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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Theme: Transformational Learning and Writing Skills

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2025

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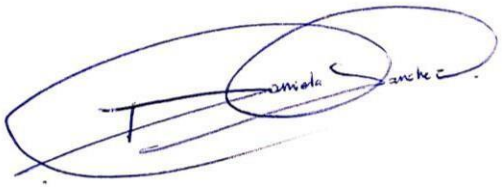
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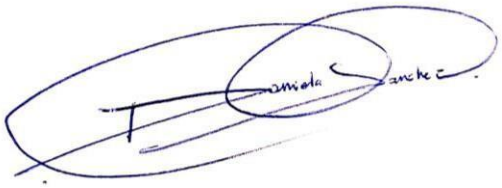
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DEDICATION

TO:

To God and the Virgin Mary for always giving me the necessary strength and wisdom in my studies, to my parents who were a fundamental pillar and constant support during my university major, and finally to my friends who have been present in the moments of greatest joy but also in the most difficult ones.

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Topic: Transformational Learning and Writing Skills

Author: Daniela Anahí Sánchez López

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VII. ABSTRACT

This study investigated the influence of transformational learning on the English language writing skills of third-semester students of Pedagogía de los Idiomas Nacionales Y Extranjeros major at Universidad Técnica de Ambato in Ecuador. The quantitative method and an experimental design were used in 32 students between 18 and 21 years old. The research process began with applying the pre-test, which was taken from the writing section of the PET exam. Then, 8 interventions were carried out in which the lessons were based on transformational learning principles to develop different written production activities. At the end of the interventions, a post-test was administered. Both the pre and post-test were graded according to the Cambridge B1 rubric. Results showed progress in written production, focusing on content, organization, language, and communicative achievement, using transformational learning, which encouraged student freedom and critical thinking. This study concluded that this pedagogy enhances teaching by personalizing assessments to identify strengths and weaknesses, fostering motivation and interactive learning, and supporting students' overall development, improving their ability to communicate ideas effectively in both academic and everyday contexts.

Key words: Transformational learning, sustainability, sustainable pedagogy, English productive skills, writing skill, English language.

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VII. RESUMEN

El presente estudio investigó la influencia del transformational learning en la habilidad de la escritura en el idioma Inglés en los estudiantes del tercer semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad técnica de Ambato en Ecuador. Se utilizó el método cuantitativo y un diseño experimental en un grupo de 32 estudiantes de entre 18 a 21 años. El proceso de investigación comenzó con la aplicación del pre-test, la cual fue tomada de la sección del writing del examen del PET. Después se realizaron 8 intervenciones en las cuales las lecciones se realizaron en base a los principios del transformational learning para desarrollar diferentes actividades de producción escrita. Finalmente se tomó un post-test. Ambos, el pre y el post-test fueron calificados de acuerdo a la rúbrica Cambridge B1. Los resultados mostraron avances en la producción escrita, con énfasis en el contenido, la organización, el lenguaje y el alcance comunicativo, utilizando el aprendizaje transformacional, que fomenta la libertad y el pensamiento crítico de los estudiantes. Este estudio concluyó que la pedagogía mejora la enseñanza al personalizar las evaluaciones para identificar fortalezas y debilidades, fomenta la motivación y el aprendizaje interactivo, y apoya el desarrollo integral de los estudiantes, mejorando su capacidad para comunicar ideas de manera efectiva tanto en contextos académicos como cotidianos.

Palabras clave: Aprendizaje transformacional, sostenibilidad, pedagogía sustentable, habilidades productivas en inglés, habilidades de escritura, idioma inglés.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research Background

The study by Shekar et al. (2023) sought to expand knowledge on transformational learning by conducting a bibliometric analysis, focusing on how learners create meaning in their lives and future opportunities for developing programs that support learning communities. The objective was to explore existing and new areas of research and suggest future directions for education sectors. The tool employed in the bibliometric analysis is called Biblioshiny, it was used to analyze data from the Scopus database, looking at sources, authors, documents, and the overall structure of the research field. Through a quantitative method, researchers found out that the United States leads in research on transformational learning, with workplace learning and spirituality being key areas of focus. While subjects like emotional intelligence and change management were well-connected within the field, they lacked strong links to other areas.

The study by Kilag et al. (2024) explored the relationship between transformational leadership and educational innovation in primary and secondary schools, aiming to understand how transformational learning supports and promotes educational innovation. Utilizing a qualitative phenomenological research design, the study involved in depth interviews with six school heads from the Toledo City Division, Spain. The data, collected through interviews. The findings reveal that transformational learning significantly impacts educational innovation by creating a supportive and empowering environment that encourages creativity, risk-taking, and collaboration. Participants perceived transformational leaders as crucial in fostering a culture of continuous improvement and effective implementation of educational innovations.

Grigoryan (2023) developed a research that examines the mistakes made by second language learners in writing essays and proposes recommendations to improve the English writing skills of Chinese students from Jiangxi Tellhow Vocational Animation College. The objective of the study is to reveal common and contrastive features of language errors and help students improve their writing skills. The study was

experimental and the methodology used was quantitative. This led to the collection of empirical data through students' essays and passages to analyze grammatical errors in writing. The results showed that students' errors in writing were mainly due to overgeneralization, incomplete application of grammar rules, and ignorance of rule restrictions.

The study by Philominraj et al. (2021) investigated the dynamics of English language teaching in municipal schools in Talca, Chile. The objective is to understand the effectiveness of the current English teaching practices and identify factors contributing to poor performance in English language proficiency among students. The instruments used include an open-ended questionnaire distributed to fifteen teachers from four municipal schools in Talca. The study uses a quantitative method within a descriptive, interpretative, and correlational framework. The study found that the current didactics and methodologies used by teachers are inadequate for helping students reach the proficiency level established by the Chilean Ministry of Education.

Quezada and Santillan (2021) studied the effect of ePals practices on English as a Foreign Language writing among twenty-two junior high school students from Ecuador. The objective of this study is to evaluate how exchanging letters with American students through ePals practices affects EFL writing performance, including vocabulary, grammar, accuracy, and attitudes toward collaboration. This research followed an experimental design, which used both quantitative and qualitative methods by using pre and post-writing tests and interviews. As a result, there were positive attitudes toward the collaboration and valuable insights into how the experience affected writing performance and motivation.

The study by Abdel et al. (2020) examined the appliance of transformative learning strategies in classrooms with low English level students. The objective is to analyze the effectiveness of a transformative learning strategy in enhancing English as a Foreign Language to develop critical reflection and reflective writing skills among secondary students. This research employed a quasi-experimental research and a quantitative method to collect data through pre and post-tests. The participants were 60 female students from the 10th of Ramadan Language School, Egypt, divided into control and experimental groups. The research utilized two instruments, a critical reflection situational test, and a reflective writing test. The results showed significant improvements in the experimental group, thus, indicating that the transformative learning strategy was

highly effective in developing both critical reflection and reflective writing skills among the participants.

1.2 Theoretical Foundation of the Variables

Independent Variable

1.2.1 Sustainability

Sustainability is a practice that ensures that current resources are used efficiently to meet current and future needs. It involves making responsible decisions about the use of resources to achieve social, economic, and environmental goals (Ozili, 2022). Hardisty (2010) stated that economic sustainability focuses on continued production and the prevention of imbalances, meanwhile, environmental sustainability is focused on maintaining resources through sustainable practices like conservation and investment in renewable alternatives, while protecting biodiversity. Moreover, social sustainability focuses on promoting equity, social justice, and community well-being through inclusive governance, stakeholder participation, and cultural relevance to ensure resilient and equitable societies. (Wolff & Ehrström, 2020). It is also vital for creating resilient communities that can face challenges such as climate change, social inequality, and economic crisis.

True sustainability implies the continuous potential to endure over time. Sustainability involves preventing the degradation of natural resources to maintain ecological balance (Huckle & Sterling, 2024). Ethically, it can be described using the Natural Step Framework principles, which promote harmonious living with nature. To achieve genuine sustainability, we must consider long-term impacts. Governments and NGOs have identified issues harming human-nature coexistence and are gradually addressing them through various policies and regulations (Dixit & Chaudhary, 2020). Furthermore, education and public awareness campaigns also play a crucial role in fostering sustainable lifestyles.

In recent years, the focus on sustainable development and supply chain management has increased significantly. Many companies are now integrating sustainability into their supply chains as a result of stricter government regulations, greater public awareness and market pressure. While many policies aim to improve environmental sustainability, they often focus only on what happens within the company,

which limits their overall impact (Bhutta, 2021). Sustainable supply chain management not only helps companies increase profits and benefit their shareholders but also works to reduce harmful effects on the environment. This approach involves finding ways to produce goods that are better for the environment, such as using less energy and reducing waste.

1.2.2 Academic sustainability

Organizations are adopting sustainable practices to balance economic, environmental, political, and social aspects. To ensure these practices are mandatory, sustainable development should be included in educational curricula, fostering growth and prosperity for future generations. Universities need to approve and integrate courses on sustainable development, training students across various disciplines. These courses should analyze consistency and diversity in different fields and apply decision-making to real-life scenarios (Jupudi, 2020). The inclusion of sustainability themes will lead to significant changes in teaching and research in higher education institutions, as degree programs can address ecological, political, social, economic, and environmental challenges that require innovative thinking and extensive literature studies.

The importance of education in promoting a sustainable future is clear, but the slow progress in education compared to the growing climate crisis is alarming. Environmental education faces challenges, in particular, its reliance on sustainable development as its main principle, which may limit the scope for the wider systemic changes that are needed. The Futures of Education report calls for curricula to reorient humanity's role in the world by 2050, emphasizing living in harmony with the planet. It highlights the need for teacher training, integrating new teaching methods and promoting interdisciplinary approaches to create adaptive and innovative learning environments (Abdeldayem, 2021). This shift aims to address the urgent need for education systems that support sustainability, environmental responsibility and leadership that is culturally aligned to local values.

Higher Education Institutions (HEIs) are adding sustainability to their courses, focusing on the skills and teaching methods needed. Research often looks at these changes within single institutions. Understanding this process helps explain how students learn sustainability skills. However, it’s important for many institutions to collaborate and share their experiences. By working together, different academic fields can learn from

each other's success and mistakes. This cooperation will give students a broader set of skills needed to support more sustainable societies. Expanding from individual to collaborative efforts will enhance the impact of sustainability in education (Lozano et al., 2021).

1.2.3 Sustainable pedagogy

Education for Sustainable Development emphasizes a constructivist approach to learning in which students actively participate in creating knowledge in interactive environments and addressing real-world environmental issues. ESD promotes interdisciplinary methods, and problem-solving and sees the teacher as a facilitator rather than a traditional teacher. It encourages collaborative learning with the community and incorporates action and research. The goal is to promote transformative learning that drives individual and social change through reflective and problem-solving contexts to develop critical thinking and action-oriented skills (Marouli, 2021). Sustainable pedagogy seeks to integrate sustainability principles into the curriculum, encouraging learners to understand complex systems and empowering learners to advocate for environmental conservation and to engage in sustainable practices that contribute to the well-being of communities and ecosystems by fostering a sense of agency and responsibility.

Sustainable pedagogy in early childhood education is important for helping young children understand the environment and their place in it. This approach focuses on sparking creativity and critical thinking as children prepare to learn more complex ideas in primary school. By combining science, technology, engineering, and math with lessons about sustainability, educators aim to give children the skills they need to become responsible global citizens. However, we need to rethink how we teach these subjects, especially since many children are worried about environmental issues. Engaging them in hands-on projects allows kids to explore their surroundings, and sharing stories from their learning helps educators, children, and families reflect together (Nelson et al., 2019). Sustainable pedagogy should inspire children to care for the planet and equip them to tackle the serious environmental challenges they will face in the future.

Sustainable pedagogy is an important approach that helps students learn the skills they need to support the goals of the 2030 Agenda for Sustainable Development. This method focuses on teaching practices that empower students, allowing them to take an

active role in their education and contribute to sustainability efforts (Leite et al., 2022). A recent study with teachers from six European countries found that critical thinking is a key skill developed through these practices. However, while teachers valued social learning and reflective questioning, they often underestimated the power students have to make choices. The study highlights the need for ongoing projects that encourage teaching methods that strengthen student involvement and engagement. This approach not only prepares them to face global challenges but also inspires them to make positive changes in their communities.

1.2.4 Transformational learning

According to Mezirow (1991), transformative learning is a process that involves changing the way we see and interpret the world around us. Adults build up a set of experiences that include their beliefs, values, emotions, and automatic reactions, which together form their "frames of reference." When transformative learning occurs, it modifies these fundamental assumptions, leading to a shift in how we understand and engage with our world, so this theory explains how people change their beliefs and attitudes through critical reflection. When faced with dilemmas or crises, they question and revise their meaning schemes. This process can result in three types of change: psychological, convictional, and behavioral.

Sustainable pedagogy focuses on helping learners change and grow by examining their values, beliefs, and viewpoints through reflection and discussion. This idea connects with Mezirow's transformational learning theory, which sees growth as a positive journey. Just like in adult education, sustainable pedagogy encourages people to think critically about their assumptions and to develop open-minded, flexible ways of thinking. This is important for building independence in thinking and decision-making, which is crucial for tackling sustainability issues. Learners gain a deeper understanding, making them better equipped to practice sustainability and develop both thinking skills and a sense of ethical responsibility, empowering individuals to positively impact society (Merriam, 2004).

A sustainable pedagogy promotes transformative learning to help adults to think critically and to engage in a meaningful way in their education, especially in the workplace. It encourages learners to question their usual ways of thinking and promotes openness and inclusivity. Participants can apply their learning to real-life situations by

incorporating work-based learning elements. This approach also emphasizes the importance of the social environment, allowing learners to connect their experiences with new ideas (Choy, 2009). Team learning fosters creativity and innovation. Sustainable pedagogy builds individual skills while fostering a culture of continuous improvement in organizations. It supports wider sustainability and social responsibility goals by creating a more adaptable and responsible workforce. In this way, it aligns education with the needs and challenges of the real world.

Psychological

Psychology significantly impacts the learning process by exploring how individuals absorb, process, and retain information. It emphasizes the importance of cognitive development, where understanding evolves through interaction and experience. Students as individuals who are actively involved in their daily activities across three psychological domains: cognitive, emotional, and psychomotor (Dey, 2021). It emphasizes students' ability to use language, both receptively and productively. Reading and speaking are interconnected and rely on memory, perception, thought, meaning, and emotion, highlighting the complex interplay of mental processes in human beings.

Convictional

According to Jastrow (1917), convictions, or strong beliefs, are generally seen as outcomes of rational thinking, highlighting the unique capability of the human mind to engage in thought and contribute to the development of civilization. Forming convictions requires a drive to think, basic experiences, and a societal context where beliefs influence behavior. Beyond these factors, the text points out the presence of a timeless and widespread element that affects how convictions are formed. This element, referred to by various terms such as compliance, spread, complacency, imitation, and convention, represents the tendency of individuals to conform to social norms and be influenced by others.

Behavioral

Behavior is how individuals act or respond to stimuli from physical movements to internal cognitive processes. It can be observed in various contexts, such as social interactions, problem-solving scenarios, and emotional responses. Understanding

behavior involves analyzing both the observable actions and the underlying motivations or thought processes that drive them (Henriques & Michalski, 2020). Factors that influence behavior include biological influences, personal experiences, and social environment. Psychologists study these behaviors to uncover patterns and understand how different elements interact to shape human actions. By analyzing behavior, we gain insights into how individuals adapt, learn, and engage with their world.

Dependent Variable

1.2.5 English Language

Understanding this text means recognizing the challenging nature of studying English. Firstly, it makes it clear that you will face challenges to your current ideas and beliefs about language, which many people accept without much thought. Secondly, how things are analyzed may be very different from what a person is used to. In addition, when someone wants to learn a new language, there will be many new details and terms to learn, understand, and describe the language (Delahunty et al., 2020). These new ideas can be difficult to learn, but many people find them manageable. Furthermore, mastering English requires not only vocabulary and grammar, but also an understanding of cultural nuances and idioms, which can further complicate the learning process. Because language is not just a set of rules but a living, evolving means of communication that is deeply connected to the cultures it represents, this multifaceted approach is essential.

1.2.6 English Language Skills

Integrating the four language skills, listening, reading, speaking, and writing, focuses on realistic communication by teaching at the discourse level rather than just dealing with sentences or individual words. Discourse refers to a complete unit of communicative text, whether spoken or written and understanding it is crucial for effective teaching. This integration can be challenging for educators, requiring them to have a solid grasp of discourse and to adapt textbooks and instructional materials flexibly. Teachers must select resources and use technology to facilitate the development of these skills, related to aspects such as syntax and vocabulary, to create a cohesive learning experience (Nizamova et al., 2021).

English language skills are deeply connected to both communication and culture. Language is not just a tool for sharing ideas but also a way of passing on cultural values, beliefs, and traditions. Understanding a language fully means also understanding its culture. When people learn a new language, it helps to think about both the culture of that language and their own. Bringing cultural elements into language lessons makes learning richer and more meaningful. In multicultural places like Iraq, it's important to remember how a student's own culture affects how they learn English (Alakrash, 2021). Students can connect better with both their own culture and the culture of the language they're learning by including local culture in lessons.

1.2.7 English Productive Skills

English language productive skills, encompassing speaking and writing, are essential for effective communication. Proficient speaking enables clear and confident expression of thoughts, ideas, and emotions, fostering meaningful interactions and successful verbal exchanges. Writing, in turn, allows individuals to convey information and express themselves through text. These skills are fundamental in various contexts, from academics and professional environments to personal communication. They empower individuals to articulate their thoughts, share knowledge, and engage with a global audience, proving invaluable in our interconnected world (Alzate, 2021). Developing strong productive skills in English opens doors to academic success, career opportunities, and meaningful connections across different linguistic backgrounds.

Teaching a foreign language includes both productive and receptive skills: writing, speaking, reading, and listening. Ulashnova (2020) emphasized developing writing skills. Teachers should pay close attention to how students go through the writing process, as this involves visual feedback that helps them check their work and improve their motor skills. When students write, they need to control their finger movements and how they hold the pencil while also ensuring that the letters they write match the sounds they want to express. Some learners struggle with dysgraphia, which makes writing difficult and can lead to problems like messy handwriting and slow writing speeds. Because of these challenges, students may focus too much on writing mechanics and forget about the content they want to create. Therefore, it is crucial for teachers to encourage and support these students, helping them overcome their difficulties.

1.2.8 Writing Skill

Writing skill is all about being able to express your ideas clearly, effectively, and in a way that grabs the reader's attention. It means knowing your grammar, punctuation, and spelling, having a good vocabulary, and developing your writing style. Good writing also involves organizing your thoughts logically, adapting your content for different audiences, and revising your work to make it clearer and more coherent (Ulashovna, 2020). In teaching foreign languages, the importance of writing skills has grown over the years. ELT teachers need to choose writing tasks carefully because writing is a complex activity that uses many mental processes. It requires attention, motor skills, memory, visual processing, and both higher-level and lower-level thinking.

Writing in other languages is much more difficult than it seems, it is a big challenge because of the less experience with written expression, but this skill is a fundamental aspect of language learning, often neglected in comparison to speaking, reading, and listening. Writing is not only essential for personal expression but also a vital professional skill, especially for non-native English speakers. Many multinational companies place great importance on English writing proficiency, especially in formal business communication. Despite this, many professionals struggle because they tend to write as they speak or translate directly from their native language, leading to unclear and inappropriate documents. Sim (2010) highlighted that mastering writing in a foreign language opens career opportunities, with surveys showing that writing skills are a key factor in employment decisions.

Writing skills are crucial in both native and foreign languages, with writing serving as a key component in communication and expression. One interesting fact is that mastering writing proficiency, especially in foreign languages, is vital for clear communication outside a linguistic environment and also reinforces other language skills, such as speaking and reading, making it indispensable in language acquisition. Written communication requires more precision than spoken language, often causing difficulties for learners. Through the years it has been seeing that most of the problems that people have in writing production is because of reducing a whole language in just learning the speech. Yusupov et al. (2021) stated that writing competence plays an essential role in career success, as many organizations value employees who can communicate effectively in writing. Writing stimulates creative thinking and helps consolidate language skills, further highlighting its educational importance.

Writing skills are essential for effective communication and require more than just forming sentences. Developing these skills involves mastering grammar, syntax, and organization to produce coherent and cohesive content, understanding the audience, purpose, and appropriate register. These are the keys to effective written communication (Dragomir & Niculescu, 2020). Writing is often considered the least popular language skill among students, yet it is crucial for expressing complex ideas. Dragomir and Niculescu highlighted that writing can be seen as a productive skill, engaging both cognitive processes and creativity. Different approaches, such as the controlled-to-free method and the paragraph-pattern approach, help students transition from basic sentence formation to more complex tasks like essays and reports.

Writing is a key skill in language learning, but it can be one of the hardest to master, especially for people learning English as a second language or foreign language. Writing isn’t just about putting words on paper, it’s about creating clear and meaningful messages by using the right words, grammar, and structure. Rao (2017) described writing as a way of communicating through visual symbols, which must be well-organized to make sense. The process of writing includes planning, drafting, and revising to ensure that sentences flow logically and create a complete message. Many learners struggle because traditional teaching methods can make writing feel boring and difficult. Teachers can help by using more modern and interactive techniques, such as group work, to make writing easier and more enjoyable.

Writing skills are really important, especially when it comes to summarizing information. For people learning English as a foreign language, being able to explain a text clearly in fewer words shows a good understanding of the material. It helps to improve both reading and writing by strengthening comprehension and expression. However, certain aspects, such as selecting the main idea, generalizing ideas and changing syntax, are more difficult and require practice. Some students use software to help with this process, which makes things easier, but experts say it's still important to learn proper techniques from teachers. These tools can only go so far, as they can't replace human judgment and creativity (Shodieva, 2023). Combining these strategies with software tools can really help people get better at writing clear and concise explanations of texts, increasing their academic performance and confidence in communicating.

Content

Content refers to the information or messages students share through writing, tailored to fit the purpose of their communication. It’s crucial to catch readers' attention, ensuring clarity, and providing value, whether through informative details or compelling storytelling. Effective content builds trust, persuades readers to take actions like supporting causes, and establishes the tone and personality of the message. It also enhances the connection with the audience, making the writing more engaging and shareable (Fitri et al., 2023). When people find writing engaging, they’re more likely to share it with others, which can spread your message even further.

Communicative achievement

According to Cambridge English (2024), communicative achievement in writing is all about getting your message across clearly and hitting the mark with what you want to achieve. It starts with making sure your ideas are clear and easy to follow. Something to take into account is to keep your audience in mind, adjusting your content and style to what they expect and need. The writing should serve its purpose, whether that’s to inform, persuade, entertain, or instruct. Engaging the readers with interesting content and keeping everything organized helps to catch their attention. In addition, using the appropriate register for the situation is important, and also to be accurate and precise to build trust.

Organization

Organization is crucial for clear and effective writing, though it's sometimes overlooked. It helps to keep the writing focused and logical (Mohammed & Abdulmahmoud, 2020). To achieve this, writing should be free from grammatical, spelling, and punctuation errors, and sentences should go in a logical order. Choosing a compelling topic also aids in maintaining coherence. Logic plays a big role in structuring arguments and checking ideas for accuracy. Good organization makes writing easier to understand and more impactful, guiding readers smoothly through the text. Writing is a complex process with many steps, and getting the organization right is key to success.

Language

Language is crucial in writing because it shapes how well your message gets across. It’s all about how you use words in different contexts to connect with your readers. The language you choose, whether formal or informal, helps set the tone and keeps your

content engaging. Picking the right words allows your unique voice and style to shine, making your writing stand out. Good language also has the power to persuade and stir emotions, strengthening the bond with your audience (Awagu, 2021). By being precise with your language, you make sure your ideas are clear and your message is understood as you intend. Essentially, effective language is at the heart of compelling and impactful writing.

1.3 Objectives

1.3.1 General Objective

To determine the influence of transformational learning in the English writing skill in the Pedagogy of National and Foreign Language Program students.

1.3.2 Specific Objectives:

- To identify the principles of the transformational learning
- To evaluate the level of students' writing skill
- To use transformational learning pedagogy in the improvement of writing skill

1.4 Fulfillment of objectives

To test the influence of transformational learning on writing skills, an experiment was conducted with third-semester students of the Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato as the population for this study. They were subjected to different activities that included everyday written productions where students had the opportunity to explore different topics of interest focused on current environmental problems and raising awareness of the protection of the planet that was seen during the 8 interventions.

To achieve the first specific objective the researcher conducted an in-depth review of transformational learning to gain a comprehensive understanding of the theory. It was identified that transformational learning is an alternative teaching pedagogy to traditional methods focused only on the teacher without much interaction with the students. It also facilitates students to develop their criteria with communication skills through the exploration of topics present in the real context. Finally, allows teachers to be a guide for

students by allowing them to apply different tools to make the class much more dynamic, personalized, and interactive.

Then, for the second specific objective, the researcher applied a pre-test before the interventions to have an overview of the student's strengths and weaknesses and reinforce them through writing activities and constant lessons at the end of the class. At the end of the eight interventions, a post-test was applied to verify whether the students improved their written production skills. The data from both tests were compared to analyze progress and identify specific areas of improvement. Additionally, qualitative observations were documented throughout the interventions to complement the quantitative findings and provide a holistic understanding of the student's development.

Finally, to verify the influence of transformational learning to improve written production skills, different activities were first carried out that put writing into practice and then feedback was given so that students have an awareness of their mistakes and can improve their errors.

CHAPTER II

METHODOLOGY

2.1 Materials

Different resources, both material and human, were used for this research. Among the human resources, the interventions were applied to third-semester students of Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato. On the other hand, the material resources used for the interventions were a pre and post-test writing section of the Cambridge B1 Preliminary English Test (PET), worksheets, internet, Canva, a projector, a computer, a blackboard, markers, cell phones and big posters. For the development of the theoretical framework, the following resource materials were used, such as articles, books, and academic papers.

2.2 Methods

2.2.1 Research approach

The quantitative method was used for this study of Transformational Learning and Writing Skills. Martin and Bridgmon (2012) stated that the purpose of the quantitative method is to study and measure how variables change. This method helped in the collection and analysis of the experimental data through the appliance of a pre and post-test and different activities developed during the interventions to evaluate the influence of the independent variable (transformational learning) on the dependent variable (writing skills). According to Rana (2021), the quantitative method starts with a hypothesis and this will be confirmed or denied by the information collected during the study.

2.2.2 Modality

2.2.2.1 Field research

The present study was conducted using field research, focusing on the variables of Transformational Learning and Writing Skills. Field-based research is a type of empirical research that collects information from a real context, which means that the person conducting the study interacts directly with the research subjects to get first-hand information (Ven & Poole, 2017). The authors continued by saying that unlike research done

in a lab, field-based research takes place in natural settings where things happen as they would in everyday life. In addition, field research can include both written observations and numbers, depending on what the study tries to find. This research obtained data through the application of this modality in the third-semester students of Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato.

2.2.2.2 Bibliographic research

For this research on Transformational Learning and Writing Skills, the bibliographic methodology was used. Bibliographic research is a method of collecting and examining existing studies on a particular topic (Ocaña & Fuster, 2021). In other words, it involves looking at previous research, theories, and findings to get a clear picture of what is already known. Ocaña and Fuster remarked that the process includes identifying a specific question, searching for information in books, journals, and databases, and organizing the information collected. The authors concluded by saying that this type of research helps identify areas that have not been fully explored, generate new ideas, and build a body of knowledge on which future research can build. Its main benefit is to help researchers see different perspectives on a topic and draw useful conclusions.

2.2.3 Type of research

2.2.3.1 Experimental

This study of Transformational Learning and Writing Skills was experimental. Experimental research is a method used to test ideas by conducting controlled experiments. In this type of research, researchers change one thing, known as a variable, to see how it affects something else. The goal is to determine if changes lead to different outcomes. Mujis (2010) mentions that the center of the experimental method is the experiment, which refers to a test that will be conducted under controlled conditions, allowing for the demonstration of whether the proposed hypothesis is true or false.

2.2.4 Techniques and tools

The purpose of this study was to investigate the influence of Transformational Learning on the improvement of students' English Writing Skills, so to collect the data, it was used a validated pre- and post-test taken from the writing section of the Cambridge B1 Preliminary English Test (PET). These tests were administered at the

beginning and end of the experiment. The first part of the writing section consisted of writing an email. Finally, the rubric for the writing section of the PET exam was used. This rubric has four scoring parameters: content, communicative achievement, organization, and language. The content of the writing should respond to the email presented in the exam, and should not have deviations to other topics. Communicative achievement focuses on the ability to hold the reader's attention in the text. The organization looks for the writing to have a sequence, connectors, and cohesive devices. Finally, the language should be on level, use appropriate vocabulary and grammatical structures should be correct.

2.2.5 Population

The research work on transformational learning and writing skills was applied to 33 students in the third semester of the Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. These students have an English level between A1 and B1, mostly A2, according to the CEFR.

Table 1

Population

Population	Number of students	Percentage
Male	16	48,48%
Female	17	51,51%
Total	33	100%

Note: This table shows the number of participants at third-semester students of the PINE major at Universidad Técnica de Ambato.

2.2.6 Procedure

For the implementation of this project, the different principles of Transformational Learning were identified to apply them effectively in the classroom. Transformational learning works on three aspects that constitute the human person: psychological, convictional, and behavioral, so all the activities that were carried out in the lesson planning were developed based on these principles to verify their influence on the writing skill. For the first intervention, a pre-test based on the writing section of the PET exam was taken.

The first lesson aims to help students identify various factors contributing to environmental pollution and propose solutions. The class begins with a brainstorming session, guided by a picture of environmental issues. This activity helps students connect visually with the topic and stimulates discussion. The teacher then explains the causes and effects of environmental problems through a PowerPoint presentation, providing a comprehensive overview. Students engage in a group activity to create brochures that detail a specific environmental issue, addressing its causes, effects on health and the environment, and solutions. This activity fosters collaboration and critical thinking. Students present their brochures in a gallery walk format, encouraging peer learning and evaluation. To conclude, students answer a reflective question about adopting daily habits that promote environmental awareness.

The second lesson emphasizes the importance of environmental preservation for future generations. Students watch a video that highlights climate change and its long-term implications, prompting them to consider potential future challenges. The teacher explains the connections between present-day environmental issues and their future consequences. As the main activity, students write a short story (200 words) envisioning the future if current environmental neglect continues. The stories include a character who saves the planet and are enhanced with drawings or pictures, allowing for creative expression. The lesson concludes with a reflective question about how preserving the environment could improve their lives and the lives of others.

The third lesson introduces students to the issue of plastic pollution and its long-term impacts on the planet. It begins with students watching videos that highlight the severity of plastic waste and taking notes. The teacher introduces new vocabulary related to plastic pollution and reinforces learning through a Wordwall matching activity. Students then read a text on the topic, highlighting key ideas to deepen their understanding. For the main task, students write a 100-word email to a friend discussing the potential consequences of failing to reduce plastic pollution within the next decade. They reflect on the fundamental question: of whether plastics can be used as an energy source, posted on Padlet for peer engagement.

The fourth lesson explores the relationship between air pollution and its adverse effects on health. The teacher uses images to introduce the topic, prompting students to brainstorm and share their ideas on the board. A video further explains how air pollution

contributes to health issues, providing real-world examples. Students work in groups to read and analyze short text excerpts, discussing their sections collaboratively. This approach encourages active learning and peer discussion. To conclude, students reflect on the world they want to live in and suggest societal measures to mitigate air pollution. The lesson blends multimedia, group work, and reflection, ensuring a well-rounded understanding of the topic.

The fifth lesson focuses on Ecuador's potential to become eco-friendly. Students watch a video about futuristic cities and discuss Ecuador’s resources and possibilities using Padlet. Guided questions help students analyze the country’s readiness to adopt eco-friendly practices. In the main activity, students imagine living in 2050 and write a letter to their past selves, reflecting on changes in their lives and society's sustainability practices. The lesson integrates multimedia, discussion, and creative writing to make the topic relatable and engaging. It concludes with students reflecting on Ecuador’s potential and personal actions needed to achieve environmental goals, fostering a sense of responsibility.

The sixth lesson combines creative writing with environmental education. Students work in teams to create short stories using key environmental vocabulary, such as "renewable energy," "ecosystems," and "sustainable cities." The teacher provides structured guidance based on the PET exam framework, helping students develop cohesive and well-organized stories. Teams pass around papers to collaboratively build their stories, promoting teamwork and idea-sharing. The activity emphasizes creativity while reinforcing vocabulary and language structure. The stories are shared with the class, providing an opportunity for peer feedback. This lesson successfully blends storytelling, environmental awareness, and language skill development.

The seventh lesson uses multimedia to help students imagine their ideal future and consider the steps needed to achieve it. The teacher introduces the topic with pictures, followed by a video about future life. Students brainstorm ideas, record their thoughts, and discuss them in groups. They analyze short texts and share their insights with peers, encouraging collaborative learning. The reflective task challenges students to articulate their vision for a better world and propose actionable changes. This lesson combines visual stimuli, group discussions, and reflective writing, encouraging students to think

critically about environmental and societal improvements. And finally, the post-test was taken to analyze whether the results of this experiment were positive or negative.

2.2.7 Hypothesis

Null Hypothesis:

H0: Transformational learning does not influence on writing skills.

Alternative Hypothesis:

H1: Transformational learning influences on writing skills.

CHAPTER III

RESULTS AND DISCUSSION

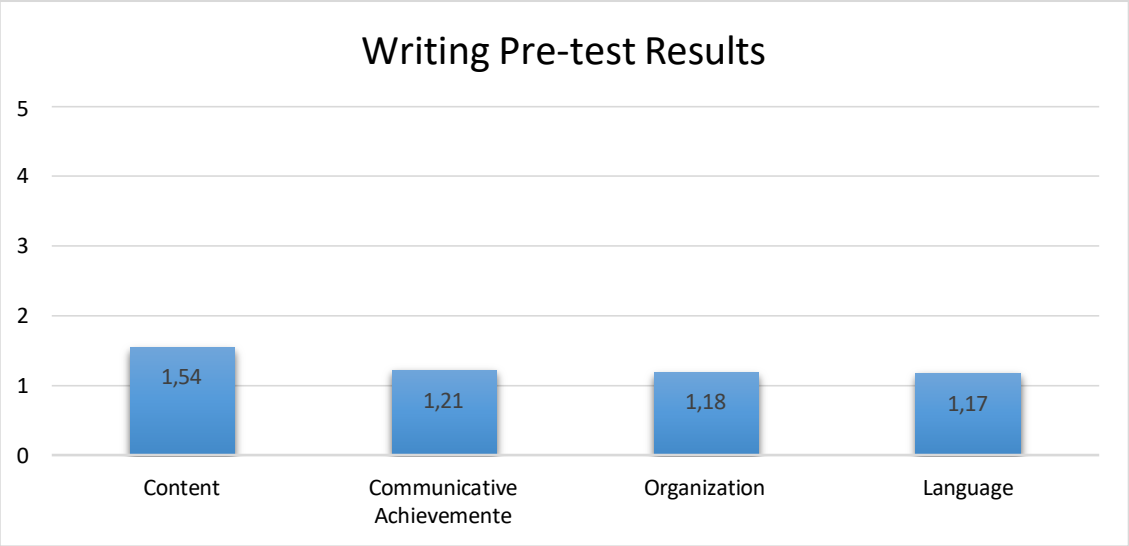
This chapter presents the analysis of the results collected through a pre and a post-test based on the Writing sections of the Cambridge PET exam to measure the English writing skills. This test is focused on four criteria: content, communicative achievement, organization, and language. The content assesses whether the candidate has addressed all parts of the task effectively, communicative achievement measures how well the candidate uses language to communicate the intended message. This includes maintaining appropriate tone, style, and format for the given context, organization evaluates the logical structure and coherence of the writing, and finally, language focuses on the range and accuracy of vocabulary and grammar used. These criteria were graded with bands from 0 to 5 based on the Cambridge rubric which allows the examiner to objectively analyze the English level of students in each area.

The results from the pre and post-test were analyzed in the Statistical Package for Social Sciences (SPSS) software. This statistical program allowed to make an efficiently analysis of the data collected and to verify the improvement in the students to prove the hypothesis of the study.

3.1 Analysis and discussion of the results

3.1.1 Writing Pre-test results

Figure 1



Note: The scoring parameters for the pre-test were taken from the rubric for the writing section of the PET exam.

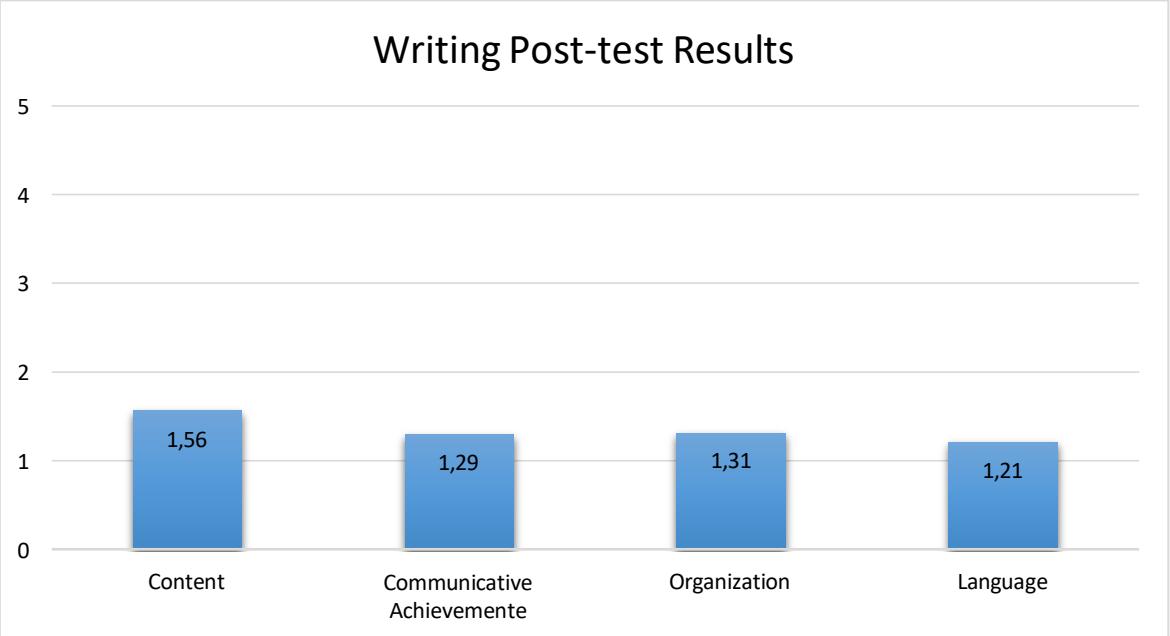
Analysis and Interpretation

Figure 1 shows the results of the pre-test. The dimension with the highest average was content, with an average of 1,54 out of 5, which means that the students gave a fairly accurate answer without deviating from the topic. After that, communicative achievement revealed an average of 1,21 out of 5, which shows the students' ability to communicate their ideas clearly and keep the reader's attention on their writing. Moreover, organization gathered a total of 1,18 out of 5, since the responses showed that the students used basic connectors or did not use them often, and they hardly used supporting phrases to support their ideas. Finally, language scored an average of 1,17 out of 5 because some students need help with basic grammatical structures to formulate their ideas well.

The results of the pre-test showed that the students had more problems in terms of language, because in this dimension of writing it can be seen that they have many deficiencies in basic structures to form ideas, which limits the understanding of their writing when reading it. On the contrary, the dimension with the highest score was content, which shows that students understand the topic on which the writing must be developed and stay on it without losing focus.

3.1.2 Writing Post-test results

Figure 2



Note: The scoring parameters for the post-test were taken from the rubric for the writing section of the PET exam.

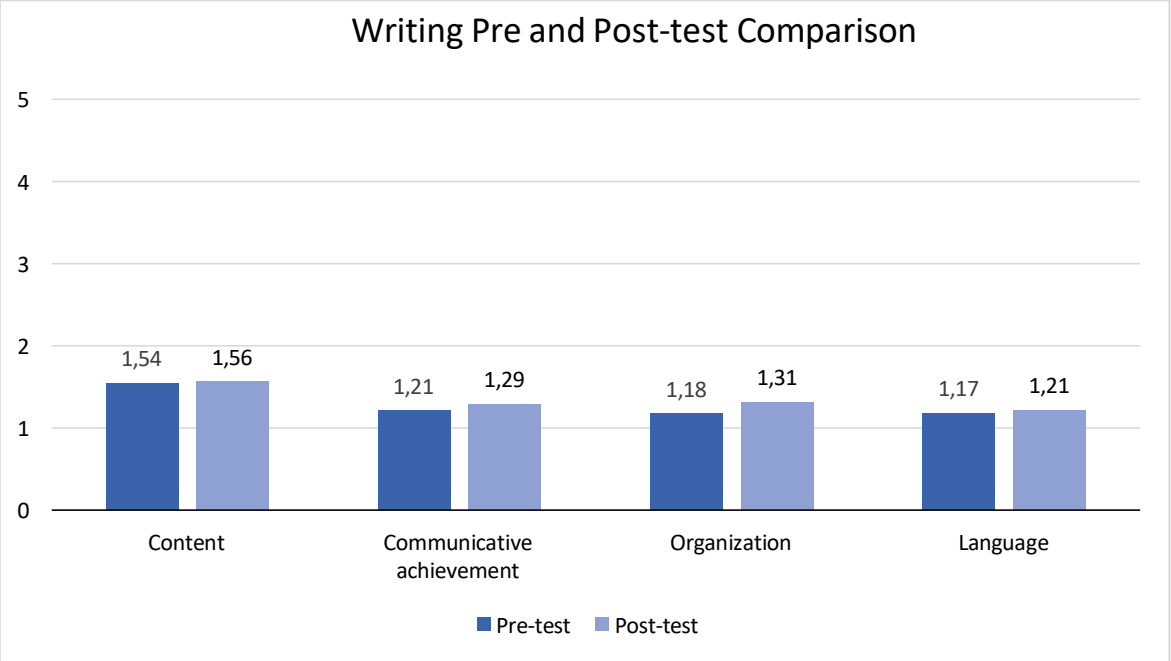
Analysis and Interpretation

The post-test results show improvement in different areas of writing. The highest score was in content, with an average of 1,56 out of 5, which means that students are able to develop the topic they are asked to write about. Communicative achievement had a score of 1,29, showing that students make themselves understood when they communicate their ideas. Organization scored 1,31, indicating some students use connectors to make their ideas coherent and understandable. The lowest score was in language, with 1,21, showing that there are quite a few grammatical errors in simple structures.

In general, the post-test results suggest that content is be the strongest area, as students showed they could focus on the topic well. However, the low score in language shows they need more support to improve their grammar and sentence structure. The results for organization and communicative achievement also suggest that more practice is needed to help students connect their ideas clearly and make their writing easier to follow.

3.1.3 Pre and post-test comparison

Figure 3



Note: This figures shows the pre and post-test results in the writing section of PET exam.

Analysis and Interpretation

The results from both tests showed slight improvements across all dimensions, with the most notable progress in organization with an average of 1,31, indicating better use of connectors to create coherence. Communicative achievement improved to 1,29, reflecting enhanced clarity in expressing ideas. Content remained the strongest area with a marginal increase to 1,56, showing consistent ability to develop the topic effectively. However, language, with a score of 1,21, continued to be the weakest dimension, with persistent grammatical errors and challenges in basic structures. Overall, the post-test suggests progress in organization and communicative skills, while grammar remains a critical area for improvement.

With these results, it was concluded that the implementation of transformational learning in the classroom has a potentially positive impact on the improvement of the English language writing skills. It has a positive impact because the lessons are more student-focused, which means they have more freedom to dive deeper into topics of interest by putting their knowledge into practice and sharing it with others.

3.2 Verification of hypotheses

Table 2

Paired Sample Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PRE TEST RESULTS - POST TEST RESULTS	-,2187	,4200	,0742	-,3702	-,0673	-2,946	31	,006

Note: This table was taken from the SPSS software which shows the difference between the pre and post-test.

To test the hypotheses, a paired samples analysis was conducted, as shown in Table 3, where the average scores for each parameter assessed in the pre-test and post-test were applied in the third semester students of Pedagogía de los Idiomas Nacionales

y Extranjeros major. This analysis confirmed that the intervention had a positive impact leading to an improvement in their writing skills.

Table 3

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between PRE TEST RESULTS and POST TEST RESULTS equals 0.	Related-Samples Wilcoxon Signed Rank Test	,008	Reject the null hypothesis.
Asymptotic significances are displayed. The significance level is ,050				

Note: This table was taken from the SPSS software which shows the difference between the pre and post-test

Table 4 provides a comprehensive overview of the research findings aimed at addressing and confirming one of the two initially proposed hypotheses. The results indicate that the null hypothesis was rejected, confirming the acceptance of the alternative hypothesis. Consequently, it was determined that the implementation of transformational learning in class positively impacted the enhancement and development of English writing skills among the third-semester students of Pedagogía de los Idiomas Nacionales y Extranjeros major from Universidad Técnica de Ambato.

3.3 Discussion

The hypothesis of this study shows that implementing transformational learning has a positive impact on the development and improvement of writing skills, as it allows students to move away from traditional learning to use it in a more real context. This was evidenced after 8 interventions in which the aim was to reinforce students' writing skills through different activities in which students put into practice their knowledge, such as grammatical structures, vocabulary and the ability to communicate their ideas in a clear way and also through the exploration of new topics of interest for the development of critical thinking. In the pre-test, the students showed a low level of writing skills, so with

the application of this pedagogy, the results of the post-test showed that they improved by 4.4%.

The results from Torres (2024) were similar who found that identifying and applying the principles of transformational learning pedagogy influences writing skills, with a significance of 0.050 in both studies, confirming the proposed hypothesis. This means that there was an improvement in students' critical thinking skills, challenge of existing beliefs, and develop new perspectives fostering personal growth through interactive and experiential activities. Students become more socially aware and prepared to address real-world challenges by exploring many points of view and reflecting on the social, cultural, and environmental impact of their actions. In addition, this pedagogy allows teachers to identify each student's strengths and weaknesses through a personalized student assessment

The study from Quezada and Santillan (2021) concluded, as this research did, that continuous practice of writing skills taking into account parameters such as content, language, communicative achievement, and organization can improve the quality of students' written production. After analyzing the post-test data, it was seen that students on average have an elementary level of writing skills, with an average of 2 out of 5, being able to transmit their ideas. Something fundamental within this process is that students have the openness to experiment with the language instead of just being subject to a traditional model because it often happens that students are not motivated to put it into practice. After all, the teaching of this skill has become very monotonous. For this reason, institutions must look for new pedagogies that give a new approach to learning the English language.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

For this study, different principles of transformation learning were used to see how the psychological aspect, beliefs, and behavior influenced the improvement of writing skills through topics related to the environment. After analyzing the pre-and post-test data, it was possible to verify that this pedagogy helps to reinforce and improve students' writing skills. The psychological aspect refers to the cognitive development that students have through interaction and experience within an environment. On the other hand, the conviction was formed through the analysis of information and ideas within the class and sharing the values that are important to develop specific activities within society, since with this people can make decisions. Finally, behavior, which is a response to an external stimulus and the internal cognitive process, allows students to be able to act for a cause after analyzing ideas and developing convictions.

Students' writing skills were assessed using an international English test with a rubric containing specific assessment criteria. The results showed that the students can generate good ideas for developing the content of the writing in a fairly organized way so that the message can be understood. As beginners in English, communicative achievement and language can be challenging because it is not their native language, so they translate from one language to another and in the same way, they use simple structures so that it is not so difficult to communicate the ideas. However, the results of the post-intervention writing assessments indicated some progress, particularly in their writing skill regarding different topics.

After the interventions carried out applying the transformational learning pedagogy, it was possible to show that it not only has a positive impact on the improvement of writing but also on the motivation of students to explore various topics to develop their critical thinking and be able to communicate their ideas concerning different topics. This creates an interactive space for students to develop not only in the professional part but in their daily lives. Finally, transformational learning supports the idea of personalized student assessment, which allows teachers to better identify each student's strengths and weaknesses.

4.2 Recommendations

Teachers should integrate transformational learning principles into their pedagogy to increase student engagement and writing skills. By incorporating real-world issues, especially those related to the environment, teachers can provide meaningful contexts that inspire students to express their thoughts freely and critically. Teachers should focus on personalized approaches to address individual learning needs and ensure that each student can overcome specific written communication challenges while developing their unique strengths.

Institutions should implement comprehensive and personalized assessment methods, such as rubrics aligned with international standards, to effectively evaluate students' writing skills. These rubrics should emphasize content, communicative performance, organization, and language use to provide a holistic view of student performance. Regular feedback based on these criteria can guide students in improving their writing and help teachers identify effective interventions to promote improvement. Focusing on elements such as content, communicative achievement, organization, and language allows for effective classroom management since it is not a traditional pedagogy and students produce language more freely about different topics in a real context. Likewise, it helps teachers improve their teaching and guidance concerning writing, since this pedagogy is more focused on students and their way of perceiving things in the world and communicating their ideas freely, giving a more complete picture of how or what things should be reinforced for correct written production.

Educational institutions must prioritize professional development programs for teachers to equip them with the skills and resources to effectively implement transformative learning approaches. Workshops, training, and access to modern teaching materials can empower educators to create interactive and inclusive classrooms. In addition, classrooms should shift from traditional teacher-centered approaches to student-centered learning environments where students actively participate in exploring diverse topics. By encouraging free expression and collaborative learning, teachers can foster creativity and critical thinking among students

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ANNEXES

Annex 1: Supervisor Approval

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, Agosto 9 2024

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Sarah Iza, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "TRANSFORMATIONAL LEARNING AND THE WRITING SKILL" propuesto por el/la estudiante SÁNCHEZ LÓPEZ DANIELA ANAHÍ, portador/a de la Cédula de Ciudadanía, 1805374186 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente,

Lcda. Sarah Jacqueline Iza Pazmiño, Mg.
Coordinadora de la Carrera
0501741060
0984060528 sj.iza@uta.edu.ec

UNIVERSIDAD TÉCNICA DE AMBATO
CARRERA DE PEDAGOGIA DE LOS IDIOMAS EXTRANJEROS
COORDINACIÓN

Annex 2: Pre and post-test

PROYECTO DE TITULACIÓN

TRANSFORMATIONAL LEARNING AND THE WRITING SKILLS

PRETEST AND POSTTEST

Preliminary (PET) Writing

Part 1

You **must** answer this question.

Write your answer in about **100 words.**

Question 1

Read this email from your English-speaking friend Katy and the notes you have made.

EMAIL	
From:	Katy
Subject:	Camping trip

Hi,
I'm so happy that you are coming with my family and me on our camping trip. Are you excited?

Thank Katy

We go to this campsite in the mountains every year. It's a lot of fun. There are different types of activities we can do while we're there. Do you like adventure activities like rafting and rock climbing?

No, but…

In the evenings, my family always prepare a big meal for us to eat together. I hope you like burgers and barbeque!

I love it!

Do you want to do anything special during the trip?

Suggest…

See you later!

Katy

Write your **email** to Katy using **all the notes**.

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PROYECTO DE TITULACIÓN

TRANSFORMATIONAL LEARNING AND THE WRITING SKILLS

PRETEST AND POSTTEST– ANSWER SHEET

Name: _____ Date: _____

Write your answer for Part 1 below.

Question 1

C	CA	O	L

Annex 3: Experimental Design

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGPGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Informe final del trabajo de Titulación previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés

Lesson Plans

Theme: Transformational Learning and the Writing skill

Author: Sánchez López Daniela Anahí

Tutor: Mg. Infante Paredes Ruth Elizabeth

Ambato – Ecuador

2025

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UNIVERSIDAD TÉCNICA DE AMBATO

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TRASNFORMATIONAL LEARNING AND THE WRITING SKILL

Lesson Plan 1

Level: 3th semester

Time: 40 min

Topic: Environmental Issues

Transformational Learning: Behavior

Writing sub-skill: Content

Objective: To identify the different factors of environmental pollution and their possible solutions.

Central Theme	Instructions and type of exercises	Fundamental question
Environmental Issues Possible solutions for the different environmental issues.	**Introduction:** Students look at a picture about environmental issues and brainstorm on the board. **Explanation:** The teacher explains the causes of environmental problems and how they affect the way we live today using a Canva presentation. *Link:* https://www.canva.com/design/DAGSVfFaawk/ZRF7SF8VJ0yqcOAHuaFkhg/edit?utm_content=DAGSVfFaawk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton **Formulating questions by the students:** Students are free to ask questions to the teacher **Activity to develop:** Students develop a big brochure in groups in which they must describe 1 environmental issue. • What causes it? • How it affects to the environment? • How affects our health? • Possible solutions **Evaluating the lesson:** Students will paste in the walls their brochures (gallery wall)	What habits would you change in your daily life to raise awareness among others about caring for the environment?

	and one per group is going to explain about each environmental issue while the other students walk around the class. **Fundamental question:** For this part students need to answer the question by hand and paste it on the board.	

Annex 1:



Annex 2:

Canva presentation link:
https://www.canva.com/design/DAGSVfFaawk/ZRF7SF8VJ0yqcOAHuaFkhg/edit?utm_content=DAGSVfFaawk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



UNIVERSIDAD TÉCNICA DE AMBATO

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TRASNFORMATIONAL LEARNING AND THE WRITING SKILL

Lesson Plan 2

Level: 3th semester

Time: 40 min

Topic: Our planet in the future

Transformational Learning: Psychological

Writing sub-skill: Communicative achievement

Objective: To develop awareness of the preservation of the planet for the future.

Central Theme	Instructions and type of exercises	Fundamental question
Our planet in the future	**Introduction:** Students watch a short video about protecting our planet and combating climate change. What are the possible issues that we are going to face in the future? *Link:* https://www.youtube.com/watch?v=iK_qzk6sJS4 **Explanation:** The teacher explains the problems in the current world and how they could be a problem for the future generations. Link: https://www.canva.com/design/DAGSYJrFDwQ/iHowU36tr_84GjQJ-BaHcA/edit?utm_content=DAGSYJrFDwQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton The teacher use a canva presentation to explain how to write a story based on the writing section of PET exam. *Link:* https://www.canva.com/design/DAGaC0b0sP4/AoMwjfwp38aSFNeu9gC51Q/edit?utm_content=DAGaC0b0sP4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton **Formulating questions by the students:** Students are free to ask questions to the teacher **Activity to develop:** Students write a short story talking about how they imagine the future will be if	How would preserving the environment improve your way of life and that of others?

	we don't take care of the environment. Include drawings or pictures. (200 words) • How do you imagine your life in 10 years? ➢ Deforestation or air pollution ➢ A character who saves the planet ➢ Drawings or pictures **Evaluating the lesson:** Students join in groups choose one of their stories and perform it. **Fundamental question:** For this part students need to answer the question by hand and paste it on the board.	

Annex: **Activity to develop**

Worksheet

Write a short story talking about how you imagine the future will be if we don't take care of the environment (200 words).

Your story must have:

- Deforestation or air pollution (choose one topic)
- A character who saves the planet
- Drawings or pictures

The world could change completely if we don't protect the environment.

UNIVERSIDAD TÉCNICA DE AMBATO

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TRASNFORMATIONAL LEARNING AND THE WRITING SKILL

Lesson Plan 3

Level: 3th semester

Time: 40 min

Topic: Plastic Pollution

Transformational Learning: Behavior

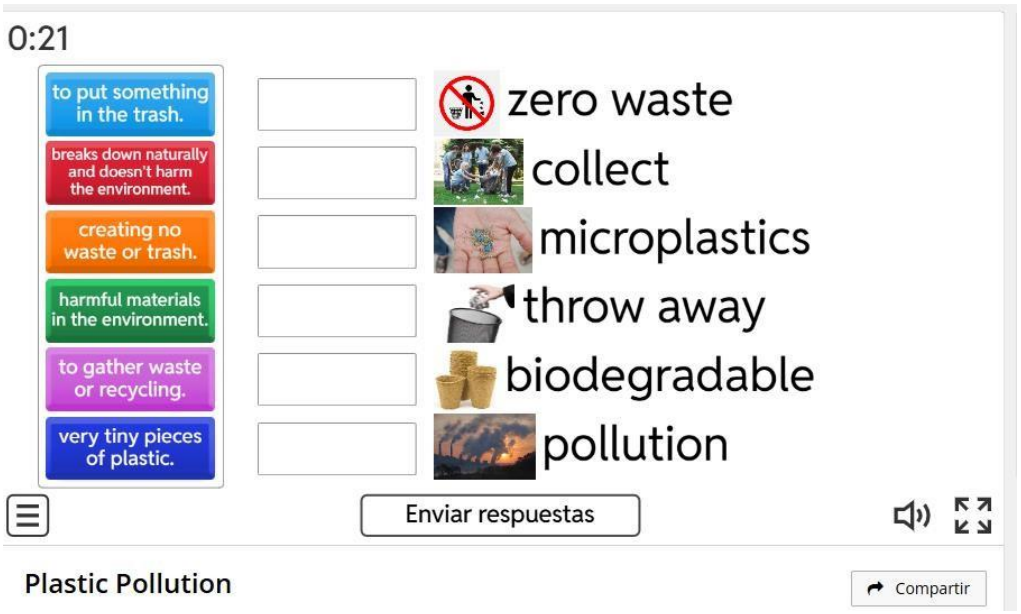
Writing sub-skill: Communicative Achievement

Objective: To identify long-term consequences of plastic pollution through an email.

Central Theme	Instructions and type of exercises	Fundamental question
Plastic Pollution	**Introduction:** Students watch the videos about plastic pollution and take notes. Links: https://www.youtube.com/watch?v=IA9O9YUbQew https://www.youtube.com/watch?v=ODni_Bey154&t=91s **Explanation:** The teacher gives new vocabulary related to plastic pollution. Then the teacher use a Wordwall matching activity. Link: https://wordwall.net/es/resource/71665766 The teacher explains how to write an email according to the writing section of PET exam Link: https://www.canva.com/design/DAGaDA2TJu0/VNObcRnZUP-KgtF1Di-GSw/edit?utm_content=DAGaDA2TJu0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton **Formulating questions by the students:** Students are free to ask questions to the teacher **Activity to develop:** Students receive a text about the effects of plastic pollution into the environment and highlight the most important ideas from it. **Evaluating the lesson:** Students write a short email to a friend talking about what could	Can plastics be used as a source of energy?

	happen to the earth in 10 years if we don't reduce plastic pollution. (100 words) **Fundamental question:** For this part students need to answer the question and post it in Padlet.	

Annex: **Wordwall link:** https://wordwall.net/es/resource/71665766



Annex: **Activity to develop-reading**

Plastic pollution and the environment

Plastic pollution is a big problem for the environment. Many people throw away plastic every day. This plastic does not go away easily. It stays in the environment for many years and breaks into tiny pieces called **microplastics**. These small pieces can harm animals, plants, and even humans. Fish in the ocean sometimes eat microplastics by mistake, and this can make them sick.

We can help stop pollution by making better choices. One way is to use **zero waste** ideas. Zero waste means trying not to make trash. For example, we can use cloth bags, metal straws, and refillable bottles instead of single-use plastic.

Another way to help is to **collect** plastic and recycle it. Recycling means turning old plastic into new things. It is also important to choose **biodegradable** products. These items break down quickly and do not harm the soil or water.

If we all work together, we can reduce plastic pollution. Let's protect the Earth and keep it clean for animals, plants, and future generations!

Annex: **Evaluating the lesson**

WORSHEET

Students write a short email to a friend talking about what could happen to the earth in 10 years if we don't reduce plastic pollution. (100 words)

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TRASNFORMATIONAL LEARNING AND THE WRITING SKILL

Lesson Plan 4

Level: 3th semester

Time: 40 min

Topic: Air pollution and health problems

Transformational Learning: Convictional

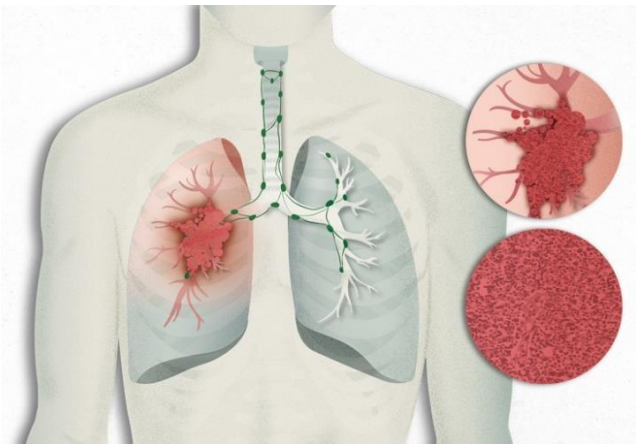
Writing sub-skill: Communicative Achievement

Objective: Students will analyze the effects of air pollution on health and write a structured paragraph addressing societal measures to mitigate this issue.

Central Theme	Instructions and type of exercises	Fundamental question
Air pollution and health problems	**Introduction:** The teacher uses pictures to introduce the topic and students brainstorm on the board. **Explanation:** Students watch a short video about air pollution and health problems. Link: https://www.youtube.com/watch?v=9_o-dm0Z89A **Formulating questions by the students:** Students are free to ask questions to the teacher **Activity to develop:** Students read in group short paragraphs from the same text, the paragraphs will be numbered. Then the students join into groups with the same number of paragraph and discuss. **Evaluating the lesson:** Students answer 2 questions in a sheet of paper. ➢ What would the world be like in your dream future? ➢ What would you change to make in the world you want to live in? **Fundamental question:** For this part students need to answer the question by hand and paste it on the board.	What measures can we take as a society to change this situation?

Annex: **Introduction**









Annex: **Activity to develop**

Air Pollution and Health Problems

Air pollution happens when harmful substances mix with the air we breathe. These substances come from cars, factories, burning trash, and even natural events like forest fires. Smoke, dust, and chemicals in the air make it dirty and unsafe. Pollution can stay in the air for a long time, especially in big cities or places with many factories. Clean air is important because it helps us stay healthy and live well.

Breathing polluted air can cause many health problems. When the air is dirty, people may have trouble breathing, start coughing, or feel chest pain. Pollution can also make asthma worse, causing attacks where it is hard to breathe. Allergies, like sneezing and itchy eyes, are also common. Even healthy people can feel tired or sick when the air is very polluted, and the effects are even stronger for people who already have health problems.

Air pollution can also cause serious long-term health problems. Breathing bad air for many years can damage the lungs, making it hard for them to work properly. It can also hurt the heart and blood vessels, leading to heart disease or strokes. In some cases, pollution can cause cancer, especially lung cancer. Pregnant women breathing polluted air can have babies with health problems, like low birth weight. These effects show why air pollution is a big problem for everyone.

There are many ways to reduce air pollution and keep the air clean. People can use public transport, walk, or ride bicycles instead of driving cars. Factories can use cleaner technologies that produce less smoke and chemicals. Governments can create laws to stop harmful pollution and support green energy, like wind or solar power. Planting trees is also a great way to help because trees clean the air by removing carbon dioxide and releasing oxygen.

Clean air is important for a healthy life. By working together, we can fight air pollution and protect our health. Cleaner air means fewer illnesses and a better quality of life for everyone. It also helps animals, plants, and the planet. Let us take action now so future generations can live in a cleaner, healthier world.

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TRASNFORMATIONAL LEARNING AND THE WRITING SKILL

Lesson Plan 5

Level: 3th semester

Time: 40 min

Topic: Do you imagine living in an ecofriendly city?

Transformational Learning: Psychological

Writing sub-skill: Content-

Objective: To analyze the possibility that Ecuador has of becoming an eco-friendly city and what impact this type of cities have on the environment.

Central Theme	Instructions and type of exercises	Fundamental question
Do you imagine living in an ecofriendly city?	**Introduction**: Students watch a short video about Cities in the Future. https://www.youtube.com/watch?v=T6mK-Ukr_ts **Explanation:** Students answer the questions in the Pladlet. Link: https://padlet.com/dsanchez4186/how-to-be-ecofriendly-in-ecuador-e8y1twehpkhazgxn • Do you think that Ecuador could be an ecofriendly country in the future? • Does Ecuador have the natural resources to become an ecofriendly country? • Which are the resources that we could use to do it? • What do you think that Ecuadorians have to do to achieve it? **Formulating questions by the students:** Students are free to ask questions to the teacher **Activity to develop:** Students imagine they live in 2050 and decide to send a letter to their past selves. • What has changed in 26 years? • How did your life change? • Suggestion **Evaluating the lesson:** Students write a short email to a friend talking about what could	What role do human activities play in increasing air pollution, and how can we change these behaviors to create a healthier environment?

	happen to the earth in 10 years if we don't reduce plastic pollution. **Fundamental question:** For this part students need to answer the question by hand and paste it on the board.	

Annex: **Activity to develop**

WORKSHEET

Imagine you live in 2050 and decide to send a letter to your past self. (150words)

- What has changed in 26 years?
- How did your life change?
- Suggestion

UNIVERSIDAD TÉCNICA DE AMBATO

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TRASNFORMATIONAL LEARNING AND THE WRITING SKILL

Lesson Plan 6

Level: 3th semester

Time: 40 min

Topic: Natural Resources in Ecuador

Transformational Learning: Behavioral

Writing sub-skill: Language and communicative achievement

Objective: To analyze the different natural resources that Ecuador has and how we could use them efficiently to preserve our planet.

Central Theme	Instructions and type of exercises	Fundamental question
Natural Resources in Ecuador	**Introduction:** Students create a short story as a team. The teacher divides the class into 3 columns, after that the students will pass a sheet of paper in which it will be written a sentence to start. Each student has to write at least 1 sentence to continue the story. Students past to the front of the class and read the stories written. *Canva link:* https://www.canva.com/design/DAGThDl4zA4/DsoBW9Hu70FnHZyMPMOipA/edit?utm_content=DAGThDl4zA4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton **Explanation:** The teacher talks about natural resources that we can find in Ecuador. *Canva link:* https://www.canva.com/design/DAGaDsrTGO8/W2q-53xaVBslskjLBdrKZg/edit?utm_content=DAGaDsrTGO8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	Which could be an effective way to manage the natural resources in our country?

	Formulating questions by the students: Students are free to ask questions to the teacher **Activity to develop**: The teacher divide the class in 3 columns and provide 9 pieces of paper to the students. They have to pick 3 pieces of paper per column. The pieces of paper contain the words they have to add in their story (100 words). ***Words: environment, eco-friendly, chemicals, pollution, ecosystems, sustainable cities, technology, renewable energies, conservation.*** **Evaluating the lesson:** The teacher asks students to exchange their writings with other classmates and give suggestions to their partners' writings. **Fundamental question:** For this part students need to answer the question by hand and paste it on the board.	

UNIVERSIDAD TÉCNICA DE AMBATO

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TRASNFORMATIONAL LEARNING AND THE WRITING SKILL

Lesson Plan 7

Level: 3th semester

Time: 40 min

Topic: Reviewing environmental topics

Transformational Learning: Convictional

Writing sub-skill: Communicative Achievement

Objective: To discuss possible solutions to the human behavior to avoid environmental issues in the future.

Central Theme	Instructions and type of exercises	Fundamental question
Reviewing environmental topics	**Introduction:** The teacher starts the class with a question related to environment. • What human activity currently most affects our planet? • How we can avoid that? • Can you mention an alternative to that? **Explanation:** Students watch a short video about our life in the future. Link: https://www.youtube.com/watch?v=TiIFzV4d2NE **Formulating questions by the students:** Students are free to ask questions to the teacher **Activity to develop:** Students join into groups, discuss, and write about how they could manage those environmental problems to avoid future consequences. **Evaluating the lesson:** Students expose their ideas in front of the class. **Fundamental question:** For this part students need to answer the question by hand and paste it on the board.	Do you like living in our currently world? What would you like to change about it?

Annex 4: Turnitin Report

Daniela Sanchez

Transformational Learning and the Writing Skill

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