure 6 were accomplished from the survey with the following question: Do you think the teacher should apply more motivational strategies to develop the ability to write with enthusiasm?

It confirms that 88.36% of the respondents detailed that the teacher should apply more motivational strategies though 11.64% affirmed that he/she should not spread on motivational strategies.

Figure 7: *The environment affects concentration*



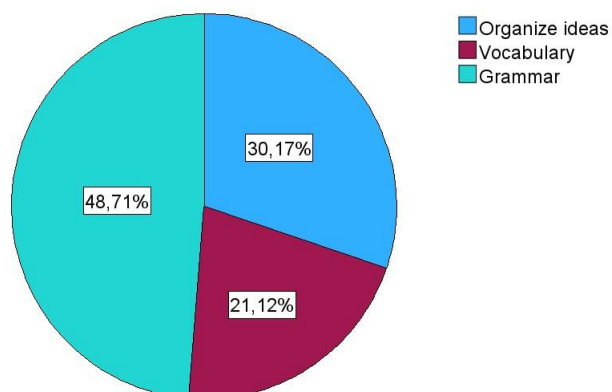
Prepared by: Author.

Source: Survey administered to high school students.

Note: The results exposed in Figure 7 obtained from the survey with the following question: Do you think the environment where you are affects your concentration while writing?

"According to the survey, 59.05% of respondents indicated that their environment influenced their concentration while writing, whereas 40.95% reported that it did not."

Figure 8: *Grammar mastery*



Prepared by: Author.

Source: Survey administered to high school students.

Note: The outcomes publicized in Figure 8 were obtained from the survey with the following question. Of the following items, which one do you find most difficult to develop?

The survey revealed that grammar posed the greatest challenge for respondents, with 48.71% finding it difficult to master. Ordering ideas was the second most common difficulty, cited by 30.17%, followed by vocabulary, which was identified as challenging by 21.12%.

Discussion

The research focused on analyzing the factors that influence writing skills in high school students within face-to-face learning environments at an Educational Unit in Chone.

Based on the literature review and the results obtained in this study, two primary dimensions were identified: linguistic and emotional factors. These findings are contrasted with those of Rodríguez et al. (2020), who emphasize that affective factors, such as self-esteem and teacher motivation, are crucial determinants of writing success.

Linguistic factors were categorized into grammar and spelling proficiency, translation behaviors, and writing practice. Specifically, 27% of the participants reported that students find it difficult to write correctly, highlighting significant concerns regarding grammatical and spelling errors. Similarly, emotional factors were divided into motivation, concentration, and self-confidence. Among these, motivation was the most prominent factor; 21% of participants indicated that a lack of motivation often makes classes feel monotonous.

On the other hand, recent studies by Abascal (2023) emphasize that English teachers must possess robust pedagogical training and implement active methodologies alongside advanced linguistic skills to effectively navigate the complexities of the teaching-learning process. These theoretical perspectives align with the results of the observation sheet presented in Table 1 regarding linguistic factors, which reveal significant insights into students' participation and writing skills.

Specifically, 80% of the observed classes demonstrate that students leverage prior knowledge to apply new learning. Nevertheless, 60% of students face challenges in organizing and expressing their ideas, representing a substantial hurdle in developing writing proficiency. Furthermore, the

analysis shows a significant reliance on digital tools, a trend supported by Rodriguez & Díaz (2023); 70% of students frequently use applications for spell-checking, while an equal 70% report using dictionaries only occasionally to support their written production.

Similarly, Chaparro et al (2021). In their research on the topic “Design of a learning environment to strengthen English language writing in secondary school”, by incorporating ICT in a learning environment, cooperative work is encouraged and decision-making is promoted in the activities, strengthening language skills to solve questions about grammatical aspects. According to the results obtained from the interview applied in this research, the participants mentioned two important aspects, strategies, and learning environments that help to improve the teaching process. The teaching strategies are divided into three categories: Tics, didactic material, and feedback, however, the highest percentage that the results confirm with 17% of the participants mention that the use of Tics improves the ability to write, mentioning that the use of technological resources has helped them to learn and improve. The face-to-face learning environment is divided into three categories: monitoring, influence of the social environment, and distracters. In addition, the highest percentage that the results confirm with 29% of the participants mention that the social environment intervenes towards the student positively because it boosts their learning and develops their skills.

The results presented in the present research ratify the need to pay more attention to the different factors that affect students to develop writing skills in the best way and to improve learning strategies where the face-to-face environment also plays an important role in the development of student learning.

To clearly understand the data collected, the findings will be presented in four categories: linguistic factors, emotional factors, learning strategies, and face-to-face learning environment.

The results obtained in the emotional factors category show relevant aspects, 80% of the students sometimes have motivation and concentration. In addition, there is a concern that 60% of the students are almost always

stressed. However, 70% of the students show nervousness when presenting papers related to writing skills.

The learning strategies category shows that 90% of the classes observed indicate that the application of strategies is used by the teacher, which is adequate to improve the ability to write optimally; therefore, the use of strategies with effective teaching methods by teachers is adequate. In addition, 80% of the teachers use technological resources almost always, which shows that technology helps to enhance teachers' teaching and to develop students' learning. However, 70% of the classes observed show that sometimes the use of the text is sufficient, in this case, the texts are not appropriate to develop the writing skills in an ideal way. Finally, in 90% of the classes observed, the students received the respective feedback from the teachers.

The results of the learning environment category are significant. In 80% of the classes observed, the environmental conditions are always optimal, which helps the student to have concentration. In addition, 80% of the observed classrooms have adequate furniture. The physical resources within the classroom are necessary for students to perform the different activities comfortably. However, 90% of the observed classes almost always have the social influence that helps students to improve their writing skills and thus obtain the desired learning.

Based on the results obtained from the survey, shows us information about the experiences that the respondents have about the ability to write. The vast majority (78.02%) report feeling distrust when writing text for fear of making mistakes. In addition, 63.79% of respondents report feeling fear when presenting their work. On the other hand, 90.52% of the respondents believe that technological resources help to improve writing skills. Likewise, 88.36% of the respondents expressed their opinion that teachers should apply more motivational strategies. As for the influence of the environment, 59.05% mentioned that the environment affects their concentration. Finally, there are difficulties in writing where 48.71% have difficulty with grammar, followed by 30.17% who find it difficult to order ideas, and 21.12% mention that it is the vocabulary.

CONCLUSIONS

Once the research the research work was carried out, it was confirmed that linguistic factors significantly influence students' writing skills in a significant way. The domain of grammar is identified as a great challenge for the students, where the results revealed with considerable percentages the difficulty in optimally applying grammatical and orthographic rules. In addition,

one of the barriers that limits the students to develop the ability to write is translation and to not be able to write fluently as is really expected. Finally, lack of practice makes the practice, yet lack of practice prevents students from writing in the correct way.

The research findings show that emotional factors play an important role in the development of students' writing skills. The results in motivation highlighted the lack of teaching dynamics which leads to monotonous classes which leads to students not being interested at the time of developing the ability to write, difficulties in concentration due to the time limit during the practice of writing are highlighted. At the time of writing, students lack confidence, which emphasizes that it is a lack for students because they show insecurity when showing their work, which makes students face difficulties.

The results highlight that the learning strategies facilitate the learning of the students where the percentage of ICTs was significant which mentioned the use of some platforms such as Padlet and Grammarly to improve the ability to write. The didactic materials are an important point to highlight where the use of material creations makes the student's memorization easier when performing the writing skill. In addition, through feedback opportunities are offered to improve writing skills by monitoring which makes it a fundamental practice to perform dictations and thus correct and students feel confident and improve the linguistic and emotional factors providing important aspects where improvement is needed to improve.

According to the results in face-to-face learning environments play an important role in the learning of writing skills where monitoring is fundamental to have an effective communication in the classroom. In addition, the influence of the social environment is identified as an interesting and important aspect for students to develop optimally and thus foster support among peers and to interact and exchange ideas among them. Finally, the use of cell phones to use applications and to improve the ability to write and other distractors in the results revealed that they present a great challenge because they affect concentration and in turn the performance of students mentioning key point of the benefits they provide.

RECOMENDATIONS

Based on the results obtained, it is recommended that linguistic factors be reinforced by educational activities such as programs that make the student actively strive and develop the skill from the beginning of class and carry a solid foundation on spelling and grammar. It is essential to integrate various writing activities with different teaching methods to foster the ability to write and thus significantly achieve the interpretation and development of writing skills.

It is important to include in the teaching and encourage motivation through dynamics or methodologies in which students are interested in writing including different resources such as the use of different platforms for students to feel motivated by integrating different technological teaching resources while helping to improve concentration and it is also important to maintain support and confidence.

It is essential to encourage the use of ICTs and include other interesting tools to motivate and improve writing skills. It is also important to mention teacher training in the use of these tools so that their teaching is meaningful and relevant. Not only integrate the use of ICTs but also encourage teachers to use the creativity of students through didactic materials to better strengthen the ability to write. In addition, including dictation in practice to correct errors improves writing skills.

It is essential for teachers to monitor students' writing skills in order to facilitate face-to-face communication by sharing ideas, receiving constructive comments among them and motivating them to improve their writing skills. In addition, it is important to mention that classroom rules should be improved to encourage concentration in the activities carried out with the use of ICTs and didactic materials.

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