IMPACT OF PEDAGOGICAL SUPPORT ON ACADEMIC WRITING IN HIGH SCHOOLS: A QUALITATIVE STUDY
IMPACTO DEL APOYO PEDAGÓGICO EN LA ESCRITURA ACADÉMICA EN COLEGIOS: UN ESTUDIO CUALITATIVO

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Abstract

In secondary education, one of the key skills to develop is academic writing, especially in vulnerable environments where they face significant challenges in consolidating it. This qualitative research, using an interpretive paradigm, aimed to analyze the pedagogical impact of teacher support on academic writing among secondary school students in public institutions in Guayaquil, Ecuador. A stratified, non-probabilistic convenience sample of 12 English teachers and 36 second- and third-year high school students was selected from three different institutions. Data triangulation and comparison across contexts were performed. Through interviews, focus group observations, and documentary analysis, the cognitive, linguistic, and emotional limitations that impair writing processes were examined. Five key categories were identified: the appreciation of teacher support, writing as a reflective process, emotional and cognitive barriers, institutional limitations, and writing as an empowerment tool that supports student performance and engagement. It is revealed that students prefer individualized guidance to help them develop and create meaningful, relevant, and meaningful texts. Writing-related teaching strategies promote student learning through appropriate motivation, self-confidence, and effective textual quality. However, there are limitations regarding ongoing teacher training and institutional academic support. This study emphasizes the inherent need to implement inclusive and context-sensitive teaching strategies, with the support of teachers and students to recognize written production not only academically but also to enhance emotionally significant aspects related to personal expression and empowerment.

Keywords: Academic writing; Pedagogical support; Strategies; Secondary education; Vulnerable contexts

Resumen

En la educación secundaria, una de las habilidades clave a desarrollar es la escritura de estilo académico, sobre todo en entornos vulnerables porque enfrentan fuertes retos para consolidarla. Esta investigación de carácter cualitativa con paradigma interpretativo tuvo el objetivo de analizar el impacto pedagógico del apoyo pedagógico en la escritura de tipo académica en educandos de nivel secundaria en instituciones públicas de Guayaquil, Ecuador. De 3 instituciones diferentes, se seleccionó una muestra estratificada no probabilística por conveniencia de 12 docentes del área de inglés y 36 estudiantes de segundo y tercer año de bachillerato, ejecutándose la triangulación de datos y la comparación entre contextos. Por medio de entrevistas, observación de grupos focales y análisis documental se examinó las limitantes cognitivas, lingüísticas y emocionales que perjudican los procesos de escritura. Se identificaron cinco categorías clave: la valoración del acompañamiento docente, la escritura como proceso reflexivo, las barreras emocionales y cognitivas, las limitaciones institucionales, y la escritura como herramienta de empoderamiento que ayudan al desempeño y la implicación de los estudiantes. Se revela que los estudiantes prefieren una guía individualizada que les ayude a elaborar y crear textos consientes, acordes a su realidad y de forma significativa. Las estrategias docentes en relación a la escritura promueven la experiencia estudiantil bajo una motivación adecuada, autoconfianza y calidad textual eficaz. Por otro lado, se encuentran limitaciones en cuanto a la formación continua de docentes y el respaldo académico institucional. Este estudio enfatiza en la necesidad innata de implementar estrategias didácticas de carácter inclusivo y sensible al contexto, con sostenibilidad de los docentes y

estudiantes para reconocer a la producción escrita no solo de forma académica, sino también que mejoren aspectos emocionalmente significativos relacionados a la expresión personal y empoderamiento.

Palabras clave: Escritura académica; Apoyo pedagógico; Estrategias; Educación secundaria; Contextos vulnerables

Sumário

No ensino médio, uma das principais habilidades a serem desenvolvidas é a escrita acadêmica, especialmente em ambientes vulneráveis, onde se enfrentam desafios significativos para consolidá-la. Esta pesquisa qualitativa, utilizando um paradigma interpretativo, teve como objetivo analisar o impacto pedagógico do apoio docente na escrita acadêmica entre alunos do ensino médio em instituições públicas de Guayaquil, Equador. Uma amostra estratificada e não probabilística de conveniência, composta por 12 professores de inglês e 36 alunos do segundo e terceiro anos do ensino médio, foi selecionada em três instituições diferentes. A triangulação e a comparação de dados entre contextos foram realizadas. Por meio de entrevistas, observações de grupos focais e análise documental, foram examinadas as limitações cognitivas, linguísticas e emocionais que prejudicam os processos de escrita. Cinco categorias principais foram identificadas: a valorização do apoio docente, a escrita como um processo reflexivo, as barreiras emocionais e cognitivas, as limitações institucionais e a escrita como uma ferramenta de empoderamento que apoia o desempenho e o engajamento dos alunos. Revela-se que os alunos preferem orientação individualizada para ajudá-los a desenvolver e criar textos significativos, relevantes e significativos. Estratégias de ensino relacionadas à escrita promovem a aprendizagem dos alunos por meio de motivação adequada, autoconfiança e qualidade textual eficaz. No entanto, existem limitações quanto à formação contínua de professores e ao

apoio acadêmico institucional. Este estudo enfatiza a necessidade inerente de implementar estratégias de ensino inclusivas e sensíveis ao contexto, com o apoio de professores e alunos para reconhecer a produção escrita não apenas academicamente, mas também para aprimorar aspectos emocionalmente significativos relacionados à expressão pessoal e ao empoderamento.

Palavras-chave: Escrita acadêmica; Apoio pedagógico; Estratégias; Educação secundária; Contextos vulneráveis

Introduction

At all educational levels, academic writing has always been considered a fundamental skill to be developed during English language instruction. It not only requires mastery of linguistic competence but also involves integrating knowledge, emotions, and social interaction. In Ecuador, especially in the vulnerable contexts of Guayaquil, learners face challenges that prevent them from effectively meeting the requirements of formal or academic writing. These obstacles are determined by inequities in the educational system, restricted access to educational resources, and a lack of specific pedagogical strategies.

Currently, deep socioeconomic disparities continue to be reflected in the educational landscape. In marginalized areas, the main drawbacks of institutions include overcrowded classrooms, inadequate infrastructure, and teaching staff with limited training. These conditions negatively impact learning, particularly the disproportionate development of skills needed to produce quality written work. In the academic field, writing requires organization, analysis, and synthesis, combined with critical thinking for effective writing. In

environments where basic educational needs are not fully met, the instructive objective becomes difficult to fulfill, resulting in poor performance, weakened intrinsic and extrinsic motivation, and diminished confidence in students' writing skills.

A key factor in breaking down these emerging barriers is undoubtedly pedagogical support. To optimize learners' writing skills, promising strategies have been considered, such as individualized feedback that recognizes each student's learning style, writing workshops, peer collaboration, and scaffolding techniques. Likewise, the responsibility falls on teachers, who, as the primary guides in this process, must be considered of utmost importance despite the contextual relevance they experience daily. Empirically, teachers know how to adapt to these types of situations, but they also face heavy administrative and personal workloads, limited opportunities for ongoing training, and peer integration to advance writing. This skill, which is underdeveloped in the classroom, has been largely displaced by vocabulary and grammar, which are prioritized in the teaching of English as a foreign language.

Within vulnerable establishments in Guayaquil, exploring the impact of academic support on acknowledged writing is the primary objective of this study. This qualitative research emphasizes a concrete understanding of teachers' and students' perceptions of this mentioned skill, their support in activities, learners' participation, and how this is reflected in their performance. Thus, the role of educational stakeholders will be deeply understood, promoting writing in accordance with the realities they confront and as an equitable contribution to their educational development.

Challenges of academic writing in vulnerable educational contexts (Secondary Education)

In the teaching-learning process, especially in secondary education, academic writing is fundamental for the development of competencies, critical thinking, and active participation. In many public institutions in Guayaquil, it is difficult for learners to acquire this skill in order to function and excel in English. The urgent need for teaching and technological resources and the limited access to uninspiring school environments affect the quality of learning, specifically in the area of writing. AlMarwani (2020) emphasizes that in this fragile student climate, writing is experienced in a mechanized way, that is, following previously established patterns without promoting creativity and therefore outside of the real context, which limits the quality of writing and student potential.

Socio-emotional factors, as well as material needs, influence literary production in some ways. Adolescents, who seem to be exposed to the social crisis they often come across due to economic hardship or violence, appear anxious, unmotivated, and forced to perform complex writing tasks. Llanos and Villacrés (2025) demonstrate how high school students experience cognitive and emotional blocks when writing, especially if it is creative and free. When this negative relationship is evident, it is essential to consider pedagogical strategies with affective factors that prioritize planning more focused on a positive connection with writing.

The decisive role of teachers as the primary guides for secondary school students is crucial. Nevertheless, educators also face additional workloads and carry out their own empirical and traditional self-education, which can be an impediment to teaching writing skills. Llanos (2020) points out that prewriting techniques are not considered relevant; more specific cognitive processes for proficient writing are not addressed, and, therefore, assigned tasks are only superficially corrected. Reflection and meaningful learning must be considered to achieve higher-level cognitive processes.

Eventually, school identity is influenced in terms of the perception and teaching of writing. In non-fee-paying institutions, student writing-related activities are de facto limited to copying, transcription, translation, or simple isolated exercises, unrelated to the students' environment or with emphasis on their own interests. Hidalgo and Garcia (2021) determine that learners, having a limited vision of writing, come to see it as a repetitive and illogical task, regardless of whether it is truly a valuable tool for the expression and construction of knowledge. In order to change this limited reality, inclusive teaching strategies and techniques are required that prioritize writing as a fundamental skill for correct written academic expression.

Cognitive and linguistic barriers in academic writing in secondary education

Certain high-level cognitive mental processes for academic writing require specific systematization, which consists of planning, organizing ideas, arguing, and finally revising writing. In affected environments, students have greater struggle activating their learning process effectively. These difficulties arise and are related to deficiencies in the cognitive phases of input, elaboration, and output, which leads to the impotence of learners to analyze and process

information to coherently convey it in their texts (Murphy & Smith, 2020).

At the linguistic level, students in public schools have a limited command of vocabulary, syntax contingencies, and deficient use of awareness in the elaboration of texts in various academic discursive genres. It is worth mentioning that, in rural communities, the problem is even greater, since, as Ginting and Barella (2022) indicate, the lack of methodical teaching of grammar and writing is noticeable, errors are recurrent, and the structure of the texts is elementary, which impedes fluidity in written communication, evidencing texts produced without proper clarity, cohesion, and adequacy.

Another factor that represents a significant barrier to writing is reading comprehension. When secondary school students are unable to adequately and logically interpret the texts, they read and subsequently analyze them, it becomes more difficult for them to construct consistent arguments before logically organizing their ideas. Shara et al. (2020) found that, in most secondary school students, studies report low levels of reading comprehension, which is directly linked to limited self-regulation of learning and a lack of metacognitive strategies. Reading and writing have a direct and bidirectional relationship regarding the integration of these skills into English classes.

In order to address these difficulties, it is essential for educators to include strategies to strengthen students' cognitive and linguistic abilities. Comprehensive teaching that encompasses the use of graphic organizers, formative validity and feedback, and collaborative teamwork is explicitly required to significantly contribute to promoting effective

written production. Cognitive plasticity, its modifiability, and pedagogical support are essential for developing functional mental processes that encompass complex tasks, such as formal and academic writing, in this case.

Pedagogical support strategies in writing instruction for secondary level

During secondary schooling, it is necessary to emphasize pedagogical practices with innovative and contextualized approaches to guide the effective development of academic writing. Behaviorist methods have characterized traditional writing instruction, which, focused on repetition, copying, and normative correction, have limited students' creativity and critical judgment. Fukunaga (2023) shows that, in classrooms, what is experienced is a type of writing reduced to the practice of mechanized exercises, with communicative situations poorly connected to reality, nor to the ideals and interests of students. This dissociation primarily generates great demotivation and, as a result, an ineffective appropriation of writing as an instrument of learning in expression.

An imperative technique that teachers can offer students is scaffolding or support during the writing process. In this way, students can develop their own autonomy and awareness when making textual decisions. Belyaeva (2022) emphasizes the integration of cognitive processes of both thinking and writing in secondary school students, mentioning the importance of systematic guidance regarding the process of planning, textualization, and revision of writing. It is recommended to have textual models or patterns, previous scripts, or drafts as a basis to facilitate the preparation of coherent, creative, and meaningful texts.

Another technique is formative feedback, which requires academic support in writing. Ismayanti and Kholiq (2020) mention that secondary school teachers, when evaluating texts, focus more on spelling and punctuation than on the writing itself and its meaning. Comments are usually superficial and are evidenced in signs, graphics, or notes for text correction. In the educational field, it is essential that the teacher's contribution be critical and effective, focusing on the content, structure, and communicative purpose of the text, and that the student can engage in analytical and metacognitive reflection during the writing process.

It should be emphasized that the linguistic and cultural diversity of students must be addressed in pedagogical practices. Writing, as a social and creative activity, should allow students to connect with their previous, personal experiences in the various genres of school discourse. Creative writing involves adding images that can be analyzed and described, and creating texts linked to daily life. Young adult literature can also be instrumental in sparking interest and strengthening the identity of budding writers. In these socially vulnerable environments, the practice of this type of writing fosters inclusion and, consequently, the holistic development of students.

Writing as a tool of expression in vulnerable school contexts (Secondary Education)

In education, writing serves many purposes, including academic and, above all, expressive and emotional functions. In this way, it becomes meaningful, creating a deep and true understanding in students. In contexts of high need for support and for students facing multiple challenges, written expression becomes a way to channel their own emotions.

Ramlal and Augustin (2020) propose that reflecting on experiences in writing also builds the identity of the student because their emotions can be made visible, and their affections, conflicts, and needs can be conveyed through poems, short texts, diaries, and even stories.

Contemporary analyses have confirmed that there are positive impacts on students' emotional well-being when they are encouraged to write freely and inventively. Students value the experience of documenting their personal lives, challenges, and interests in a respectful and collaborative environment within their community as Tremblay-Wragg et al., (2021) mentioned it. This practice fosters motivation for writing, strengthens a sense of belonging, and elevates self-esteem, all of which are influential in any individual's learning.

As mentioned, free-form writing has also been implemented as a strategy to foster emotional resilience. The experiences that arise from writing are powerful tools for personal and emotional support during adolescence. According to Ungar (2020), writing workshops can even serve as therapy for young people in difficult situations. By writing from their emotions, they improve their intra- and interpersonal communication and develop self-awareness about their perceived strengths and weaknesses.

When students feel heard, and above all, valued, they develop a more open relationship of trust with teachers. By creating a safe and meaningful environment, writing can achieve an expressive function in the classroom. Likewise, the promotion of these practices must be rooted in the curriculum to promote creative writing based on experiences. As Ruini and

Mortara (2022) indicate, to foster a love of writing, it is necessary to implement activities that involve stories from their daily lives, from their own imaginations, or simply describing images as textual triggers, strengthening the bond between students and their environment.

Student perceptions of pedagogical support in academic writing in secondary education

To understand whether the strategies implemented in the classroom are effective, it is necessary to analyze students' perceptions of the pedagogical support they receive. Despite facing emotional and material barriers due to their context, teacher support is essential to emphasize their motivation and development. Olmos-Vega et al. (2023) interrelate the guidance received with reflective collaboration between teachers and students, identifying individualized needs in order to generate transformative and inclusive learning spaces.

The pedagogical practices most valued by students are specifically those that allow them to feel heard through their writing, guided, and respected in their learning process, especially in a different language. Several qualitative studies agree on students' self-reflection regarding their capabilities and limitations as emerging writers. Thus, Wei and Liu (2024) mention that the exchange of strategies among teachers strengthens collaboration in the writing process of their students, including open socialization, the exchange of ideas among peers, and the collective construction of knowledge.

In contrast to these student impressions, it is revealed that they prefer integrated approaches to writing as a comprehensive process, rather than isolated practices focused solely on correction. Kim et al. (2022) indicate that when scholars are allowed to plan, draft, and revise their texts with teacher support, they respond positively to the teaching-learning process. This approach, combined with writing scaffolding, increases learners' confidence in their communication skills and improves the quality of the texts they produce.

Likewise, to prevent school dropouts and demotivation due to the vulnerable contexts in which they live, pedagogical support and mentoring are instilled and promoted among students as a protective factor. In general, by developing an authentic connection to learning within the institution, students are expected to feel protected and confident in advancing their writing as a skill in a foreign language. The idea is reinforced that practices should be oriented toward sustainability and context sensitivity with a focus on students, recognizing writing as an academic skill and a tool for personal and social empowerment.

Gaps in research on pedagogical support for academic writing in secondary education in vulnerable contexts

The growing passion for improving writing skills in secondary education continues to grow, however, research related to the impact of academic support for this skill in vulnerable contexts remains scarce and fragmented. It is worth noting that most studies have focused on the higher education level, neglecting the specifics of secondary education, where writing skills are the primary focus and foundation for good academic writing. Although there are didactic proposals for teaching reading and writing in secondary school, Emak and Ismail (2021) point out that the skill that receives the most attention is reading rather than writing;

therefore, activities are directed toward the former.

Analyzing another gap, real contextualization from a writing-based perspective is lacking. Pedagogical proposals are largely designed without taking into account the true emotional, cultural, and social conditions of students in unfavorable climates. Academic language is taught as an abstract register for Rose et al. (2020), as it is evident that there is no connection to their daily lives, hindering true appropriation for meaningful learning. This disconnection reduces the enabling function of writing and limits its epistemic potential in school education.

The role of teachers in scaffolding students' development of more formal writing is poorly analyzed. Teacher feedback exists; however, few studies demonstrate students' perceptions of practices, whether guided or free. Curriculum content approaches are widespread and not explicitly integrated into the writing teaching process. Seufert et al. (2021) highlight the urgent need to continue providing pedagogical support as an essential key to structural development for writing.

Ultimately, the absence of these topics in research is evident due to the lack of longitudinal and collaborative studies that allow for monitoring and evaluating the effects of pedagogical interventions. Each skill develops progressively, but academic writing requires commitment, time, control, monitoring, and adaptation, especially if the studies are conducted in locations with availability and free access. The short timeframe of these studies is limited and does not allow for evidence of progress or limitations in writing skills per se. Studies that link theory and practice, involve

teachers and students, and, especially, respond to the specific realities and needs of the organizations should be promoted.

Methods

This qualitative research study was conducted to understand the perceptions, experiences, and practices of teachers and students related to pedagogical support for academic writing among secondary school learners in vulnerable environments. A phenomenological paradigm was used to explore educational realities in conjunction with the perspectives of the subjects studied, recognizing the level of complexity and subjectivity in educational development.

Research design

Focusing on three public institutions in the city of Guayaquil, a multiple-case study design was used. This allowed for a more in-depth analysis of the relationship between pedagogical practices and student testimonies in diverse educational contexts, which facilitated comparisons of settings and data triangulation.

Participants

Ensuring the ethical principles of this qualitative research, participants provided their informed consent. The sampling method was non-probability and convenience. The sample consisted of 12 English teachers and 36 high school students. Selection criteria included writing expertise among English teachers and student collaboration in text production tasks. Those who did not belong to the specified field and those who voluntarily did not wish to participate in this study were excluded.

Data collection techniques

During this study, three main techniques were used: semi-structured interviews with secondary school teachers, focus groups with students, and documentary analysis of written work. The interviews revealed the pedagogical strategies employed and insights regarding writing support. Through the focus groups, emphasis was placed on expressing experiences derived from emotions, relating them to the writing process in a foreign language. The systematic process of documentary analysis extracted relevant information about the texts produced by students in class, considering factors such as cohesion, coherence, structure, and progression within the text for evaluation.

Data analysis

Following grounded theory procedures, the collected data were analyzed using open coding and categorization into themes. Repeated patterns, contrasts between cases, and relevant elements were observed and examined, facilitating a complete understanding of the investigated event. Triangulating sources and techniques strengthened the relevance and internal validity of the research, and the analysis was also supported through coding schemes and analytical notes.

Results

Five emerging categories were identified from the qualitative analysis regarding the relationship between teachers and students. The influence of pedagogical support, people perceptions, and academic writing in English were determined according to the contexts in which they operate. The categories were developed based on data obtained from instruments such as semi-structured interviews

and their respective coding, focus group observations, and documentary review. Together, this allowed for the presentation of progress and identification of needs regarding English writing skills during teaching and learning.

Valuing Teacher Support: The students' need for progressive, teacher-led support when producing more formal, academic-style writing in English was noted. Individualized feedback, with the use of explanations and examples in addition to the guidance received in planning the texts, significantly improved the clarity and organization of their writing. One student stated, "I have several ideas to write about, and I don't usually organize them coherently, but thanks to my teacher's explanations on how to begin and revise, I feel confident and empowered to produce higher-level writing." This category, shown in Figure 1, demonstrates the generation of self-confidence and motivation when personalized pedagogical support is provided.

Figure 1. Student Perceptions of Pedagogical Support
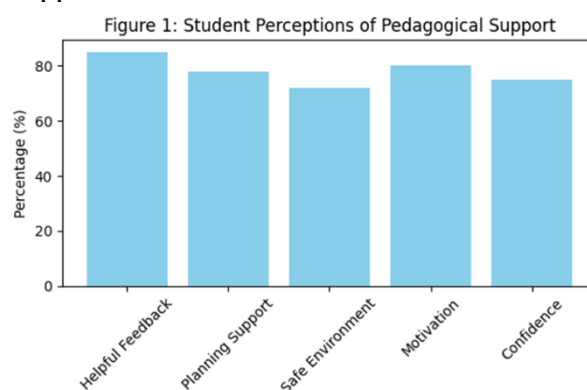
Writing as a Reflective Process: The participants in this study came to the same conclusion: academic writing should not be delivered in a traditional, mechanized manner; on the contrary, it should be systematic and

involve reflection, evaluation, revision, and continuous improvement. By implementing scaffolding and sequential writing strategies, educators demonstrated in their students a prior and profound capacity for analysis and greater coherence after completing their writing. Figure 2 shows that this dimension clarifies and reinforces the teaching of writing as a formative development, contrasting with the superficial corrections of traditional practices

Figure 2. Writing process stage supported by teachers
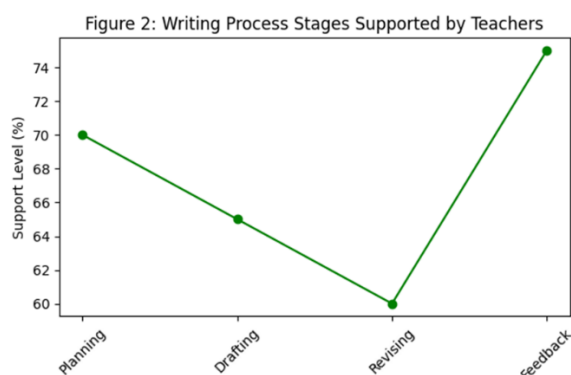
Emotional and Cognitive Barriers: Students experience anxiety and fear of making mistakes, as their limited vocabulary and difficulty generating and organizing their own ideas are barriers to writing in English. These limitations are exacerbated by context, especially in the most vulnerable, as economic factors and socioemotional conditions impact their desire to learn. Teachers indicated that students' reduced participation is due to a reluctance to write for fear of criticism. Creating safe, empathetic, and inclusive environments are key elements in the analysis of this specific category.

Institutional Limitations: Despite the progress made in education, there are certain gaps and restrictions in the administrative and academic areas. Teachers identified difficulties

implementing personalized support strategies due to classroom overcrowding, excessive workload, lack of time in the curriculum, and poor ongoing instruction. Many are in need of the resources or support for their systematic implementation, but they do recognize the greater influence of pedagogical support. This category highlights the requirement for greater support in educational policies, strengthening of teaching practices, and instruction with effective strategies for teaching writing in the English language.

Writing as a Tool for Empowerment: When students have the opportunity to write about their interests, ideals, and topics meaningful to their learning, writing becomes a powerful tool for demonstrating greater expression, mastery, and empowerment. Some teachers, seeking to strengthen writing skills, allowed students to connect with their personal plans and experiences in creative and reflective writing activities in English. This practice simultaneously promotes textual quality and the cognitive-emotional connection in the educational process.

Table 1 summarizes these categories obtained as a result of the data analysis, identifying the impact of pedagogical strategies on academic writing in English.

Category	Description
1. Valuing Teacher Support	Students emphasized the importance of consistent guidance from their English teachers during writing tasks. Personalized feedback, modeling, and planning support were perceived as

	helpful for improving clarity and organization.
2. Writing as a Reflective Process	Teachers and students acknowledged that academic writing should be taught as a process involving planning, drafting, and revising. Teachers who scaffolded writing stages observed improvements in coherence and depth.
3. Emotional and Cognitive Barriers	Students reported fear of making mistakes, limited vocabulary, and difficulty organizing ideas as common obstacles. These barriers were intensified by emotional stress and lack of confidence.
4. Institutional Limitations	Teachers identified systemic constraints such as workload, limited curriculum time, and lack of professional development as challenges to implementing sustained writing support.
5. Writing as a Tool for Empowerment	When students were encouraged to write about meaningful topics, writing became a tool for personal expression and empowerment, enhancing engagement and textual quality.

Source: Own elaboration

Discussion

In this study, the results reaffirm that pedagogical support is essential, as is academic writing for secondary school students, especially in vulnerable environments. Teachers were positively evaluated from the students' perspective, showing that individualized feedback, guidance in text planning, and the reinforcement of safe environments are essential factors for increasing security, confidence, and commitment to writing. These successes are related to the aforementioned research, which highlights the importance of teaching writing skills as a process, not just a final product (Fukunaga, 2023); (Belyaeva, 2022); (Ismayanti & Kholiq, 2020).

Similarly, when students face emotional and social difficulties due to their context, writing is considered a tool for self-expression and empowerment. Connecting effective pedagogical practices with written texts about each individual's experiences optimizes textual quality, strengthening identity, and fostering a sense of belonging. This ideology aligns with the concepts expressed by Ramlal and Augustin (2020) and Ungar (2020), who reveal expressive writing as a strategy for developing emotions and values such as resilience and inclusion.

It should be noted that this study found structural constraints that can affect the implementation of strategies related to the pedagogical process. Excessive teacher workload, overcrowded classrooms, limited preparation in writing instruction, and a lack of time for curriculum development hinder techniques related to writing production and their systematic application. This reinforces the need to promote educational regulations for achieving transversal writing skills in relation to diverse teaching environments.

In summary, the limitations identified in this research indicate that there are few studies related to academic writing at the secondary level in vulnerable contexts. Most proposals focus on writing strategies aimed at the university level or on educational policies that involve curriculum design. However, the social, cultural, and emotional realities of students are not taken into consideration. The contribution of this research lies in how effective academic support can change the experience of secondary school students in challenging educational environments.

Conclusions

This qualitative research allowed us to determine the impact of pedagogical support on the development of academic writing skills among secondary school students from vulnerable backgrounds in Guayaquil. The findings indicate that when teacher support is consistent, individualized, and emotionally meaningful, it strengthens students' writing quality, motivation, security, and self-confidence. In this regard, writing becomes an expressive, formative, and academic tool.

Writing instruction is reaffirmed as a process that involves the use of strategies such as scaffolding, formative feedback, and reflective writing. It also enables students to effectively understand their own writing with practice to advance to the next level of coherent and structured production. The development and application of skills are of significant value when cognitive, linguistic, and emotional limitations exist in disadvantaged environments.

The lack of specific training in writing instruction, excessive teacher workload, and poor prioritization of curricula designated for written production are the factors that reveal the limitations of this study and therefore require urgent attention from educational policies and protocols.

Ultimately, it is essential to expand research on the topic of written production at the secondary level from situated and participatory approaches. By promoting inclusive educational pedagogical practices that are sensitive to the environment and focused on the primary learner: the student, we will ensure equitable, high-quality education where written expression is integrated into comprehensive learning and active participation, providing educators with a series of valuable tools that strengthen the dynamics of teaching.

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