A Gender book to enhance Writing Skills through PBL.

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Abstract

This research was conducted at Colegio La Merced with 25 eleventh-grade students whose ages ranged from 16 to 17. The investigation centered on evaluating the impact of a Project-Based learning approach, involving EFL students in the creation of a gender issues book, on the enhancement of Writing Skills. In consequence, this investigation was set under the principles of action research and was implemented in two cycles, each comprising ten interventions. Data was collected through a survey, field notes, workshops, and a test. The results, analyzed through a triangulation data approach, evidenced a significant improvement in students' Writing Skills. The conclusions highlight the effectiveness of implementing a PBL approach in enhancing participants' writing proficiency.

Resumen

Esta investigación se llevó a cabo en el Colegio La Merced I.E.D., una institución pública con 25 estudiantes de undécimo grado cuyas edades oscilaban entre 16 y 17 años. La investigación se centró en evaluar el impacto de un enfoque de aprendizaje basado en proyectos (ABP), involucrando a estudiantes de inglés como lengua extranjera en la creación de un libro de género para mejorar las habilidades de escritura. Esta investigación se enmarcó bajo los principios de la investigación acción y se implementó en dos ciclos, cada uno de los cuales comprendió diez intervenciones. Los datos se recolectaron a través de una encuesta, diarios de campo, talleres y una prueba. Los resultados, analizados mediante un enfoque de triangulación de datos, evidenciaron una mejora significativa en las habilidades de escritura de los estudiantes. Las conclusiones destacan la eficacia de implementar un enfoque ABP para mejorar la competencia escrita de los participantes.

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Chapter 1: Investigation context

This chapter encompasses various aspects of this investigation, including the contextual framework, the diagnosis, and the development of the problem statement, research question, and objectives. It provides an overview of the local context, institutional background, and the participants' characterization.

Local context

This research is conducted at Colegio La Merced I.E.D, a female public institution located in Puente Aranda, an area well known for its industrial activity. This district fluctuates between strata two and three, therefore, it is considered a lower-middle-class sector according to the *Secretaría Distrital de Planeación (SDP).* The building where the research takes place is surrounded by multiple factories and it is located in front of a Trasnsmilenio station (*Estación KR 43*). These conditions make the environment noisy and polluted. Besides, due to the primarily industrial nature of the area, most of the students do not reside nearby, as it is not a residential neighborhood.

Institutional context

This section provides a general description of the institution's infrastructure. According to the Proyecto Educativo Institucional (PEI) of Colegio La Merced I.E.D. (2013), the institution was founded in 1832, being the first official school in El Nuevo Reino de Granada. Initially, the institution was located at Tomas Tenorio de Carvajal's private residency. Later, it was relocated to the convent of Capuchin fathers, where it operated for 134 years, being re-located, for the third time, to Mosquera in 1974. Finally, in 1980, it settled in its current location, a building that used to serve as El amparo de niñas.

Due to the antiquity of the edifice, the school is now facing an extensive restoration process, since many of the original features were damaged. Besides, the school is being expanded with the construction of new buildings. As a result of the restoration stage, many classrooms have closed, limiting the spaces where students can have classes. Consequently, some of the classrooms that remained open do not have electricity.

On the other hand, excluding the classrooms that do not have electricity, the school features several spaces equipped with technological devices, specifically touch televisions and computers. Additionally, the institution provides students and teachers with several tools, such as smart TVs, projectors, and a steady Wi-Fi connection. In brief, Colegio La Merced offers a range of technological implements, in the remaining available areas.

Moreover, in the institution's mission and PEI, published in 2013, it is established that the main objective of Colegio La Merced is to foster the development of leadership capacities, critical thinking, social skills, and respect among individuals (2013). The institutional PEI emphasizes the importance of respect, leadership, and teamwork as essential educational components. Furthermore, the school's mission revolves around contributing to the nation's improvement by educating female students to become critical citizens (2013). Thus, the school's PEI and mission delve around nurturing students' critical thinking, leadership capacities, and social skills.

In addition, the English Institutional Project created in 2013 affirms that language has a perpetually social function, which within the school is developed through project-based activities, and a deductive grammar approach. Besides, the English curriculum bases its aims on teaching grammar structures from a deductive methodology, allowing students to learn from examples, more than theory. The above is carried out through teamwork and

social interaction which allows participants to understand the social impact of the language.

Participants' context

The population selected for this study comprises a group of 25 eleventh graders at Colegio La Merced I.E.D whose ages range from 16 to 17 years. They are English as a Foreign Language (EFL) elementary-level learners, who attend English classes with a regularity of two days a week. A survey (Annex 1) found that all participants come from Bogotá, and none belong to a minority group. In turn, their socioeconomic strata vary between strata 2 and 3. Likewise, most students live in areas surrounding the institution such as Bosa, Kennedy, and Puente Aranda. Therefore, most of them rely on the institution's transportation service.

The result of the survey (Annex 1) shows that participants seldom engage in reading books or listening to English music, instead, students rely on social media for leisure purposes. Additionally, results found that every student has internet access, in turn, each of them possesses at least one social media account, TikTok emerging as the most utilized one among this group. In terms of musical preferences, nearly all participants prefer Spanish music, with Reggaeton being the most popular genre. In brief, girls' cultural background is heavily influenced by social networks and Spanish content.

Moreover, in what concerns students' behavior and internal relationships, girls are cooperative and collaborative. In general terms, participants get along remarkably well, showing respect to their partners and the teacher. Besides, students are willing to work cooperatively, enjoying working in groups, and spend time with their classmates. Within the classroom, students' behavior is adequate, following instructions and remaining

attentive to the lessons. Overall, students conduct themselves properly maintaining acceptable internal relationships.

Concerning the English classes, it was perceived that the main language used by the teacher and participants in class is Spanish. Most students do not communicate their ideas or questions in English, in fact, only two girls actively engage in communicating in the target language, and the remaining participant rarely pronounced a word in English. In the field notes (Annex 4) it was evident how students felt signs of embarrassment when speaking in English. When asked, girls claimed that the reason why they feel ashamed is because they think they have poor proficiency in the language. To summarize, students almost exclusively communicate in Spanish during the English class.

Furthermore, according to the survey conducted (Annex 1), students perceive English as an important subject; however, a significant portion claim that they struggle to retain or understand commands or vocabulary. Additionally, according to the survey, most students like English classes because they are dynamic and fun. Nevertheless, even if girls express an affinity for the class, the survey showed that they do not feel motivated to learn English as they perceive it as a difficult skill to obtain.

Diagnosis

The following section aims to present in detail the two diagnostic instruments implemented to evaluate the literacy level of the participants in English and gender issues. First, an English test was conducted to verify the participant's level of English. The test was divided into four sections: reading, writing, speaking, and listening comprehension. Students were instructed to read the exam instructions carefully and answer the questions on a separate sheet of paper. In the first section, participants were presented with a short

paragraph about feminism (Annex 2). They had to read the text to answer four questions. 80% of the girls were able to answer all four questions correctly, while the remaining 20% had one or more incorrect responses. Hence, in the reading section, most of them demonstrated proficiency by accurately identifying the main aspects of the text.

Next, the writing and listening sections were conducted. Participants were instructed to write a brief descriptive paragraph exposing their opinions on the assigned topic, which, for the purpose of this study, was gender equity. Most students had difficulties constructing a grammatically accurate paragraph, none of them being able to display in their texts neither cohesion nor coherence. For instance, they lacked proper punctuation and structural elements such as topic sentences or supporting sentences. Additionally, for the listening section, students had to listen to a two-minute audio that was played twice. After the audio presentation, girls were instructed to answer four questions. Among the participants, 60% were able to answer all four questions accurately, while the remaining 40% had one or more incorrect answers. To summarize, students encounter difficulties when making paragraphs as well as understanding English listening content.

Lastly, within the speaking section, participants were instructed to prepare answers to three questions: first, why is gender equality important? Second, can you describe a situation where gender inequality was evident? and third, how can you contribute to improving gender equality in Colombia? (Annex 2). Following a ten-minute preparation period, each student was required to present their responses individually in front of an evaluator in a separate classroom. All participants encountered difficulties speaking for more than 30 seconds in a continuous manner, often displaying signs of embarrassment, none being able to maintain a conversation or answer any of the questions asked. Hence, students show a low speaking proficiency level.

Gender-issues survey

The second diagnostic instrument applied was a survey designed to assess how literate participants were on issues related to gender such as feminism, sex, gender, etc. In the first component, students were required to define words such as gender, sex, woman, and man (Annex 3). A significant number of students associated these terms with physical attributes or reproductive organs. Moreover, participants struggled to differentiate the words gender, and sex. Likewise, some participants tended to define feminism and male chauvinism as though one were the antithesis of the other. Overall, girls show a widespread lack of knowledge regarding certain concepts, as well as their lack of training on gender issues.

Additionally, the second segment required participants to associate words. 50% of the respondents associated the word *blue* with *man*. The remaining 50% linked the words *opportunities* and *power* with the word *man.* 80% of the students related *baby* with the word *woman,* and 20% related the word *clothes* with *woman* as well. These results illustrate how concepts such as colors, clothing, and social positions are commonly linked to particular genders.

Moreover, the survey (Annex 3) required students to distinguish between concepts such as *homicide* and *femicide,* as well as *sex and gender*. Most participants faced difficulties answering these questions, nonetheless, all of them stated that homicide is the murder of any person, while femicide is the murder of a woman. Subsequently, most students argued that sex and *gender* are synonymous. The aforementioned highlights the limited knowledge that participants possess regarding those concepts.

Similarly, the survey included several stories about gender violence and gender stereotypes. After reading them, students had to give their opinions and identify the type of

violence depicted in each story. While all the students expressed their disagreement with the sexist actions of the characters, only 50% of the participants were able to identify the type of violence shown in each case. These results suggest that participants do not fully understand the meaning of these terms.

In the final segment, students were asked if they had ever noticed any type of sexist behavior in their homes. 100% responded that they had noticed this type of behavior (Annex 3). When asked if they talked about issues such as feminism and gender equality in their homes, the majority answered negatively, stating that these topics seldom came up in their household conversations. However, all students surveyed acknowledged the relevance of addressing issues related to gender and gender equality at school. In conclusion, the findings highlight a prevailing lack of understanding of gender issues.

Considering the results of the two diagnostic instruments, it is possible to conclude that students lack further training in specific areas. Regarding the English test, it is concluded that participants exhibited an adequate performance in both reading and listening. On the contrary, in the areas of speaking, and what concerns this research, writing, girls presented deficiencies in producing content, not being able to coherently show their ideas. In the realm of gender issues, students were not able to understand or define certain concepts, depicting inaccuracies when identifying basic gender notions. Bearing in mind the above, girls portray insufficient instruction in what concerns English productive skills, especially writing, and gender issues. In turn, addressing these gaps could potentially enhance students' overall performance and understanding.

Statement of the Problem

In Colombia, the law 115 of 1994 in its secondary basic education objectives, establishes the obligatoriness of acquiring a proficiency level in at least one foreign

language. To accomplish this goal the Ministry of National Education (MEN) through the National Bilingualism Program, decrees the guidelines for enhancing the English learning process. In alignment with the objectives of Law 115 in 2006 the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* was created to guide the curriculum and the teaching process of English as a foreign language (EFL) within the educational system. They outline the necessary competencies that students must develop throughout their English learning journey. Its primary purpose is to prepare students to effectively communicate in English to be able to participate in today's globalized world.

Consequently*, Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* published in 2006 establishes that eleventh-grade students ought to be able to demonstrate a B1 proficiency level in English. Individuals at this level should be able to coherently express their opinions in a written form. Despite that, the diagnosis instruments exhibited that students struggled to depict their opinions coherently, producing disconnected sentences. Additionally, B1 level students are expected to revise and correct their texts addressing any vocabulary or grammar mistakes to produce short, but coherent texts, showcasing an appropriate usage of punctuation and spelling. However, the diagnosis instrument evidenced that students' texts depicted several grammatical and structural errors, including the absence of topic sentences, improper punctuation, and frequent spelling and grammatical inaccuracies. Therefore students' writing performance does not portray the expected B1 Writing Skills, failing to convey essential traits of this intermediate level.

Moreover, as stated by Kellogg and Raulerson (2007), Writing Skills are a pivotal factor in education, with the authors arguing that students' capacity to compose a text is the primary indicator of success in academic work (p. 237). Nevertheless, in concordance with

Kellogg (2001), despite the importance of writing, it is still considered a significant cognitive hurdle (p. 314). The challenge of writing lies in its self-regulatory processes of planning, text generation (drafting), revising, and editing (Kellogg & Raulerson, p. 238). According to Flower and Hayes' *Cognitive Process Theory of Writing* (1981) the importance of writing competence arises from the writer's ability to effectively convey complex cognitive processes or skills that involve planning, translating ideas to text, and reviewing among others. Based on this postulate, it is possible to claim that students remain oblivious to the skills associated with writing, as there is no evidence of planning, drafting, revising, or editing in the paragraphs they constructed (Annex 2).

On the other hand, according to the questionnaire conducted, students struggled to define concepts such as gender, sex, feminism, and male chauvinism (Annex 3), highlighting their lack of training in these topics. In the same vein, the National Council of Educational Research and Training (NCERT) stated in a publication from 2006 that addressing issues such as gender, feminism, and sexuality is crucial in educational settings for promoting awareness and inclusivity. Furthermore, as noted by MEN in 2015's Law 1761, educational institutions must incorporate a gender perspective into their curricula, focusing on advocacy for awareness and inclusivity. Additionally, the Colegio La Merced institutional PEI (2013) includes a gender approach aimed at reaffirming the role of education in shaping identities and fostering social transformation. Thus, integrating gender issues into educational practices not only fulfills legal requirements but also supports the development of a more inclusive society.

In conclusion, participants exhibited deficiencies in producing written texts, failing to convey their ideas in a coherent way. In turn, none of the students was able to demonstrate extensive knowledge about gender-related topics, showing a widespread lack

of awareness of gender issues. Therefore, it is necessary not only to strengthen girls' writing English skills, but it is also imperative to address gender issues in class.

Rationale

According to Crystal (2003), learning English in today's world is crucial due to the rise of globalization and new technologies. English is the most widely used language in the world, connecting people from different cultures and facilitating the exchange of educational, entertainment, commercial, and scientific knowledge. The alliance of English and technology has made the exchange of information unprecedentedly accessible. Consequently, because of its significant role in today's society learning English should be highly encouraged, as its mastery allows individuals to cross borders and interact with multicultural knowledge.

In the same field, according to Harmer (1998), teaching writing to students of English as a foreign language reinforces not only their Writing Skills but also their language proficiency, as it is a core element of language development. Besides, the importance of writing extends beyond the realm of academic spaces, as writing serves as the gateway for technology in the 21st century. In the same path, Onozava (2010) points out, that writing is necessary in our daily lives as tools such as e-mails, and social media have gained an indubitable prevalence. Thus, this investigation holds relevance as it acknowledges the importance of writing not only as an academic requirement, but also as a resource for communicating ideas, and opinions.

Furthermore, another important factor in writing is Writing Skills. As claimed by Kellogg and Raulerson (2007), Writing Skills are central elements in education, arguing that students' ability to correctly integrate Writing Skills determines their success in academic spheres. For instance, Hakimah (2024) emphasizes that well-structured written

work involves several key skills such as prewriting (planning), drafting, revising, and editing that are crucial in order to effectively communicate the author's intended idea (p. 43). Hakimah (2024) also states that the mastery of those skills is essential for academic success and communicative competence. Hence, teaching Writing Skills is relevant for fostering students' communicative competence and enhancing their academic performance.

On the other hand, in what concerns gender Freyre (1997) states that it is imperative to provide students with a critical and empowering education that allows them to be aware of socio-cultural relevant issues, such as, for this instance, gender. Based on this postulate, this study seeks to create spaces for students to express their perspectives on gender issues, through the development of a collaborative project-based learning book. Therefore, the importance of this investigation does not simply rest upon the mere teaching of Writing Skills, but it also considers the importance of addressing gender issues in educative spheres.

Moreover, another pivotal element of this study is Project Based Learning. PBL defined by Thomas (2002) is an approach that seeks to teach content through group projects, enabling students to cooperatively integrate and apply their knowledge in a hands-on environment. PBL allows students to actively engage as they are exposed to a problem that they must resolve by working on a team. PBL emerges as an alluring approach for the enhancement of Writing Skills as it permits participants to revise and correct their partners' texts, creating an environment of mutual cooperation.

Likewise, Project-Based Learning (PBL) is a useful approach for addressing social topics, such as gender issues. PBL aims to propose a problem or a question for students to cooperatively solve, which can be applied to explore and teach gender issues. Different gender problems are proposed for students to analyze and try to solve them in a written

format. Therefore, PBL contributes to the enhancement of Writing Skills while it also provides a functional framework for teaching and learning about gender issues.

In conclusion, in light of the above, this investigation acquires significance as it seeks to foster English Writing Skills by presenting participants with gender-related content under a PBL approach. Moreover, Lesko (2012) argues that issues related to gender occupy a leading role in the social scene, hence including gender issues in educational settings provides future generations with useful social life knowledge. Additionally, this investigation based its development on several theoretical authors who present writing, gender, and PBL as fundamental elements of modern teaching, highlighting their academic and social functions. Therefore, the significance of the research lies in the integration of Writing Skills with gender issues under a PBL approach.

Research Question

What is the impact of implementing a Project-Based Learning (PBL) approach for the production of an English gender issues book to develop the writing skills of a group of eleventh graders at Colegio La Merced I.E.D.?

General Objective

To evaluate the impact of implementing a Project-Based Learning (PBL) approach for the production of an English issues book to develop the writing skills of a group of eleventh graders at Colegio La Merced I.E.D.

Specific Objectives

To identify how students' creation of a gender issues book influences the development of their writing skills.

To recognize how a Project-Based Learning (PBL) approach functions as an integral tool in improving Writing Skills.

To evaluate how a Project-Based Learning (PBL) approach impacts the creation of a student-written gender issues book.

Chapter 2. Literature review and theoretical framework

The following section is centered around the literature review of the knowledge that forms the base of this research. This section provides an understanding of the available information in the field, encompassing a range of international, national, and local investigations related to the specific and general objectives of this study, as the state of the art on notions such as the writing concept, Writing Skills, Project-Based Learning (PBL) in improving Writing Skills, gender issues, and gender in education.

State of the art

The following section encompasses various international, national, and local investigations related to the main objective of this research. The studies consulted inquired into either the improvement of Writing Skills, gender issues, or the usefulness of a PBL approach for the enhancement of English skills. The investigations provide a gateway for addressing and implementing PBL writing strategies, Writing Skills, and gender issues focused activities.

Chart 1.
International background.

International context		
Title	**Year**	**Ambit**
The Emergence and Development of Syntactic Patterns in EFL Writing in a School Context: A Longitudinal Study.	2019	Universidad de Barcelona.
Design of Learning Modules Writing Narrative Text Based on Project Based Learning (PBL) by Using Mobile Devices.	2020	Journal of Physics: Conference Series; Bristol.
Project-Based Learning in the Writing Skill Development," authored by Alexandra Lorena Acosta Morales.	2019	Universidad Tecnica de Ambato.

Chart 2.

National background.

National context		
Title	**Year**	**Ambit**
Peer Feedback: A Strategy Based on Error Treatment to Enhance Writing Skills in EFL Classroom.	2015	Universidad Libre de Colombia.
Enhancing Writing Skills with seventh graders at a public school through online workshops.	2014	Universidad Libre de Colombia.
Learning how to make room to gendered practices in contexts of teaching English as a foreign language: a multiple case study.	2017	Universidad de los Andes.
Local context		
Title	**Year**	**Ambit**
La perspectiva de género a través de la apreciación literaria.	2023	Universidad Pedagógica Nacional.
Developing situated writing through content–based instruction: discovering my reality.	2019	Universidad Pedagógica Nacional.
Making picture books to promote creative writing.	2020	Universidad Pedagógica Nacional.

First, *The Emergence and Development of Syntactic Patterns in EFL Writing in a School Context: A Longitudinal Study* written by Luz Celaya (2019) is a quantitative and longitudinal study developed at Universidad de Barcelona and implemented with sixteen EFL students from various state-funded schools in Spain, over a time span of 6 years. The objective of the research is to analyze the development of written syntactic patterns to comprehend how EFL writing is acquired. The data collection was conducted using essay activities, multiple writing exercises where students wrote about themselves, their past and future, and the Oxford Placement Test, a standardized proficiency exam.

The research concluded that syntactic patterns become more complex as proficiency in the language increases. Moreover, the author argues that "written production and syntactic complexity differ from one point to another" (Celaya, 2019, p.11) and calls for further research from a holistic approach. This study is relevant to the present investigation, providing insights into how Writing Skills are acquired. It also shows how syntactic patterns are analyzed and codified according to their complexity, shedding light on how to analyze and evaluate the syntactic level of participants when writing. Hence, Celaya's research represents a starting point for this investigation as it presents how syntactic EFL writing complexity evolves as proficiency occurs, providing elements for understanding how to address writing and evaluate its proficiency.

Next, *Design of Learning Modules Writing Narrative Text Based on Project Based Learning (PBL) by Using Mobile Devices* authored by Syahrul Ramadhan et al, (2020) is a study that aims to enhance Writing Skills by using mobile devices as a primary resource for creating narrative texts under a PBL approach. Incorporating both qualitative and quantitative data analysis, the study concludes that learning modules impact the improvement of Writing Skills, as the material is adaptable and flexible to meet students' needs. Moreover, it showcases how a PBL approach enhances Writing Skills as students work cooperatively to produce a final product, a narrative text. The study is relevant for the present investigation as both share the aim of utilizing PBL for improving Writing Skills among EFL students. In this regard, it also provides insights into how to conduct a PBL approach with low English proficiency students.

In addition, the third study considered relevant for this investigation is *Project-based learning in the writing skill development* authored by Alexandra Lorena Acosta Morales (2019). In this research Acosta inquiries into the impact of Project-Based Learning

on the development of Writing Skills. The population selected comprised thirty-six first-semester students from Unidad Educativa César Augusto Salazar Chávez a school located in Ambato, Ecuador. The population was divided into two groups, the experimental group composed of twenty-two students, and the control group, composed of the remaining sixteen students who did not participate.

The study implemented various PBL activities with the experimental group to determine if this approach caused any difference in their Writing Skills. Following this intervention, an exam was conducted. The results showed that the experimental group, on average, obtained significantly better grades compared to the control group. Therefore, it is concluded that the utilization of a PBL approach is effective for improving participants' Writing Skills. The investigation's results are useful for this research as it was evident how a Project-Based Learnig approach can enhance Writing Skills. Moreover, it illustrates what type of PBL exercises are suitable for teaching Writing Skills, offering practical and replicable activities. Thus, this investigation bestows key factors for enhancing Writing Skills through PBL.

In the same field, *Writing Skills, Peer Feedback: A Strategy Based on Error Treatment to Enhance Writing Skills in EFL Classroom* conducted by Figueroa and Gamboa (2015) is a fundamental theoretical guide for the present research. This action study aims to evaluate the inference of peer feedback in the Writing Skills development of eighth and ninth-grade students from Benjamin Herrera School in Bogota. Furthermore, a qualitative research method was chosen to conduct six English sessions where students solve a workshop based on a real-life event, then, a previously selected partner corrects it, writing comments about the grammar errors encountered.

Consequently, the authors concluded that peer feedback is a useful resource for improving Writing Skills since it fosters a sense of autonomy and confidence that allows students to learn from their mistakes to be able to correct their partners' texts. The conclusions driven by the research are significantly important for the present study since they place autonomy, collaboration, and a student-centered methodology as key factors for the advancement of Writing Skills. Figueroa and Gamboa's investigation presents valuable strategies for implementing peer evaluation as an essential trait for nurturing a collaborative environment, one of the main features of a PBL approach. Therefore, *Peer Feedback: A Strategy Based on Error Treatment to Enhance Writing Skills in EFL Classroom* is a useful theoretical foundation.

Furthermore, another fundamental research that contributed to the current study is E*nhancing Writing Skills with Seventh Graders at a Public School through Online Workshops,* an action research authored by Rodríguez and Rodríguez, and published in 2014. The objective of this investigation is to enhance Writing Skills through the development of online workshops. The population encompasses 30 seventh-grade students from a public school located in Kennedy, Bogotá. The research focused on implementing five online writing workshops through the Edmodo website. The methodology and the data were framed under a qualitative approach, showing how students improve their Writing Skills through the utilization of the workshops and the content they encompass (links, videos, and step-by-step instructions). The study concludes by stating the usefulness of the incorporation of different teaching materials for improving Writing Skills.

This investigation is relevant as it introduces several elements for writing improvement, such as online workshops, and the description of the activities conducted, which are fundamental for the development of activities centered on improving Writing

Skills. Therefore, the Universidad Libre's investigation is a pertinent theoretical foundation since it presents insights for addressing writing activities with technological tools in public schools.

Additionally, *Learning How to Make Room to Gendered Practices in Contexts of Teaching English as a Foreign Language: A Multiple Case Study* is a research authored by Harold Andrés Castañeda-Peña and published in 2017. The objective of this research is to describe the learning experiences of English teachers who took an optional course about gender awareness and its importance in English teaching. According to the results encountered, the author concludes that teachers' experiences allow them to perceive their students as citizens of a society, which requires them to be aware of the important issues that are immersed in their context, such as gender. The conclusions also point out that it is not just the English teacher's role to educate on gender issues, instead, it is a matter that concerns all teachers in every educative sector. The study is relevant for this investigation as it presents gender awareness as an important factor in teaching English. Therefore, this research serves as a fundamental theoretical reference, introducing the significance of gender within educational contexts, particularly for English teachers.

Equally relevant for this study, *La perspectiva de género a través de la apreciación literaria* is a research conducted at Universidad Pedagógica Nacional and written by Paula Verónica Sarmiento Mora (2023). This study implements a qualitative methodology with 33 participants from Institución Educativa Distrital Liceo Femenino Mercedes Nariño. The principal objective of the research is to analyze the gender perspective along with literature appreciation through the creation of a didactic sequence that seeks to develop reading and Writing Skills. Based on the findings the author concluded that gender must be integrated in every sphere of the education system. Moreover, the study emphasizes the role of

literature, not as a mere academic requirement, but as a resource for teaching awareness of social issues, more specifically, those concerning gender. The research is relevant for the present study since gender and writing are placed as core elements, emphasizing the importance of addressing these topics in academic and social scenarios. The investigation's results probe beneficial insights about how to accurately present gender as a useful topic for improving writing proficiency.

On the other hand, *Making Picture Books to Promote Creative Writing* authored by Elkin Patiño (2020), is an Exploratory Action Research investigation conducted with 32 fifth-grade students at Colegio Faustino Domingo Sarmiento. The objective of this investigation is to improve creative writing through the collaborative creation of picture books, implementing a controlled writing approach. The final product of the study was a picture book, where the author concludes that creating the text allowed low English proficiency students to be more creative, improving their Writing Skills. The research provides this study with relevant insights about the implementation of collaborative books as instruments for improving Writing Skills, presenting the elaboration of books as an effective tool for conveying low English writing performance. Hence, this investigation is pertinent for the objectives of the present research, as it places the creation of group books as a useful resource for enhancing Writing Skills among participants.

Lastly, *Developing Situated Writing through Content-based Instruction: Discovering My Reality* written by Jaimes (2019) is a qualitative research carried out at Instituto Pedagógico Nacional with 33 fifth-grade students. The objective of this research is to evaluate the usage of Content-based instruction in the acquisition of writing skills. The findings of this research permitted the author to conclude that content-based instruction is a suitable option for the development of situated writing. Students were able to improve their

Writing Skills since they felt acknowledged as they wrote about their own experiences cooperatively, allowing them to explore writing from different perspectives. This investigation holds relevance for the present one as both seek to enhance Writing Skills through the development of team activities related to students' perspectives. Thus, the research previously presented represents a theoretical and practical advancement in how participants' experiences can be addressed in academic scenarios for improving Writing Skills.

In conclusion, the consulted investigations are important for the present research as they provide core insights about the knowledge that forms the theoretical foundation of this investigation. They present a detailed understanding of the body of information available in the realm of Writing Skills, the PBL approach, and gender-related topics, as well as the creation of collaborative books for the enhancement of writing.

Theoretical framework

This section encompasses the theoretical foundation upon which this investigation rests. Concepts such as writing, Writing Skills, Project Based Learning approach in improving writing Skills, and gender are discussed, showcasing numerous authors whose work sheds light on these concepts.

Writing concept

Limiting writing to a single concept has proven challenging, as noted by Coulmas (2002) "at least six meanings of 'writing' can be distinguished" (p. 1); however, for the purposes of this research, writing is defined as "a system of recording language by means of visible or tactile marks" (Coulmas, 2002, p. 1). Additionally, the author highlights that the understanding of writing is influenced by the culture it is immersed in. "The meaning

and validity both of past and contemporary theories of writing are contingent upon the historical and, perhaps, cultural circumstances within which they were conceived" (Coulmas, 2002, p.2). This definition presents writing as a complex multidisciplinary, and multicultural issue that cannot be defined as a single. "Every attempt at a single universal definition of writing runs the risk of being either anachronistic or informed by cultural bias" (Coulmas, 2002, p. 2).

Likewise, writing is not just challenging to define, it is also challenging to produce, as it is an inherently productive skill. A productive skill is one in which the learner is engaged in producing language content, touching upon speaking in a conversation to express a message, or writing an accurate text for communicative or informative purposes (Ismail, 2023). In addition, Richards and Renandya (2002), state that productive skills, especially writing, are challenging, even for experienced authors. Additionally, Perumal and Ajit (2020) note that "writing is a big challenge for both the native and the non-native user" (p.1). Thereby, writing, as a productive skill, is a complex and intricate hurdle for both native and EFL learners.

Additionally, according to Brown, writing possesses micro and macro components. First, the micro components revolve around mechanical elements: using appropriate word order, expressive cohesive messages, grammar, punctuation, and spelling (Harmer, 2010). On the other hand, the macro components, center around text order, (thesis statement, topic sentence, supporting ideas, concluding ideas, etc.), using paraphrases, synonyms, and editing. Therefore, writing involves a set of micro and macro components that must be included in the teaching process as they set the gateway for Writing Skills.

Writing skills

Brown (2001) defines writing as the written product of thinking, drafting, and revising. Brown states that writing requires particular skills, such as generating ideas, coherent organization, and the usage of discourse markers. Hence, writing is a rational process, as it needs to be planned and re-edited a non-given number of times.

Moreover, Writing Skills refer to the accurate usage of writing for effectively conveying messages, information, and ideas. Richards and Renandya (2002) state that writing consists of four elemental stages, planning, drafting, revising, and editing. For the sake of this research, these four stages are catalogized not just as stages, but as skills in the writing process. This section encompasses the description of each of the aforementioned skills.

Besides, for the purposes of this research, planning, drafting, revising, and editing are not seen as linear processes, instead, they are seen as dynamic skills that can occur non-linearly. "Research tells us that writers are constantly planning (pre-writing) and revising (re-writing) as they compose (write), not in clean-cut stages" (Flower & Hayes, 1981, p. 4). As stated by Richards and Renandya (2002) the writing process is not a straight line, there is no such thing as a formula or a step-by-step guide that assures a perfect final text, instead, writing can occur in a non-specific order. "We must accept the chaotic and messy nature of writing" (Richards & Renandya, 2002, p. 309). Thereby, Writing Skills are not linear skills, but rather orderless ones.

1. Planning

Planning, often labeled as pre-writing, or pre-drafting is the ideal initial step of the writing process. Within this step, the writer prepares his or her ideas before drafting.

Although planning is labeled as the initial step it is worth noticing that it is a skill that takes place multiple times during the writing process, as writers are constantly looking for input to continue a text. This encompasses a set of processes such as setting objectives, researching, selecting the tone and style, organizing thoughts, and generating ideas. Many authors, such as Grenville (2001), argue that the process of gathering ideas, itself composes a different stage; nevertheless, for this research planning encompasses this cycle as Richards and Renandya (2002) stated.

2. Drafting

During drafting writers create a preliminary version of the text, only focusing on the content, not the structure. Within this step writers are able to generate content, writing sentences, and paragraphs that aim to be logically connected (Hayot, 2014). It is crucial for teachers to introduce students to both micro and macro components at this stage. Drafting also encompasses the selection of the tone, the audience, and the central idea that the text aims to reach (Grenville, 2001). Drafting, as with the other skills, can take place several times in order to construct a text, it does not represent a one-step-done, but one that can be revisited a non-stated number of times.

3. Revising

Revising occurs when writers critically review their previous drafting work to improve global organization and the coherence of the text. Within this section, micro components are crucial for identifying grammatical inaccuracies, spelling, and punctuation errors, as well as clarity, cohesion, syntax, and style (Grenville, 2001). There is an unlimited number of times for the development of this step, while some texts require just one double-check, others require multiple revisions (Hayot, 2014). It is worth mentioning

that this process can be cooperatively achieved, as peers can revise and review other peers' work.

4. Editing

In concordance with Richards and Renandya (2002), editing is the process that ideally precedes the final delivery of a written product, this skill centers around detecting and correcting any lexical, grammatical, or mechanical problem to ensure an error-free paper. This process can be developed individually or cooperatively, for the sake of this study editing is faced from its cooperative and social dimension, allowing students to experience writing in a social environment.

Additionally, according to Richards and Renandya (2002), editing is a complex stage because students must understand what errors they may encounter and how to correct them. If students are not properly trained in this particular skill, they are not able to edit their partners' texts, as they simply do not know what is grammatically and syntactically accurate. Therefore, editing requires constant teachers' input to determine what is expected from a text.

In conclusion, according to Richards and Renandya (2002), Writing Skills are important because they ensure the quality of the writing, facilitating the process of writing as it is divided into skills that can be particularly enhanced.

Project-Based Learning (PBL)

Project-Based Learning (PBL) is a permanently evolving concept as the notion is continuously shaped by new authors and researchers. Thomas (2002) defines PBL as teaching content and skills that are organized around group projects, which enables students to integrate and apply their knowledge in a cooperative environment. Furthermore, Fleming (2002) states that a PBL approach helps students to actively engage with the proposed tasks

as they are developed through group projects. Moreover, according to Haatainen and Aksela, (2021), PBL revolves around four key concepts:

1. Constructivism: when individuals erect their knowledge actively the learning process is more efficient. In PBL, students engage in projects that require them to collaborate and investigate, constructing their knowledge through hands-on experiences (Barron & Hammond, 2010). There are many activities that students can perform in order to be immersed in a hands-on environment; however, for the present research students are required to write a book fully composed by them.
2. Cognitive Apprenticeship: students engage better with the content when collaborative work is involved. Social interaction is a core concept of PBL, as students learn from each other while the teacher guides the process (Dunbar, 2024). For instance, the development of the group project book enables students to work in groups, cooperatively creating a final product.
3. Scaffolding: The teacher provides guidance, mentorship, prompts, and cues to support the students' development (Krajcik & Shin, 2014). The teacher is not the central character, instead, the role of the teacher is perceived as a guide that facilitates the process of the creation of the final product. To exemplify, the creation of the group project is student-centered, allowing students to choose what gender issue they want to address, and how they want to do it.
4. Authentic Assessment: The assessment process should mirror real-world tasks. Learners are expected to present tangible products, such as project presentations, and written form advancements that reflect students' understanding and application of the notions learned (Wiggins & McTighe, 2005). In the present research, students

are expected to deliver a final tangible product, a gender issues book, and a series of texts that reflect the development of the product.

Project-Based Learning in improving Writing Skills

According to Harisma et al (2019), PBL is a useful method for improving Writing Skills as it engages EFL students in meaningful projects. Those projects require participants to learn in a hands-on environment, providing authentic contexts for creation. Besides, PBL acts as a communicative bridge, permitting students to express their thoughts. Therefore, PBL serves as a method for improving Writing Skills in EFL contexts.

Furthermore, in concordance with Vejar (2020) a PBL approach enhances EFL students' Writing Skills as they can work in a cooperative way. This approach allows participants to fully engage with the task by correcting their partners' writings. Moreover, PBL requires students to independently solve problems, making them active learners. Thereby, PBL emerges as an alluring method for improving Writing Skills.

Based on the project-based characteristics of PBL and its inherently social and cooperative nature, the activities are designed to engage students in the collaborative creation of a gender issues book. To achieve this goal, a series of workshops are conducted where students collaboratively write the introduction, development, and conclusion of their chapters. All activities are fully aligned with the PBL approach, emphasizing problem-solving and cooperation as foundational elements. For instance, each chapter is written in groups to foster a collaborative atmosphere that encourages teamwork.

Gender issues

Gender issues according to the European Institute for Gender Equality (EIGE), encompass women's and men's experiences in society, involving the social, economic, and political spheres of both genders. Moreover, it refers to the dynamics and inequalities based

on gender and how they affect individuals. Fundamentally, gender issues refer to how gender influences interactions, experiences, and opportunities:

> Gender issues include all aspects and concerns related to women's and men's lives and situation in society, to the way they interrelate, their differences in access to and use of resources, their activities, and how they react to changes, interventions, and policies (European Institute for Gender Equality, 2014).

Gender issues manifest in several forms; nevertheless, this research focuses on eight of them. These eight concepts were chosen because they represent some of the most universal and relevant gender-related themes in the contemporary context. These topics address key issues that affect diverse communities and provide a comprehensive framework for examining how social constructions of gender influence daily life, interpersonal relationships, and institutions. Each of the issues is explored by students in written form through the creation of a gender issues book:

1. Gender equality: According to the United Nations it is a primordial right that seeks people, despite of their sex or gender, to have equal rights and opportunities without distinction. "Gender equity refers to the fair and equal treatment of individuals regardless of their gender in all aspects" (Kuteesa, et al., 2024, p.1).
2. Gender Roles: According to the Colombian Ministerio de Justicia in its *Cartilla de Genero* created in 2023, gender roles are the association of certain characteristics, behaviors, attitudes, and feelings to specific genders.
3. Gender stereotypes: Ministerio de Justicia through *Cartilla de genero (2023)* defines gender stereotypes as the societal assignation of certain characteristics to a person or a specific group of people. When a stereotype bestows specific characteristics on a particular sex, it is then called a gender stereotype.

4. The feminist movement: According to the Council of Europe (n.d), the feminist movement is a social and political movement that strives to achieve equality among women and men in practice and law.
5. The intersectionality of sex, gender, and class: According to the United Nations Development Programme (UNDP), intersectionality refers to discrimination and its multiple intersecting forms, varying from sex, gender, race, etc. For instance, a person may be exposed to various forms of discrimination, to exemplify, “a Roma woman might experience discrimination based on both her gender and ethnicity’’ (Needera, 2023, p.1).
6. Gender violence: It represents any form of violence perpetuated based on gender that unchains any form of physical or psychological damage. (Ministerio de Justicia, 2023).
7. The role of education in promoting gender equality: In concordance with Karam (2014), education is the main vehicle for overcoming inequity since knowledge allows individuals to challenge established gender stereotypes in the hope of overthrowing gender inequality.
8. The role of Colombian women in the feminist movement: The first indication of the feminist movement in Colombia traces back to the decades of the twenties and thirties, since then, the movement has grown in influence working in the advancement of gender equality (Dirección de Enfoque Diferencia, 2020).

Gender in education

According to Fraser (2013), gender is a fundamental and relevant topic in modern society, therefore, advocating for the integration of gender-related content in educational environments is crucial in the 21st century. Beauvoir (1949) highlights the importance of

discussing the construction of gender roles and biases as a means for women to attain educational equality. Furthermore, educational institutions play a big role in perpetuating gender norms, and stereotypes. Therefore, incorporating gender-related content in educational settings serves as a valuable tool for challenging and preventing the perpetuation of systemic gender norms (Butler, 1990).

Besides, Trujillo (2015) highlights the importance of including gender-derived topics in students' training. The author argues that since gender is a social issue, topics derived from it, such as gender equality, gender stereotypes, etc., need to be addressed at school to promote a more equitable society. Trujillo (2015) emphasizes the need for educators to recognize and address gender issues in the classroom, including the ways in which gender norms and stereotypes are reinforced through educational materials and practices.

In conclusion, the authors highlight the relevance of gender issues in creating a safer and more inclusive environment. They also point out the idea of educational institutions being a significant agent in perpetuating and preventing gender norms and stereotypes. The authors strengthen the notion that gender should be included as an important issue in all educational settings.

Gender in writing

According to Richards and Renandya (2002), writing is ideological, and teaching writing is ideological as well. In turn, they state the relevance of confronting teachers' ideological positions between the way they teach writing and "the roles they are preparing students for" (Richards & Renandya, 2002, p. 317). This premise raises an important question "What role in society does our instruction prepare them for?" (Richards & Renandya, 2002, p. 318). Writing reflects a system of values and beliefs, while grammar,

syntax, vocabulary, and structure are relevant, content holds greater importance. Therefore, what teachers decide to put emphasis on, is not an inherently practical choice, but a social and ideological one.

Furthermore, the selection of gender as the topic in which writing revolves, is as stated before, not a simply practical choice, but rather an ideological one. Gender issues are a deeply societal-rooted concept that interferes in every social scenario. Education, on the other hand, is inherently, and indisputably, a social scenario, where students prepare not just for an academic context, but for social contexts (Nicholas, 2018). Thus, it is coherent to place gender issues as the center of the writing process, not because it is a useful topic for writing, but because it is a social one, “when selecting the topic for writing we borrow ideas from history and social sciences" (Richards & Renandya, 2002, p.318).

In conclusion, these authors shed light on how gender and its different assumptions are involved in educative scenarios, implying that gender issues are inserted into the educational system. Thus, it is important not only to understand its scope, but also to identify its different nuances in order to create a safer space for gender issues discussion.

Chapter 3. Research Methodology

The following chapter revolves around the conceptual explanation of the investigation. This section delves into the investigative paradigm employed, the theoretical underpinnings of the research design, the data collection instruments, the unit of analysis, and lastly, a brief characterization of the sample is presented.

Investigative paradigm

This research is set on a Qualitative Paradigm, according to Mack et al (2005), the Qualitative Paradigm aims to achieve an in-depth understanding of a concept or event. For instance, the Qualitative Paradigm has its roots in the social sciences and seeks to comprehend how individuals experience, understand, and interpret the world. In concordance with Creswell (2017), this type of paradigm strives to understand a social environment through a holistic perspective. The author points out that the objective of the Qualitative Paradigm is to reach a deep understanding of a specific aspect of social life.

The expected result from a Qualitative Paradigm in concordance with Merriam (2020), includes rich descriptions of the chosen population and a comprehensive understanding of the participants' experiences, producing detailed accounts of a specific social matter. Moreover, the Qualitative Paradigm seeks to generate flexible data that encompasses the sensitive dimension of the social spheres in which they are immersed. For this research, the expected outcome seeks to understand the impact of a PBL approach in improving students' Writing Skills through the creation of a denominated gender book to comprehend participants' perspectives on gender issues.

The present investigation aims to enquire about participants' knowledge, and opinions in order to involve them in the creation of a gender issues book, on the enhancement of Writing Skills. Therefore, this research aligns its aims with the Qualitative

Paradigm as human experience and subjectivity are placed as pivotal elements of the investigation.

In conclusion, the Qualitative Paradigm is embedded in exploration, discovery, and understanding, aiming to provide deep perceptions of real-world problems, (Ayton, 2023). Hence this investigation is fully grounded on a Qualitative Paradigm as it seeks to explore, discover, and understand the impact of a Project-Based Learning approach based on a real-world topic, as it is gender, in the enhancement of Writing Skills.

Research paradigm

Participatory Action Research (PAR) is a dialectic approach centered on transforming social contexts through action. PAR is executed through the analysis of a problem, its conceptualization, the development of a plan for mitigating the encountered problem, and the execution of the plan. This approach pivots in achieving not only a contextual transformation but also nurturing individual change (Imen et al., 2024).

Dissimilar to traditional investigation, PAR understands individuals as subjects with valid and important experiences. Participants are not regarded as mere objects of study but as valuable transformation agents (Swantz, 2008). Hence, PAR is an investigation approach where individuals and social realities are acknowledged to strive for social change. By acknowledging personal experiences, PAR aims to impart meaningful change in both social and individual spheres.

Defined as a qualitative methodology for research, PAR requires the investigators and participants' collaboration to understand and act against social issues ("Participatory Action Research'', n.d.). Therefore, this investigation is based on PAR as it seeks to "engage those close to the problem (participatory) while also striving to make positive change (action)" (Participatory Action Research, n.d., p.1). For the sake of this study, the

participants are 11-06 students, while the action is to improve their Writing Skills through the creation of a book based on gender issues.

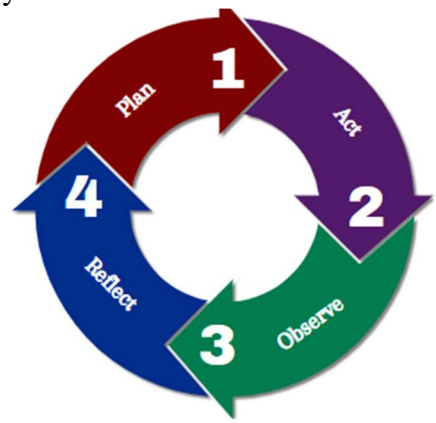
Participatory Action Research cycles

According to Burns (2009), PAR stimulates educators to explore and investigate the social realities encountered in the classrooms through cycles. The cycle encompasses four stages, planning, action, observation, and reflection. This approach enables teachers to identify a problem, develop an action plan, implement it, and analyze the results. The cycles are described below.

Participative Action Research Cycles

Figure 1.

Participative Action Research Cycles.



Note: Own creation, retrieved from Burns (2009).

Figure 1 shows the 4 cycles of PAR research according to Burns's precepts (2009). In the first cycle, the problem and the possible action plan for resolving it are identified. The identification of the problem links with the diagnosis stage. For the present research, two diagnostic instruments are implemented to determine participant's literacy level in English and gender issues. Furthermore, the second stage, act, relates to the implementation of the action plan using collective data instruments. Bearing this in mind and based on the

data collected from the diagnostic instruments, a set of activities is designed to overcome low literacy levels in both English and gender issues under a PBL approach. (Annex 2).

Moreover, the third cycle, observe, aims to evaluate the effectiveness of the action plan. To assess the functionality of the created plan, a set of categories and indicators arise to evaluate the achievement level. Lastly, the stage of reflection involves summarizing the results to make an action plan for further enhancing the process. For this stage, and based on the implementation results, a batch of conclusions emerges to improve upon the limitations perceived.

In conclusion, Participatory Action Research is a suitable alternative for this investigation due to two main reasons. First, PAR's cyclical process of planning, acting, observing, and reflecting, and second, its constant evaluative nature. Moreover, the cyclical trait of PAR aligns with the repetitive structure of PBL, which involves cycles of planning, implementation, and reflection. Furthermore, the cyclical nature of PAR permits constant evaluation which is crucial when assessing the impact of PBL on the enhancement of Writing skills. Ultimately, PAR is an adequate alternative for this investigation due to its cyclical and evaluative features.

Data triangulation approach

For this investigation, the data is analyzed using a triangulation approach. Data triangulation is defined by Denzin and Lincoln (1994) as the usage of several data sources to produce understanding. Data triangulation seeks to investigate a certain phenomenon relying on multiple resources such as methods, theories, instruments, etc. (Creswell, 2017). The multiple-resource nature of data triangulation enhances its validity and reliability as the information is analyzed from different angles.

According to Akutey and Makimilua (2021), the data triangulation approach ensures the usage of a variety of sources to enhance the validity and credibility of the research. The utilization of different information, methods, resources, and instruments allows the investigator to cross-validate information, compensating for any possible biases. This approach lessens the possible deficiencies that may arise when using a single method. Thus, this investigation relies on a data triangulation approach to mitigate biases, aiming to comprehensively understand the studied phenomenon.

Instruments for data collection

As this investigation relies on Data triangulation multiple instruments for data collection were utilized to ensure validity and reliability. The mentioned instruments are described below:

Field notes

This data collection instrument permits the witness of social phenomena in its natural environment (Babbie, 2017). Based on this postulate, this investigation carries out a set of observation processes to analyze the usual behavior of the students along with the class dynamic, and participants' attitudes towards the activities and content. During each session, notes were taken to gather the most relevant aspects encountered about the social interactions among students, and their attitudes towards the English class (Annex 4).

Surveys

They are data collection instruments that systematically collect information utilizing standardized surveys (Fowler, 2009). For this study, a set of surveys is conducted to approach students' perceptions of the English subject, gender-related issues, and personal information, such as family context, learning style, age, interests, and economic situation (Annex 1 and 3).

Workshops

Workshops are spaces designed in order to encourage active learning from direct experience. Students engage in activities specially created for fostering reflection, and knowledge application. According to Gagné (2004), workshops are systematic learning experiences where students learn from interactive exercises. For this research, a series of workshops in the form of written activities focused on planning, drafting, revising, and editing are conducted to enhance students' Writing Skills, and gender issues literacy. (see annex 6).

Tests

Tests are collecting data instruments utilized to collect information on specific variables to evaluate participants' relations and discrepancies within the same topic (Creswell, 2017). For this research, a test is implemented in the form of an English language examen to review students' knowledge on the matter. The test required them to write a paragraph about their opinion on a specific gender-related issue, as well as other language-focused activities, based on listening, reading, and speaking. The test's result shed light on the participants' level of English, being a useful instrument for evaluating their competence in the language (Annex 2).

Categories of Analysis

The following section explores the categories of analysis proposed to guide the data analysis process. This framework encompasses three key aspects that direct the course of the investigation. First, the unit focuses on the central theme of this research: the enhancement of Writing Skills. Second, the categories are divided into the three main components of this study: Writing Skills, Project-Based Learning (PBL), and gender issues. Finally, the indicators measure the success of each category.

Chart 3.

Categories of analysis

Unit	Category	Indicators
Enhancing Writing Skills	1. The enhancement of Writing Skills through the creation of an introductory gender book	1. 1. Students draft their ideas regarding gender issues through the creation of simple texts. 1.2. Students cooperatively review the texts created correcting grammatical inaccuracies. 1.3. Students in groups edit their texts in order to present a final corrected public product.
	2. A Project-Based Learning approach for the strengthening of Writing Skills	2.1 Students are capable of proposing possible solutions in a written way to the given problem in the book chapters. 2.2 Students are able to cooperatively write the introduction and development of the chapter assigned. 2.3 Students revise and evaluate cooperatively their partners' texts following the evaluating rubric.
	3. The usage of gender-related issues for improving Writing Skills	3.1 Students accurately define and use in their texts multiple terminologies derived from gender-related issues. 3.2 Students communicate in a written form, their perceptions and opinions of gender-derived topics.

Sample

The participants chosen for this investigation were a group of 25 eleventh graders at Colegio La Merced I.E.D., with ages ranging from 16 to 17 years old. Due to the nature of the study, a sample of 13 individuals was selected based on several ethical and practical criteria. First, all participants provided signed informed consent, ensuring they understood

the purpose, procedures, and potential risks of the research. This informed consent process was conducted transparently and comprehensively, allowing participants to make an autonomous decision about their involvement.

Second, students were selected based on their overall class performance, which included their attitude toward the class and completion of assignments. This was done to ensure that the participants were engaged, responsible, and capable of contributing meaningfully to the research. Third, attendance was also considered, as consistent class attendance promotes reliability in the data collected. The final sample consisted of 13 students who met these criteria, thus ensuring that the participants were both academically and behaviorally suitable for the study.

In addition to these criteria, it is important to address the ethical considerations that guided this study. Confidentiality and privacy were prioritized throughout the research process. Personal information and responses were kept anonymous, and any data collected was securely stored to protect the participants' identities. Respect for participants was central to the study, ensuring that their dignity and autonomy were maintained at all times.

Furthermore, the study was designed to be sensitive to the participants' context, considering their individual needs, cultural backgrounds, and social realities. The data collection methods were carefully tailored to avoid causing any harm or discomfort, and the analysis was conducted with the goal of fostering understanding rather than judgment.

Chapter 4. Pedagogical proposal.

This chapter presents the pedagogical focus and the pedagogical intervention of this research. First, the pedagogical approach, which concentrates on describing the vision of language, learning, the teaching methodology, and other concepts that form the foundation of this investigation is presented. Second, this stage delves into the pedagogical intervention, presenting an overlook of the academic program and the class planning model.

Pedagogical approach

The pedagogical focus of this research, its vision of language, and learning are based on Project Based Learning, (PBL). PBL is defined by Larmer et al. (2015) in their book *Setting the Standard for Project-Based Learning* (2015), as an approach that seeks to involve students in collaboratively constructing possible solutions to problems in a hands-on environment. Indeed, Solomon (2003) further emphasizes that learning processes are most effective when students actively build their knowledge in a way that is meaningful to them. This underscores the importance of PBL as a framework for fostering deeper understanding and engagement.

The vision of language, learning, students, and teachers.

Based on PBL, language serves as a catalyst for interaction, knowledge exchange, and collaboration. For instance, the implemented activities immerse students in a cooperative environment where they address gender issues using language as the engine for interaction and problem-solving. In this sense, the vision of language is seen as the primary vehicle for individuals to engage in social interactions, exchange ideas, and ultimately construct knowledge (Vygotsky, 1934). Hence, PBL lays the foundation for this project as it embroils language as the link that permits the exchange of knowledge in a cooperative way.

Moreover, the vision of learning focuses on the active role of learners in shaping and constructing their understanding of the world by solving problems. PBL provides students with situations for investigating and resolving real-world questions, permitting participants to explore authentic content. PBL is characterized by its social and cooperative nature, as students work in groups over an extended period, cooperatively striving to achieve a solution. For the present investigation, students encounter a problem based on gender issues, a real-world matter, to collaboratively propose solutions to the given topic through the creation of a gender issues book. Thus, concepts such as language and learning are seen as dynamic and social processes shaped by the active role of learners in constructing and solving problems within a real environment.

Furthermore, the vision of students is explored. According to Carlson (2005), students are active participants in their learning process, acting as scientists, collaboratively exploring their environment, making and testing hypotheses, and reflecting upon their discoveries. In this sense, the conducted activities aim to provide students with tools for experimenting with their ideas, through the constant process of planning, drafting, revising, and editing. Thus, students are seen as active agents in their learning journey.

Additionally, the vision of teachers is presented. In concordance with Carlson (2005), the teacher is seen as a collaborator, an advisor who supports participants in constructing their knowledge. The teacher is a facilitator, who supports students in scaffolding the complexities of developing a project for solving a proposed problem or question. For the present investigation, the teacher acts like an advisor, ensuring the collaboration and reflection of students. Hence, teachers are dynamic agents whose role is

shaped by social interactions aimed at helping students to solve problems in a hands-on environment.

Content and methodology.

According to Larmer et al. (2015), the content and methodology of a PBL project typically incorporate seven key elements to achieve the expected result, a public product. The elements are briefly described linking them with the conducted methodology.

1. A challenging problem or question to solve: this first section lays the foundation of the complete project. For the present investigation, the problem to resolve is based on gender issues, such as gender inequality, gender stereotypes, etc.

2. Sustained inquiry: Within this section, students investigate possible solutions by investigating material that answers the questions "What do we know? and What do we need to know?" (Larmer et al., 2015, p.38). In this sense, the conducted activities allow students to cooperatively investigate, and exchange possible solutions for addressing the encountered problem, always aiming for students to investigate before proposing solutions.

3. Authenticity: students are presented with real contexts, material, and information. For this purpose, gender issues were selected since they represent a real social matter.

4. Own voice and choice: students make their own decisions regarding how to address, and ultimately, solve the problem or question. Through their texts, students address gender issues based on their opinions and investigations.

5. Reflection: Participants reflect and analyze the path they are following for solving the problem. Students embark on constant sessions of revising and editing, which allows them to reflect upon the content they are producing.

6. Critique and revision: students' development and advancement are cooperatively revised for possible enhancements. Indeed, for the present research, participants work together to revise their text advancement for improvement.

7. Public product: The final product of the project is finished and shared with an audience. For this investigation, the constructed gender issues book serves as the tangible public product of the project to be shared with the class.

To summarize, following this path of content, the expected result of Project-Based Learning is a public tangible product that presents participants' creation, understanding, and creativity. The final product, which for this research is a gender issues book, serves as evidence of the process made, showcasing the development and solution of the question or problem proposed.

Furthermore, the type of activities, resources, and evaluation are explained. The type of activities for a Project-Based Learning approach are social experiences that focus their development on proposing a challenging problem for students to cooperatively solve in a hands-on environment. The resources for this kind of approach are guided by Information and Communication Technologies (ITCs) to facilitate learning and engagement. Moreover, evaluative methods in PBL highlight cooperation and peer assessment, allowing students to provide feedback, correct errors, and assign grades to their peers. Therefore, activities, resources, and evaluation are social processes aimed to be developed cooperatively.

Implementation Phases

The implementation phases for this investigation are presented in this section. This segment explores the activities to be developed, the corresponding indicators, and the objectives of each phase

Chart 4.

Phase 1: From the sentence to the paragraph

Phase 1	**From the sentence to the paragraph.**
Objectives	To Introduce the importance of Writing Skills. To review basic grammar concepts for the development of sentences, and paragraphs
Indicator	1.1 Students draft their ideas regarding gender issues through the creation of simple texts. 1. 2 Students cooperatively reviewed the texts created correcting grammatical inaccuracies. 1.3 Students in groups edit their texts in order to present a final corrected public product- 3.1 Students accurately define and use in their texts multiple terminologies derived from gender-related issues. 3.2 Students communicate in a written form, their perceptions and opinions of gender-derived topics.
Activity	1. Students construct sentences with a subject-verb-object (SVO) structure. 2. Students plan and draft a paragraph that exposes gender stereotypes that they believe are evidenced in their daily lives. 3. Students review and edit their partners' texts.

Chart 5.

Phase 2: From the paragraph to the text structure

Phase 2	**From the paragraph to the text structure**
Objective	To introduce students to the structural development of a text. (introduction, development, conclusion)
Indicators.	2.1. Students are capable of proposing possible solutions to the given problem of the chapter assigned. 2.2 Students are able to cooperatively write the introduction and development of the chapter assigned. 2.3 Students revise and evaluate cooperatively their partners' texts following the evaluating rubric.
Activity	1. In groups, students select the chapter that they would like to create. 2. In groups students brainstorm and draft the introduction, the development, and the conclusion to be later reviewed by their partners.

	5. As homework, each group assigns a grade to their partners' chapters following the rubric.

Academic Program

Within this section, the academic program is presented. This program contains the learning objectives of each class, the activities to develop, the indicator, and its corresponding dates. Most of the activities share the same indicators, which is why some indicators extend to more than one activity or session.

Chart 6.

Colegio La Merced – Praxis Implementation.

Date.	Learning Objective	Activity	Indicator
23/08/2023	*To understand the importance of gender equity today.*	Students read the article *The 21st century must be the century of women's equality. S*tudents elaborate sentences based on their opinions about gender equity for their partners to revise them	1.1 Students draft their ideas regarding gender issues through the creation of simple texts. 1.2. Students cooperatively reviewed the texts created correcting grammatical inaccuracies. 3.1 Students accurately define and use in their texts multiple terminologies derived from gender-related issues. 3.2 Students communicate in a written form, their perceptions and opinions of gender-derived topics.
06/09/2023	*To understand the impact of gender roles on student development.* *To cooperatively draft, revise, and edit sentences.*	Students read the text *"Gender Roles and Society'.* In it, they underline the unknown words, to be explained later. Students draft sentences proposing strategies to break with the roles imposed. Cooperatively each draft is revised and edited.	
13/09/2023	To u*nderstand different gender stereotypes* *To create paragraphs.*	Students watch the video *"Gender Roles and Stereotypes".* Later they draft an opinion paragraph, that exposes gender stereotypes for their partners to revise and correct.	

20/09/2023	*To edit texts.*	Based on the paragraph made in the previous class, each student edits their corrected text to present a final version.	1.3. Students in groups edit their texts in order to present a final corrected public product. 1. 2 Students cooperatively reviewed the texts created correcting grammatical inaccuracies. 2.1 Students are capable of proposing possible solutions in a written way to the given problem in the book chapters. 2.2. Students are able to cooperatively write the introduction and development of the chapter assigned. 3.1 Students accurately define and use in their texts multiple terminologies derived from gender-related issues.
04/10/2023	To a*nalyze the intersectionality of gender with race, class, and sexuality.* *To draft an introduction.*	Students watch the video *"Intersectionality - A Look at Race, Gender & Class"* to identify the topic of the session. Based on the learned terminology participants are assigned with a problem to be solved through a text. Participants draft the introduction of the text for a partner to revise it.	
11/10/2023	*To draft the development of the assigned text.* *To cooperatively revise each text,*	Students draft the body paragraphs of their texts, proposing solutions to the given problem. Cooperatively students revise their partners' texts.	
18/10/2023	To edit the texts.	Students edit the texts previously corrected by their partners in order to present a final version.	1.3 Students in groups edit their texts in order to present a final corrected public product.
25/10/2023	To evaluate texts. To draft a conclusion.	Students evaluate their partners' texts according to the rubric. (Annex 8). Students draft the conclusion of their texts.	2.3 Students revise and evaluate cooperatively their partners' texts following the evaluating rubric. 1.2 Students draft their ideas regarding gender issues through the creation of simple texts.
01/11/2023	To evaluate the conclusion.	In class, participants finish their conclusions. Students cooperatively evaluate the conclusions created by their partners.	

08/11/2023	To present a final product.	Students present the final corrected, and edited version of the text.	1.3 Students in groups edit their texts in order to present a final corrected public product.

Chart 7.

Colegio La Merced Praxis II

Date	Learning Objective	Activity	Indicator
08/03/2024	To construct sentences. To Introduce the importance of drafting, planning, revising, and editing	Students draft sentences with a subject-verb-object (SVO) structure. Cooperatively Students review and edit their partners' sentences.	1. 1 Students draft their ideas regarding gender issues through the creation of simple texts. 2. 1 Students cooperatively review the texts created correcting grammatical inaccuracies. 3.1 Students communicate in a written form, their perceptions and opinions of gender-derived topics. 3.2 Students accurately define and use in their texts multiple terminologies derived from gender-related issues.
15/03/2024	To introduce the concepts of gender roles.	Students discuss their knowledge of gender roles. Students plan and draft sentences based on their opinions on gender roles. Students review and edit their partners' sentences providing feedback.	
22/03/2024	To understand different gender stereotypes. To review the importance of using connection words and punctuation.	Students plan and draft a paragraph that exposes gender stereotypes that they believe are evidenced in their daily lives. Students review and edit their partners' texts using proper, grammatical, and punctuation rules.	
05/04/2024	To analyze the intersectionality of gender with race, class, and sexuality. To learn the structure for	Students watch the video "*Intersectionality - A Look at Race, Gender & Class*" to identify the topic of the session. Unknown vocabulary is explained. The structure of a paragraph, the importance of topic	

	writing paragraphs. To explain the project dynamic	sentences, and supporting details are explained for students to write a paragraph depicting their opinions on intersectionality for their classmates to revise. The dynamic of the class project is explained.	
12/04/2024	To plan and draft the introduction for the book chapters.	In groups, students are encouraged to brainstorm potential introductions. Based on the planning, students write their first introduction. Cooperatively students revise the draft assigning a grade according to the rubric (Annex 8).	2.2. Students are able to cooperatively write the introduction and development of the chapter assigned. 2.3 Students revise and evaluate cooperatively their partners' texts following the evaluating rubric.
26/04/2024	To further edit the introduction.	For the development of the class, students review their introduction drafts. Cooperatively students edit them and review them once again. Once every introduction is edited and corrected a Canva link is shared for uploading the final version of the introduction.	1.2 Students cooperatively review the texts created correcting grammatical inaccuracies. 2.3 Students in groups edit their texts in order to present a final corrected public product.
10/05/2024	To plan and draft the development of the book chapters.	The structure expected for the development of the chapters is explained. Students plan and draft the development of their chapters proposing solutions to the given problem.	2.1 Students are capable of proposing possible solutions in a written way to the given problem in the book chapters. 2.2. Students are able to cooperatively write the introduction and development of the chapter assigned.

24/05/2024	To review and edit the chapters' development.	Students finish their drafts for them to be reviewed and edited	1.2 Students cooperatively review the texts created correcting grammatical inaccuracies. 1. 3. Students in groups edit their texts in order to present a final corrected public product.
24/05/2024	To learn how to write a conclusion.	In groups, students plan, draft, review, and edit a conclusion for their chapters assigning a grade.	
31/05/2024	To collaboratively present their chapters.	Each group presents their chapters in a video. Cooperatively students assign grades to their classmates according to the rubric.	2.3 Students revise and evaluate cooperatively their partners' texts following the evaluating rubric

Lesson plans

Every class is planned with the same format, which includes general information about the class (course, hour, etc.), the objective of the session, the thematic content, the necessary previous knowledge, teaching strategies, time allocation, organizational strategy, activities to achieve the goal, evaluation strategies, materials required; and class phases. Moreover, the format also encompasses a section centered on the learning moments, which incorporates exploration of previous knowledge, access to information, and conceptualization, that focuses on materializing ideas and concepts.

Chart 8.

Lesson plan.

Class 2	
Colegio La Merced I.E.D	**Goal to Achieve**
Course: **11-06** Teacher: **Estefania Cuellar** Hours: **1**	To introduce the concepts of gender roles. To review the verb to be and the simple present tense for writing sentences and paragraphs.
Thematic Content: **Gender roles and their impact.**	
Necessary Previous Knowledge	
Sentence construction (class 1).	
Teaching Strategy - Sequence-Activities	

Learning moments	Time	Strategies	Activities to achieve the goals	Evaluation strategies	Materials and resources
Exploration of previous knowledge	20 min.	Independent and collaborative work	Students are asked about their previous knowledge about gender roles and their perspectives on the topic. The teacher reviews the verb to be, and the simple present tense, topics that students have previously seen in other courses.	Students are evaluated through their participation in class, and the proper use of grammatical rules applied in their sentences and paragraphs.	Visual aids for grammar concepts. Whiteboard and markers for interactive activities Present simple activities.
Access to Information	30 min.	Collaborative work	A discussion is held to identify the vision that students have about gender roles imposed in Colombian society and how these may affect or limit their development. Later, in groups they plan, and draft sentences based on those opinions.		Present simple activities.
Conceptualization	10 min.	Collaborative work	In groups, students review and edit their partners' sentences providing with them feedback.		

Chapter 5. Data Analysis and Findings

This chapter comprises the analysis of the collected data and the disclosure of its results. It begins by unveiling the limitations and achievements when implementing the research. Next, the categories and indicators are analyzed using a data triangulation approach. Ultimately, results and conclusions are divulged.

Data management

This segment focuses on the different limitations, and achievements encountered in the recollection and analysis of data. Initially, when implementing the pedagogical proposal, several limitations arose, varying from changes in the population to multiple time constraints for the implementation.

First, the original population assigned comprised 18 students from the 10-02 course at Colegio La Merced I.E.D. Conversely, the population changed for the first semester of 2024 since 10-02 students were promoted to eleventh grade. Attributable to this change, the population shifted from 18 students to 25. As a result, only six participants from the preceding 10-02 course remained. As a consequence, the development of activities changed to suit the new population. This swap delayed many processes that had already been developed with the previous course. For instance, diagnostic activities had to be redone, minimizing the time for conducting the pedagogical intervention.

Second, the available time for the implementation of the research was also another significant limitation. Because students are in eleventh grade, many classes, more specifically four, were interrupted due to eleventh-grade assignments and events, such as the presentation of the pre-ICFES test, the rehearsals for the *Entrega de simbolos* ceremony, and the implementation of an eleventh-grade science project. Additionally, two pedagogical activities were scheduled, a teacher's day celebration and a parent's meeting. In

consequence, several sessions were canceled due to unforeseen factors. The multiple cancellations caused significant delays in class activities affecting the process of collecting and analyzing data and limiting the amount of information obtained. For instance, the last planned session, in which students were expected to present their final version of their gender issues book, had to be transformed into a video presentation, as a face-to-face session was impossible to conduct.

Despite the limitations encountered, the data collected suggests that students were able to incorporate Writing Skills (planning, drafting, revising, and editing) in their texts. Additionally, the collected data evidenced that participants are capable of utilizing structural components such as topic sentences and supporting ideas in their drafts. Moreover, with the delivery of the gender issues book, students could articulate their opinions concerning gender issues. Besides, participants were able to successfully collaborate on the creation of their book, strengthening teamwork. Hence, although the research encountered many limitations, students' overall performance in improving their Writing Skills and literacy level on gender issues under a PBL approach was accomplished.

In conclusion, this investigation faced numerous limitations and achievements. For instance, the time constraint affected the collection and analysis of data. However, despite the challenges, the investigation successfully improved students´ English Writing Skills and their literacy level on gender issues. Therefore, notwithstanding the limitations, the research enhanced students' Writing Skills through the creation of a gender issues book under a PBL approach.

Data analysis

The following section encompasses the analysis of the obtained data, through a data triangulation approach, which includes data, theory, and conclusions (Creswell, 2017). The categories and indicators are analyzed in light of the collected data, and the assessment rubric created to evaluate the level of achievement of each category and indicator (Annex 7).

1st category: The enhancement of Writing Skills through the creation of an introductory gender book

This category presents the creation of a gender book as an opportunity for students to enhance their Writing Skills through the development of a book about gender issues. In concordance with Richards and Renandya (2002), Writing Skills are divided into 4 skills: planning, drafting, revising, and editing. Bearing this in mind, a series of workshops were conducted where students could enhance their Writing Skills for the composition of the document.

Moreover, according to Williams (2003), when writing, students need to be encouraged to freely convey their ideas, opinions, and feelings by providing them with sufficient time for not only planning, but also drafting, revising, and editing their texts. Based on this premise, three indicators arise from this category: 1.1 Students draft their ideas regarding gender issues through the creation of simple texts, 1.2 Students cooperatively review the texts created, correcting grammatical inaccuracies; and 1.3 Students in groups edit their texts in order to present a final corrected public product.

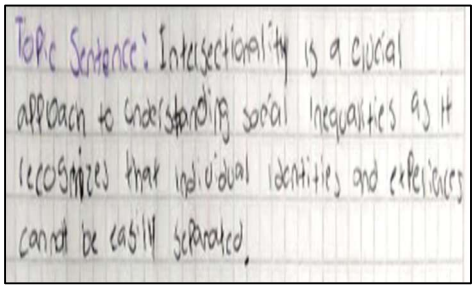
1.1 Students draft their ideas regarding gender issues through the creation of simple texts

First, this initial indicator is created to achieve two purposes; first, to introduce Writing Skills to participants in a non-intimidating way, by allowing them to make mistakes when composing, knowing that later those same mistakes are revised, and edited. Second, to gather their ideas concerning gender issues, permitting students to collect their opinions, and draft upon them. To this effect, the conducted activities encouraged participants to cooperatively assemble their ideas into simple texts. To facilitate the process of composing in English students were instructed on micro and macro components. Brown (2001) argues that micro components develop around mechanical elements, such as grammar, punctuation, and spelling while macro components revolve around text order, (thesis statement, topic sentence, supporting ideas, concluding ideas, etc.).

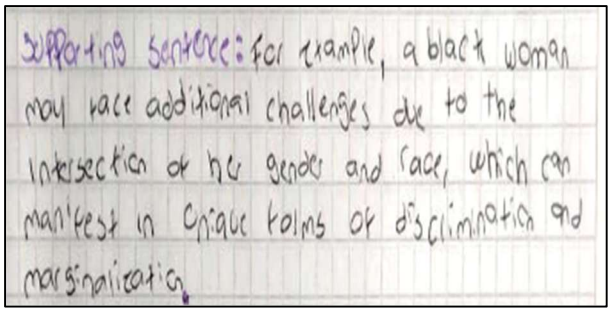
To illustrate, in the activity conducted on April 12th, 2024, students were instructed on how to construct paragraphs including topic, supporting, and concluding sentences. This activity was designed because the students demonstrated low proficiency in writing on the English test; thus, an activity focused on the basic structural factors was necessary. During this activity, the methodology for the creation of the gender issues book and its chapters were explained and divided. In turn, the topic of intersectionality of gender with race, class, and sexuality was addressed, using it as an example for writing an introductory paragraph. Students draft their first introduction paragraphs for their book considering the structural components reviewed.

Figure 2.

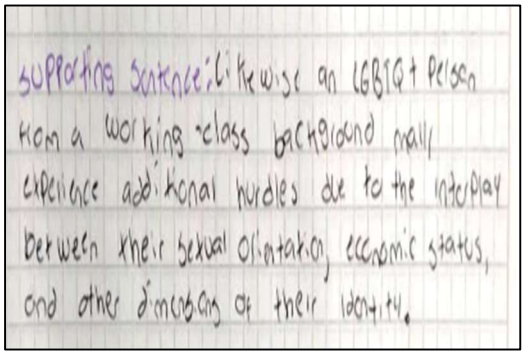
Workshop N.4 April 12th, 202420.Group N.2



Transcript: Intersectionality is a crucial approach to understanding social inequalities as it recognizes their individual identities and experiences cannot be easily separated.



Transcript: For example, a black woman may face additional challenges due to the intersection of her gender and race, which can manifest in unique forms of discrimination.



Transcript: Likewise, an LGBTQ+ person from a working-class background may experience additional hurdles due to the interplay between their sexual orientation, economic status, and other dimensions of their identity.

The excerpt shows that students could draft their ideas about gender issues through the creation of simple and short texts. Additionally, evidence from workshop 4 showcases some structural components such as topic sentences, and supporting ideas as seen in the previous images, more specifically, picture one, line one, where students stated that intersectionality was a crucial approach for understanding social inequality, and picture two, line one, where group 2 presented an example to illustrate how intersectionality manifests. Hence, this indicator obtained a high level of achievement since drafts permitted

students to explore their ideas in a written way, presenting mostly grammatically accurate texts that contain a topic sentence, and two or three supporting ideas.

In this regard, Gray (2014) argues that writing allows the discovery of ideas to express personal beliefs or societal observations. Additionally, the author states that drafting permits writers to express and develop their perceptions. Considering this, students were able to write their ideas, and opinions on gender issues. Hence, the usage of drafting permits writers to explore and discover their thoughts.

Moreover, Harmer (2007) states that writing is a basic skill as important as speaking, or listening; thus, students need to be instructed on writing conventions such as grammar, paragraph construction, punctuation, etc. Based on this premise, data suggests that participants were successfully incorporating micro and macro components. Even if the texts depict grammar inaccuracies, students are still capable of using structural elements such as topic sentences and supporting ideas.

In conclusion, this indicator obtained a high level of achievement since participants drafted their ideas regarding gender issues through the creation of simple texts. Besides, they incorporated micro and macro components, being able to construct topic sentences and supporting ideas.

1.2 Students cooperatively review the texts created correcting grammatical inaccuracies.

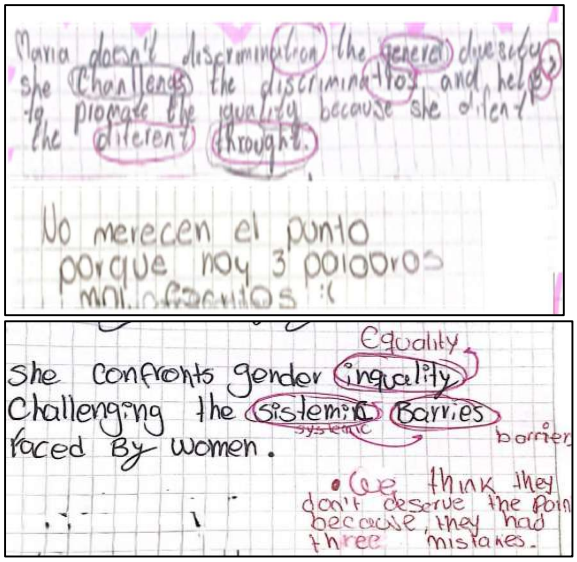
This indicator aimed to immerse students into the revising processes, giving them the opportunity to cooperatively review their partners' texts, correcting any grammatical inaccuracy. The activities conducted to achieve this objective aim to give students the

responsibility not only to revise their partners' documents but also to provide them with comments and grade them in a constructive way.

To illustrate, the workshop conducted on March 15th, 2024, aimed to give students the responsibility of revising their partners' texts. Since students struggled to write coherent sentences in the diagnostic English test, this activity was designed to help them identify mistakes and learn from them. The activity was divided into two stages. First, students were instructed on how to construct simple sentences by using nouns, pronouns, adjectives, and verbs. Subsequently, cooperatively students created short paragraphs displaying their opinions on gender discrimination and gender inequality. After composing their paragraphs, participants exchanged their texts to be revised.

Figure 3.

Workshop N.1 March 8th, 2024.Group N. 5 and 8



Transcript: Maria doesn't discrimination gender diversity, she challenges the discrimination and help to promote the iguality because she difent the diferent thought.

No merecen el punto porque hay 3 palabras mal escritas.

Excerpts from workshop N.1 depict how students were successfully capable of correcting their partners' texts identifying most spelling and grammar inaccuracies. For example, in lines one, two, and three from group 5 students, successfully recognize most grammar and spelling inaccuracies. The same occurs with the second picture from group 8,

where all mistakes were highlighted. Additionally, Workshop N.1 showed how participants left comments and graded their partners' work. Based on the collected information, the indicator obtained a medium level of achievement since students revise and identify most of the grammar, and spelling incorrectness.

Additionally, in concordance with Figueroa and Gamboa (2015), students feel more comfortable when a partner corrects their texts, as it is perceived as less intimidating than when the teacher does it. For example, data suggests that "students enjoy working in groups, and even if students received a low score from their partners, they felt motivated to continue improving their texts, as they feel less alarmed when a partner is reviewing their work " (Field Note, March 15th, 2024). Evidence from the field notes suggests that when students received their corrected texts, they did not worry about their grades, they only focused on the possible corrections. Hence, evidence showed that peer feedback permits the revising process to be less flustering.

To sum up, the collected data shows that students were able to cooperatively review their texts correcting grammatical inaccuracies. Data also demonstrated that students feel more motivated when they oversee their revising process. Hence, this indicator obtained a medium level of achievement (Annex 7), since participants suggested improvement by leaving comments, and students identified and corrected most grammar inaccuracies.

1.3 Students in groups edit their texts in order to present a final corrected public product.

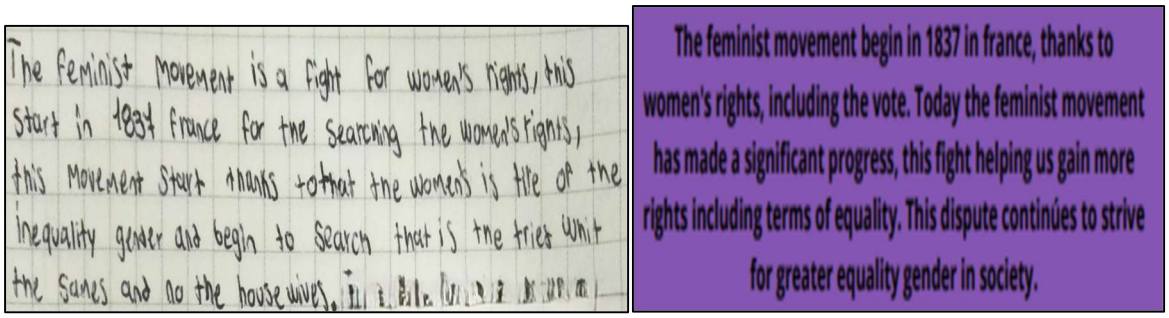
This research focused on the enhancement of Writing Skills through the development of a gender issues book. The issues book represents the final public product obtained after the implementation of this study (Annex 9). Based on this premise, the

purpose of this indicator is to create a final product where the process conducted with students could be evident. Several activities were carried out to produce the final version, the most relevant ones were the planning and creation of the first introductory drafts, the development drafts, and the conclusion drafts. All this process followed a constant non-linear revision and edit phase.

To illustrate, the workshop conducted on May 24th, 2024, aimed to draft the conclusion of the book, and revise and edit one last time all chapters. This lesson allowed students to seek possible corrections to deliver a final corrected public product.

Figure 4.

Workshop N.8 May 24th, 2024.Group N.4



Excerpts from Workshop N.8 illustrate how students successfully composed simple texts, culminating in a polished public product (Annex 9). For instance, the first image shows the initial draft from Group 4, while the second image presents their final edited version, highlighting notable improvements in grammar and overall readability. In the first draft, lines one and two demonstrate issues with readability and grammar, whereas the edited version showcases a more cohesive presentation of ideas in lines one and two. Additionally, the first draft lacks proper punctuation, such as periods and commas, while the edited version effectively employs these elements to separate sentences. The evidence also reflects the construction of mostly well-structured paragraphs. Consequently, the

indicator achieved a medium level of accomplishment, as participants produced a mostly well-written simple final text.

Although both paragraphs still present grammatical inaccuracies, such as the conjugation of the verb *need* in line three, the final version shows an improvement in sentence construction, punctuation, and spelling. Students' constant planning, drafting, revising, and editing, helped them to learn from their mistakes, being able to write well-structured paragraphs. Nevertheless, students continue committing spelling and grammar mistakes. Furthermore, Bogart (2000) states that committing mistakes when writing is a necessary step to express ideas freely; that is the reason why revising and editing are relevant because they permit writers to constantly refine and improve their texts. Data evidenced that even after revising and editing, errors still happen.

To conclude, students edited their texts presenting their final corrected public product. Although some texts still contained errors, students were able to present a complete 61-page gender book (Annex 9), where they included their opinions, investigation, and the multiple drafted, revised, and edited text versions. Thus, this indicator obtained a medium level of achievement since the final version still contains minor mistakes in terms of grammar, mechanics, and spelling.

The general balance of the category, *the enhancement of Writing Skills through the creation of an introductory gender book,* obtained a medium level of achievement since students were able to construct a gender issues book while improving their writing skills. Moreover, they enhance their overall writing skills through constant sessions of planning, drafting, revising, and editing. Evidence from Figure 4 depicts improvement in overall

readability. Hence, the category has a medium level of achievement since students improve their writing skills through the creation of a gender book; however, errors still appear.

2nd Category: A Project-Based Learning approach for the strengthening of Writing Skills

Firstly, this category arose from the necessity to improve students' writing skills through an approach that permits them to continually work on the same written project without the obligation of writing several short-lived texts. As stated by Bogart (2000), the writing process is less valuable when a paper is only created for one assignment and never reviewed again. In that sense, PBL emerged as an alluring method for improving Writing Skills over an extended period.

Consequently, according to Krajcik and Blumenfeld (2012) one of the most important traits of PBL is its connection with constructivism, in the sense that PBL focuses on learning by creating. "Project-Based Learning allows students to learn by doing and applying ideas' Krajcik and Blumenfeld (p. 317). Under a PBL approach, students get immersed in real and relevant problems that they can evidence in their context to propose solutions. Based on this premise, the present research seeks to involve students in the creation of a gender issues book to propose opinions, and solutions to different gender issues.

Furthermore, another key factor of PBL is its inherently social nature. PBL allows the collaborative construction of tangible products through group projects. Moreover, Krajcik and Blumenfeld (2012) argue that social interaction possesses a crucial role in students' learning process. They state, "The best learning results from a particular kind of social interaction: when teachers, students, and community members work together in a

situated activity to construct shared understanding" (p.319). Based on the above, this research aims to collaboratively integrate students in the creation of a gender issues book.

In light of the above, three indicators arose from this category. First, 2.1 Students are capable of proposing possible solutions in a written way to the given problem in the book chapters. Second, 2.2 Students are able to cooperatively write the introduction and development of the chapter assigned. Third, 2.3 Students revise and evaluate cooperatively their partners' texts following the evaluating rubric.

2.1 Students are capable of proposing possible solutions in a written way to the given problem in the book chapters.

First, this indicator emerged as a way to immerse students in a hands-on environment to propose solutions for a problem based on gender issues since they demonstrated, according to the gender survey, a lack of training concerning this topic (Annex 3). This indicator demonstrated the relevance of a PBL approach in allowing students to express their concerns, opinions, and experiences. Furthermore, according to Schwarz et al., (2001), PBL aims to encourage learning through the encounter and reflection of problems, not objectively targeting to solve them, but rather learning through them (p.2). Subsequently, students wrote texts to present possible solutions to the proposed problem, not aiming to realistically solve the issue, but instead, to learn through it.

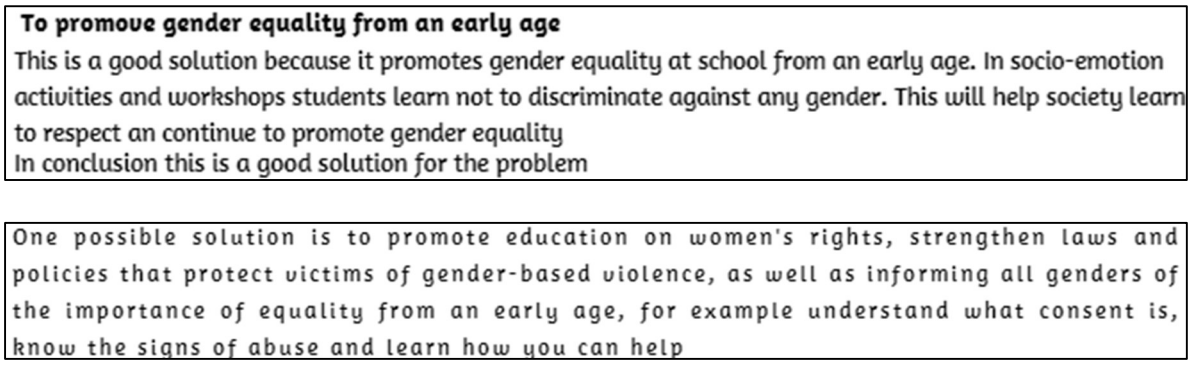
To exemplify, this research bases its aims on creating a gender issues book for developing Writing Skills under a PBL approach. For this purpose, during the workshop conducted on April 12th, 2024, the eight book chapters were assigned to eight different groups mostly composed of 2 or 4 participants; except for group nine which was composed of only one student due to absences. The topics, divided into chapters, were the following ones: Gender equality was assigned to group 1. Gender Roles were assigned to group 2.

Gender stereotypes were assigned to group 3. The feminist movement was assigned to group 4. The intersectionality of sex, gender, and class assigned to group 5. Gender violence was assigned to group 6. The role of education in promoting gender equality was assigned to group 7. The role of Colombian women in the feminist movement was assigned to group 8. The general book introduction and conclusion were assigned to group 9, composed of only one participant.

In this regard, the workshops conducted on May 10th and May 24th, 2024, not only aimed to draft the conclusion of the book but also to present a possible solution for the given problem. The following excerpts display students' proposals for solutions or advocacy for their given topic.

Figure 5.

Workshop N.8 May 24th, 2024.Group N.7 and 8



In line with the evidence from workshop 8, Krajcik and Blumenfeld (2012) argue that PBL aims to relate students in a hands-on environment to propose solutions for a problem or question. Bearing this in mind, the previous excerpts from workshop N.8 depict how students were able to propose ways of advocating or solving the proposed problem. For instance, as seen in group 7, students advocated for early education on gender equality, while group 8 proposed education on women's rights. Data showcases the positive impact of implementing a PBL approach for addressing gender issues, as students express their

ideas, proposing courses of action for dealing with the encountered issues. Therefore, this indicator achieved a high level of success, as its goal of proposing a solution was met. (Annex 7).

In conclusion, PBL is defined as the composition and planning for the solution of a given problem (Alacapınar, 2008) considering the above, this indicator obtained a high level of achievement (Annex 7) since participants present original proposes for solving the proposed problem, besides, the students deliver a book chapter that contains their proposals.

2.2 Students are able to cooperatively write the introduction and development of the chapter assigned.

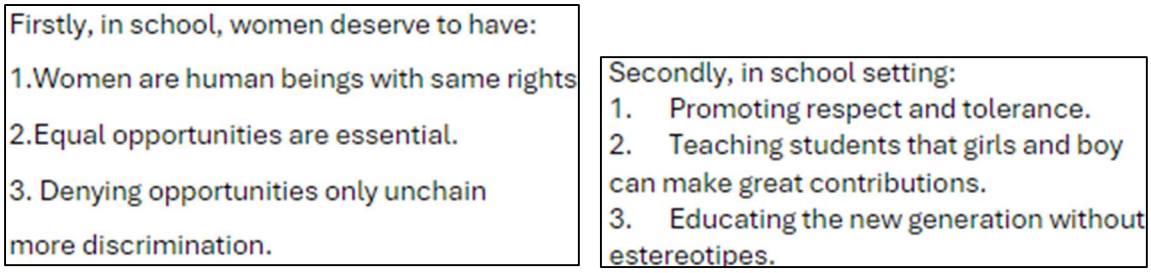
According to Chala and Chapetón (2012), student interaction is an important factor that contributes to the process of learning. Teamwork enhances interaction, encouraging students to perform active roles in their learning process. Based on the aforementioned, the purpose of this indicator is to immerse students into a cooperative environment for the creation of a gender book, whose structure relies on an introduction, development, and conclusion. Furthermore, the activities conducted to achieve this goal aimed to engage students in group tasks.

To exemplify, in the workshop carried out on April 26th, 2024, students were instructed on how to write the development of their chapters, considering several factors, touching upon the overall organization of a paragraph, to the topics that the text must integrate. Additionally, they were encouraged to first investigate their assigned topic before writing. After composing their texts, they were cooperatively revised and corrected until they were approved to be uploaded on the Canva document. During this session,

participants plan the possible development of their texts, including a topic sentence and supporting ideas.

Figure 6.

Workshop N.5 April 26th, 2024, Group N.1



Excerpts display the creation of the first plan and draft belonging to group one, which depicts their willingness to work cooperatively to write the development of the chapter assigned. In image number one, and number two, it is clear to see how every paragraph is planned to have a topic sentence and some supporting ideas as seen in image one, where students presented their topic sentence and 3 supporting ideas for creating their chapter's development. Moreover, participants also worked together to produce their drafts as noted in the field diary "Students enjoy working together depicting signs of enjoyment while sharing their ideas and writing their documents. All students participated actively in the creation of their texts" (Field Note, April 26th, 2024). Furthermore, in concordance with Schwartz, et al. (2001) through PBL participants work in groups to foster a sense of mutual cooperativeness. Aligned with the above, data depicts how students were capable of working together to create a tangible result (Annex 9). Bearing this in mind, this indicator obtained a high level of achievement, placing teamwork as a pivotal element.

In conclusion, PBL requires cooperation and collaboration in order to achieve a tangible product. (Capraro, et al.2013). Based on this premise, the indicator obtained a high level of achievement considering that participants cooperatively wrote the introduction and

development of the chapter assigned. Moreover, all group participants worked together to write their texts.

2.3 Students revise and evaluate cooperatively their partners' texts following the evaluating rubric.

Third, the relevance of cooperativeness in conducting a PBL project enhances engagement with participants. When team members are capable of harmoniously working in groups, they often feel more connected and motivated to reach the project's goals. According to Filippatou & Kaldi (2001), group projects positively affect learning outcomes, attaining higher results in comparison with students who are traditionally instructed. In concordance, this indicator demonstrated the relevance of including teamwork and cooperativeness in not only performing group projects but also in incorporating students in the revision and evaluation process.

To illustrate, in the session conducted on May 31st, 2024, students were instructed to revise and evaluate their partners' final delivery of their gender issues book chapters following an evaluating rubric. According to Capraro, et al. (2013) in PBL " the evaluator can be the individual, peers, teacher, administrator, or external stakeholder'' (p.5). In concordance, for the peer evaluation, the rubric establishes the criteria for the expected results considering grammar spelling, and structural aspects (Annex 8). Students were required to comment their opinions, and grades on the Canva original document.

Figure 7.

Workshop N.10 May 31st, 2024, Group N. 5 and 8

Sometimes, the topic sentences in the text are not connected with supporting sentences, and some parts of the introduction don't make sense. Sometimes there are no topic sentences or supporting sentences. We didn't find grammatical inaccuracies or wrong-spelled words. Final grade: 4.0

We like the text, but some words are wrong.For example conclusion. We identified two grammar mistakes: 1. People is: the correct version is people are 2. She have: the correct version is she has. The structural components are good, and the group showed their opinions. The topic sentences could be clearer. Final grade: 4.4

The excerpts from workshop 10 exemplify how students were able to revise and grade their partners' written work accurately following the rubric and its main criteria bases. Based on the data, it is possible to conclude that this indicator obtained a high level of achievement since participants actively follow the evaluation rubric for grading their partners (Annex 8).

In brief, peer revision and cooperative evaluation of written work allow students to be responsible for their project, as they are the ones evaluating it. Moreover, through teamwork, students feel more confident and comfortable sharing their opinions and correcting their partners' texts (Brown et al., 2014). Data showed that participants thoroughly revised their partners' documents assigning a grade according to the proposed rubric (Annex 8). Consequently, this indicator attained a high level of achievement since students actively revise and evaluate their peers' texts following the rubric.

In conclusion, data evidenced that the category *A project-based learning approach for the strengthening of Writing Skills* obtained a high level of achievement since all indicators succeed in enhancing students' Writing Skills, while being immersed under a project-based learning approach.

3rd Category: The usage of gender-related issues for improving Writing Skills

Nowadays gender issues occupy a leading role in the educational scenario, consequently advocating for their active integration and acknowledgment represents a challenge for modern education (UNICEF, 2021). According to Killelea (2016), educational institutions are increasingly recognizing the importance of addressing gender issues in class. Ergo, this category arises as a way to incorporate gender issues into class settings by their utilization as a catalyst for improving Writing Skills. Based on this premise, gender issues were embodied through the development of the book chapters for students to discuss, and investigate them, presenting a final tangible product, a gender issues book.

The gender issues book encompasses several gender issues, more specifically eight, gender equality, gender roles, gender stereotypes, the feminist movement, the intersectionality of sex, gender and class, gender violence, the role of education in promoting gender equality, and the role of Colombian women in the feminist movement. Those topics were specifically curated to introduce students to basic gender concepts, broaden their perspectives on gender issues, and allow them to investigate and write.

The incorporation of this category, and topics, aims to address the necessity of training students in important social themes out of academic topics. As stated by UNICEF (2021), “Education has massive transformational power. Yet, the potential of education systems to achieve gender equality and equity’’ (p.4). Subsequently, education has the role of shaping individuals, therefore, societal topics must be integrated to upgrade practices and allow students to explore the complexities related to gender. In light of the above two indicators arise from this category: 3. 1 Students accurately define and use in their texts multiple terminologies derived from gender-related issues and 3.2 Students communicate in a written form, their perceptions and opinions of gender-derived topics.

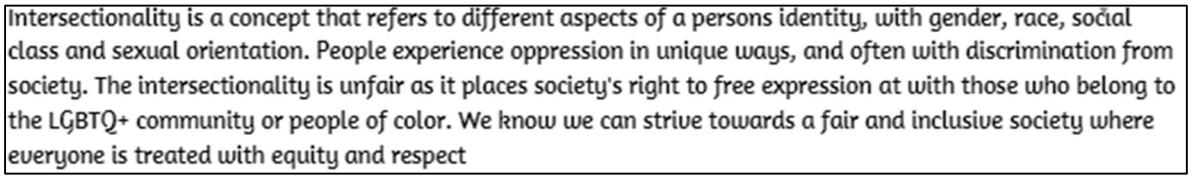
3.1 Students accurately define and use in their texts multiple terminologies derived from gender-related issues.

In concordance with Kimmel, (2011) advocating for students to comprehend, differentiate, and define gender issues is crucial for several reasons. First, it fosters respect for diversity and enhances inclusivity. Second, it helps to deconstruct gender stereotypes. Third, it encourages equity, and lastly, it prepares students for a diverse world. Acknowledging the above, this indicator arises as a way to foster in a school setting the knowledge and usage of gender issues.

To illustrate, throughout the development of the class project, students had to investigate, define, and incorporate multiple terminologies derived from gender-related issues. Moreover, during each class, a different gender issue was defined and addressed to exemplify writing concepts (Annex 6). For instance, in the activity conducted on April 26th, 2024, students were instructed on how to draft their introductions. Moreover, they were required to define the given gender issue in their drafts, and the subsequent final version.

Figure 8.

Workshop N.5 April 26th, 2024, Group N.5


Intersectionality is a concept that refers to different aspects of a persons identity, with gender, race, social class and sexual orientation. People experience oppression in unique ways, and often with discrimination from society. The intersectionality is unfair as it places society's right to free expression at with those who belong to the LGBTQ+ community or people of color. We know we can strive towards a fair and inclusive society where everyone is treated with equity and respect

As illustrated in the previous excerpt from Workshop 5, students effectively defined and used a range of terminology related to gender issues in their texts. For example, Group 8 utilized terms such as intersectionality, identity, and sexual orientation in lines one, two, and three, providing a definition for intersectionality, while also referencing the concept of LGBTQ+ in line six. Additionally, Killelea (2016) argues that addressing gender issues

fosters a more equitable and inclusive environment. The author emphasizes the importance of educating individuals about gender issues from an early age to help them understand the complexities of society. In this context, this indicator achieved a high level of success, as participants integrated diverse terminology related to gender issues, as evidenced in the images from Workshop 5 and throughout the book (Annex 9).

In conclusion, data suggests that students were able to incorporate and define certain gender issues. In concordance, this indicator obtained a high level of achievement (Annex 8) since students incorporated and defined their assigned topic in their book chapters which allowed them to better understand gender issues.

3.2 Students communicate in a written form, their perceptions and opinions of gender-derived topics.

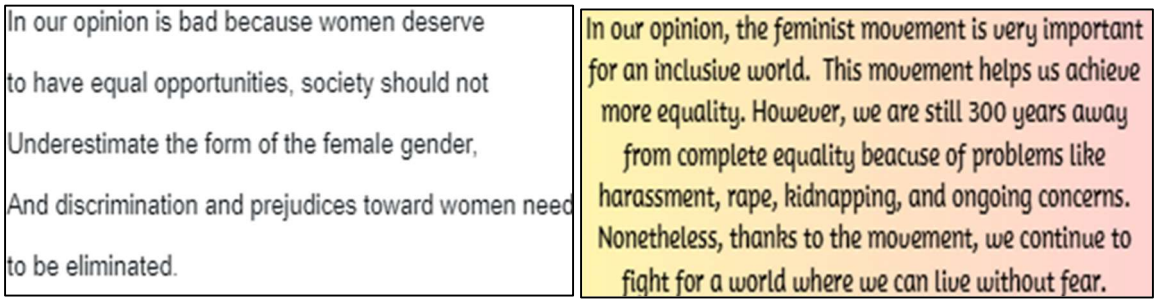
This indicator was designed to uncover students' perceptions concerning gender issues, and what they think they represent. After investigating the selected topics students had the opportunity to construct an informed opinion to present it in their book chapters. This is relevant for several reasons, firstly, permitting students to raise their voices empowers them to strive for action. Secondly, it encourages reflection upon gender, understanding different perceptions, and advocating for diversity. Thirdly, students' opinions provide a new way to understand gender issues from their experiences and perceptions, allowing teachers to comprehend individual reasoning concerning the matter (Conell, 2015).

To exemplify, in the activity carried out on May 10th, 2024, students were required to revise and correct their introduction and development paragraphs. Moreover, participants were requested to place their opinions on their gender issues book considering the assigned topics. This activity was also conducted since they demonstrated, according to the gender

survey, a lack of training concerning gender issues; therefore, an activity where they would research and give their opinions was crucial for them to overcome their lack of knowledge about gender, (Annex 3). The following excerpts depict how students were able to write their perspectives.

Figure 9.

Workshop N.7 May 10th, 2024. Group N.4 and 7



Consequently, evidence from Workshop 7 illustrates how students effectively incorporated their opinions into their texts. For instance, Group 4 expressed their viewpoint by arguing that women deserve equal opportunities and highlighting gender discrimination as a pervasive issue that must be addressed. Additionally, Group 7 emphasized the importance of the feminist movement in fostering a more equitable world. Based on the collected data, this indicator achieved a high level of success, as students demonstrated their ability to articulate their opinions on gender-related topics. Excerpts reflecting the perceptions of all sample group members are showcased in the images from Workshop 7

To sum up, data indicates that students communicate in a written form, their perceptions and opinions of gender-derived topics. Images from workshop 7 evidenced how participants depicted their voices concerning the assigned topic. Bearing this in mind, this indicator obtained a high level of achievement, since participants were fully engaged in presenting their opinions and knowledge on gender issues.

In conclusion, the category the *usage of gender-related issues for improving Writing Skills* obtained an overall high level of achievement in incorporating students in an environment that fostered the inclusion of gender issues for improving Writing Skills. Data showed that participants were not only able to define and incorporate gender-related issues, but they were also capable of presenting their opinions concerning the assigned theme.

Data summary

This section delves into the examination of the general results based on the three categories of analysis. First, the category called *the enhancement of Writing Skills through the creation of an introductory gender book*, arose in order to serve the purpose of presenting the development of a collaborative gender issues book to improve students' Writing Skills based on gender issues. The result encountered after the implementation suggests that this category obtained a medium level of success since students were able to create a gender issues book, which contributed to the enhancement of their Writing Skills. Nevertheless, despite the improvements achieved, students' texts still depict grammar and structural inaccuracies. Thus, the data concludes that more training is required to refine participants' writing proficiency.

Secondly, the category designated as *Project-Based Learning approach for the strengthening of Writing Skills*, served the purpose of permitting students to cooperatively work on the same project, refining, and learning, while constructing a final tangible product through teamwork. Moreover, the PBL approach sought to make participants active agents in constructing their knowledge by immersing them in real-world problems for students to propose solutions. The collected data concluded that this category obtained a high level of achievement, (Annex 7) considering various factors. Firstly, all students cooperatively proposed written solutions for the problems encountered throughout their book chapters.

Secondly, students were responsible for revising and assigning grades to their partners with a rubric created to facilitate the process. Consequently, all expectations were successfully met leading to the conclusion that the implementation of a PBL approach positively affected students' overall performance, permitting them to enhance their writing skills.

Thirdly, the category named t*he usage of gender-related issues for improving Writing Skills*, aimed to incorporate gender issues into the classroom scenario, by immersing students into the creation of a book about fundamental gender concepts. In general terms, the category obtained a high level of achievement considering two aspects. First, students demonstrated their capacity to define and use different gender terminology throughout their texts. Second, participants were capable of presenting their opinions on gender issues. Therefore, all expectations were fully met, leading this category to obtain a medium level of achievement.

In conclusion, all categories demonstrated a medium or high level of success. This exposes that most expected outcomes were satisfactorily met. Nevertheless, there is room for improvement, considering students' writing skills, and literacy concerning gender issues.

Conclusion

The research question that guides the present investigation focuses on investigating What is the impact of implementing a Project-Based Learning (PBL) approach for the production of an English issues book to develop the writing skills of a group of eleventh graders at Colegio La Merced I.E.D.? to answer the previous question the following general objective was set: to evaluate the impact of implementing a Project-Based Learning (PBL) approach for the production of an English gender issues book to develop the writing skills

of a group of eleventh graders at Colegio La Merced I.E.D. To reach the general objective, a set of specific objectives were created.

The first specific objective created was to identify how students' creation of a gender issues book influences the development of their writing skills. Data concluded that this specific objective was met since the creation of the introductory gender issues book required participants' engagement in cycles of planning, drafting, revising, and editing; thereby enhancing their Writing Skills. It is, therefore, valid to conclude that the development of a gender issues book positively influenced the acquisition of Writing Skills as participants were able to recognize and employ different Writing Skills to deliver a final public product.

The second specific objective is to recognize how a Project-Based Learning (PBL) approach functions as an integral tool in improving Writing Skills. The collected data evidenced that PBL was a core tool for improving Writing Skills. The problem-solving direction of PBL allowed participants to write about their given problem, including their opinions and possible solutions. Participants could discuss and learn in a hands-on environment, taking the responsibility of not only creating but also assessing. The improvement of Writing Skills was feasible due to the cyclical nature of PBL, which enabled the implementation of planning, drafting, revising, and editing. Therefore, PBL was recognized as a valuable tool for improving Writing Skills.

The third specific objective is to evaluate how a Project-Based Learning (PBL) approach impacts the creation of a student-written gender issues book. The purpose of this objective centered on identifying and evaluating the influence of implementing a PBL approach for developing a gender issues book. Based on the evidence it is concluded that the problem-centered focus and the social nature of PBL influence and benefit the

development of the gender issues book. Therefore, this objective met its aim by demonstrating how a PBL approach is a suitable alternative for the creation of tangible final products, for instance, a gender issues book.

In conclusion, all objectives were successfully met, demonstrating the pertinence of addressing Writing Skills, and gender issues under a PBL approach. The collected data evidenced how the creation of a gender issues book under PBL enhanced participants Writing Skills while literate them on gender issues.

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Annexes

Annex No. 1 Characterization format

UNIVERSIDAD PEDAGÓGICA NACIONAL

FACULTAD DE HUMANIDADES - DEPARTAMENTO DE LENGUAS

LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES: INGLÉS -LENGUAS EXTRANJERAS

Fecha:

Nombre del docente en formación: Estefanía Cuellar Toledo

Objetivo: El presente cuestionario busca hacer una caracterización general de las niñas pertenecientes al grado 11-06 del colegio La Merced.

IMPORTANTE: Por favor responda en letra clara y en esfero negro.

FORMATO DE CARACTERIZACIÓN DE ESTUDIANTES DEL GRADO 10-02 DEL COLEGIO LA MERCED.

1. **Información personal de la estudiante (identificación).**

Nombre	Apellidos
Edad	Lugar de nacimiento

Ciudad / municipio de residencia:	Localidad
Barrio	Estrato

Tipo de vivienda (marque con una equis la opción que más se ajuste)

Propia ___ Familiar___ En arriendo o subarriendo ___

2. **Información familiar.**

Marque con una equis la opción que más se ajuste.

¿Quién es su acudiente?

a. Madre
b. Padre
c. Abuelos
d. Otro.

¿Cuál es el nivel de estudios de su acudiente?

a. Primaria.
b. Secundaria.
c. Técnico o tecnólogo.
d. Pregrado.
e. Posgrado.
f. Otro.
g. Ninguno.

IMPORTANTE: Para la siguiente pregunta escriba su respuesta en el espacio dado.

¿Cuál es la ocupación de su acudiente?

_____

_____

Frente al inglés.

¿Considera que el idioma inglés es necesario para su formación académica?

a. Si ¿por qué?

b. No ¿por qué?

En una escala del uno al cuatro siendo el cuatro el rango más alto y uno el más bajo, ¿qué tanto disfruta del aprendizaje del inglés?

- 4 me gusta bastante el aprendizaje del idioma.
- 3. Me gusta
- 2. No me gusta, pero tampoco me disgusta. Soy indiferente ante el aprendizaje del inglés.
- 1. No me gusta para nada el aprendizaje del inglés.

En una escala del uno al cuatro, siendo 4 muy buena y 1 mala como evaluaría la enseñanza que le imparte la institución La merced en la asignatura de inglés.

- 4 muy buena
- 3. Buena
- 2. Regular
- 1. Mala

En una escala del uno al cuatro, siendo 4 muy bueno y 1 malo ¿cómo categorizaría su nivel de inglés?

- 4. muy bueno
- 3. Bueno
- 2. Regular
- 1. Malo

Justifique su respuesta

Annex No. 2 English diagnostic test

English diagnostic test

Annex No. 3 Gender Issues Survey

Gender issues survey

Annex No. 4 Field notes format

Field diary format

Annex No. 5. Authorization for the processing of personal data (Consent form)

	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD Resolución 787 de 18 de junio 2018		
FOR009GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Ciudad y fecha: _____

Yo, _____, identificado con C.C ☐ C.E. ☐ No. _____ expedida en _____, representante legal del menor _____, identificado con T.I. ☐ NUIP ☐ No. _____ declaro que he sido informado por **LA UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad*, disponible en la página web www.pedagogica.edu.co, actuará como Responsable del tratamiento de mis datos personales[1], necesarios para el cumplimiento de la misión de la **UPN**, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles[2] y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

Como representante legal del menor, debo velar por los derechos consagrados en la Constitución y la Ley sobre sus datos, especialmente el derecho a conocer, actualizar, rectificar y suprimir información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales del menor, en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento dichos datos, pueden ser tramitadas a través del e-mail: quejasyreclamos@pedagogica.edu.co

La Universidad garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de los datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la **UPN** para tratar los datos personales del menor que represento, de acuerdo con el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* y para los fines relacionados con su Misión.

Leído lo anterior, manifiesto que la información para el Tratamiento de los datos personales del menor de edad que represento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

_____

FIRMA

Nombre: _____

Identificación: _____

[1] La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de mis datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

[2] Son **datos sensibles** aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promueva intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5° Ley 1581 de 2012, art. 3° Decreto 1377 de 2013).

Annex No. 6. Didactic Unit with resources and field notes

Didactic Unit with resources and field notes

Annex No. 7. Indicator's Rubric Evaluation

Category	The enhancement of writing skills through the creation of an introductory gender book			
Indicator	1.1 Students draft their ideas regarding gender issues through the creation of simple texts.			
Criteria/performance	Low	Basic	Medium	High
	All ideas are copied from other sources and there is not a clear depiction of students' opinions. The paragraph does not contain any topic or supporting sentence. There is no sign of organization. The paragraph is extremely difficult to read depicting grammar mistakes in most sentences. The sentences are disorganized and not coherent. There is no usage of punctuation.	The paragraphs do not depict students' opinions, and most information is copied from other sources. The paragraphs contain a topic sentence, but no supporting ideas The paragraph presents more than ten grammar, and spelling mistakes The sentences in the paragraph are not coherent and difficult to read. There is no usage of periods, and there is an overuse of commas.	The students can show their ideas and opinions in their paragraphs. The paragraphs contain a topic sentence and one supporting idea The paragraph is mostly grammatically accurate, and most sentences show an SVC (subject-verb complement) structure. Most sentences are separated by using periods, there are minor punctuation mistakes.	The students can clearly show their ideas. The paragraphs contain a topic sentence, and two or three supporting ideas The paragraph is grammatically accurate, and the sentences show an SVC (subject-verb complement) structure. Each sentence is separated by using a period.
Indicator	1.2 Students cooperatively review the texts created correcting grammatical inaccuracies.			
Criteria/performance	Low	Basic	Medium	High

	Students do not leave comments. Students cannot identify or correct any grammar inaccuracy.	Students do not leave comments for improvement. Participants cannot identify or correct most grammar inaccuracies.	Students suggest improvement by leaving comments. Students are able to identify and correct most grammar inaccuracies.	Students are able to correct their partners' texts leaving comments for further improvement. Students correct all grammar inaccuracies, wrong-spelled words, and punctuation mistakes.
Indicator	1.3 Students in groups edit their texts in order to present a final corrected public product.			
Criteria/performance	Low	Basic	Medium	High
	The students do not deliver any final product.	There are many grammar mistakes. Most of the information that the final product presents is copied from other sources.	The final version still contains minor mistakes in terms of grammar and mechanics. The final product showcases their opinions and investigation, presenting little information copied from other sources	Students edit their texts ensuring an error-free paper. Students show a well-structured original final product that depicts their opinions and investigation.

Category	A project-based learning approach for the strengthening of writing skills.			
Indicator	2.1 Students are capable of proposing possible solutions in a written way to the given problem in the book chapters.			
	Low	Basic	Medium	High
	All possible solutions are copied from other sources.	The possible solutions are mostly copied	Most proposals for solving the given problem are original.	Students present original proposals for solving the

	The content presented in the chapter is not original.	from other sources. Students do not present their solutions in their book chapters.	The book chapter showcases the possible solutions.	proposed problem. The students deliver a book chapter that contains their original proposals.
Indicator	2.2 Students are able to cooperatively write the introduction and development of the chapter assigned.			
Criteria/performance	Low	Basic	Medium	High
	None group members work on the introduction or development. There is no evidence of collaboration among partners.	Only one participant created most of the content from the introduction and development. There is no sign of collaborative work.	Most group members actively work to create their introduction and development.	Students cooperatively write the introduction and development of the chapter assigned. All group participants worked together to write their introduction and development.
Indicator	2.3 Students revise and evaluate cooperatively their partners' texts following the evaluating rubric.			
Criteria/performance	Low	Basic	Medium	High
	Students do not revise or evaluate their partners texts.	Students superficially revise and evaluate their partners' texts not following entirely the proposed rubric. (See annex)	Student revise their partners texts following some of the rubric criteria.	Students actively revise and evaluate their partners texts. Students accurately follow the rubric.
Category	The usage of gender-related issues for improving writing skills			
Indicator	3.1 Students accurately define and use in their texts multiple terminologies derived from gender-related issues.			
Criteria/performance	Low	Basic	Medium	High

	Students do not incorporate any of the terminology seen in class.	Students only incorporated the terminology seen once or twice.	Students incorporated the terminology seen in class less than ten times.	Students incorporated the terminology seen in class on more than ten occasions.
Indicator	Students communicate in a written form, their perceptions and opinions of gender-derived topics.			
Criteria/performance	Low	Basic	Medium	High
	The information concerning their opinion is copied from other sources, not depicting any original content.	Students' opinions are not clearly stated and some of the content belonging to this section is copied from other sources.	Students show their opinions concerning gender-derived topics; however, not all participant's opinions are clearly stated.	Students clearly, and deeply communicate their opinions on gender-derived topics, showcasing all members' opinions.

Annex No. 8. Peer evaluation rubric

Peer evaluation rubric

Annex No. 9. Gender book

Gender book