



**UNIVERSIDAD TÉCNICA DEL NORTE  
(UTN)**

**FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA  
(FECYT)**

**CARRERA: PEDAGOGIA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA  
MODALIDAD PRESENCIAL**

**TEMA:**

**Mindfulness strategies to strengthen writing skills in freshman students at  
Unidad Educativa Internacional Pensionado Atahualpa**

**Trabajo de titulación previo a la obtención del título de Licenciatura en  
Pedagogía de los Idiomas Nacionales y Extranjeros, Especialización Inglés.**

**Línea de investigación:** Gestión, Calidad de la Educación, Procesos  
Pedagógicos e Idiomas.

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Ibarra-2022



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SOLO PARA TRABAJOS DE GRADO	
<b>PROGRAMA:</b>	<input checked="" type="checkbox"/> <b>PREGRADO</b> <input type="checkbox"/> <b>POSGRADO</b>
<b>TITULO POR EL QUE OPTA:</b>	Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés.
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## **DEDICATORY**

I am dedicating this dissertation work to beloved people who mean so much to me. Although I had the fortune to share diverse memories with them, they have significantly impacted my life. Firstly, to God and destiny since their life lessons have helped me discover my value as a future professional and as a person in this fleeting world. Next, this is in their lovely memory of my cousin, Dennis, and uncle, Tarquino, who rest in heaven; because of them, I had my precious childhood memories. Moreover, I could learn and admire their best qualities; thanks to them, I aspire to be able to continue with their legacy of humility, hardworking, love, and respect for our relatives. My dearest family, especially my mother, Inés, and father, Luis, have supported and encouraged me during this rewarding process with their love and valuable guidance to achieve my goals. My grandparents, since, through their stories and experiences, I worth the simple-hearted aspects of life. Last but not least, Vicky is an important person who inspires me to continue discovering my value and capabilities, through her experiences and kind personality allows me to continue dreaming higher and finding new experiences in life.

## ACKNOWLEDGEMENTS

Words cannot express my gratitude to Técnica del Norte University, Facultad de Educación Ciencia y Tecnología, for providing this rewarding learning experience throughout these years. I would like to extend my sincere thanks to the English Major teachers for their knowledge, advice, and dedication to transmitting their wisdom and helping us discover our teaching strengths.

I would like to thank all the authorities, educators, and administrative staff who are part of the prestigious Unidad Educativa “Internacional Pensionado Atahualpa” for granting me to develop my entire research process.

This endeavor would not have been possible without my supervisor, MSc. Fernando Flores, for his kind guidance and encouragement through each stage of the process of accomplishing quality work in this dissertation project. Likewise, I would like to thank him for his admirable vocation as a teacher since his knowledge, empathy, and affection for his students impacted and inspired me to be one.

My gratitude to my second family that was created during these semesters, my friends, especially Xavi, Karlita, Carlitos, Liz, and Johita. They supported, encouraged, and accompanied me during these four years, and Kary, who encouraged me to continue persisting in my goals. Their belief and love in me have helped me strive until this dissertation work is completed.

Lastly, to my lovely family, especially my parents, siblings, and cat, their patience, trust, and love have kept my goal standing during this process, being valuable in their emotional support. Also, my cousins Enmita, Ronald and their family have trusted me and helped with everything essential.

## RESUMEN

Este proyecto de tesis fue elaborado con el fin de incentivar a los estudiantes en el fortalecimiento del idioma inglés como idioma extranjero, potencializando sus habilidades de escritura con estrategias de Mindfulness. Esta investigación tuvo como objetivo identificar estrategias de Mindfulness para fortalecer las habilidades de escritura en el idioma inglés en estudiantes de octavo año de educación básica de la Unidad Educativa Internacional Pensionado Atahualpa, ubicada en la ciudad de Ibarra, provincia de Imbabura, año académico 2022-2023. Se estableció una base teórica que sustenta las estrategias de Mindfulness en las habilidades de escritura. Posteriormente se hizo un análisis de los planes de acción docente en este establecimiento educativo y se diseñó una guía didáctica donde se enfoca estrategias de Mindfulness enfocadas en la escritura en inglés. La metodología empleada para el desarrollo del presente trabajo investigativo tiene un enfoque mixto debido que cuenta con datos cualitativos y cuantitativos que ayudaron a la veracidad de esta investigación, de igual manera se utilizaron dos instrumentos de recolección de información: una entrevista dirigida a los docentes y una encuesta a los estudiantes, con el fin de conocer la opinión sobre las estrategias de los docentes en clase y la percepción del idioma inglés por parte de los estudiantes. Los resultados obtenidos de docentes y educandos afirmaron el limitado uso de estrategias empleadas para mejorar las habilidades de escritura debido que se centran en otras habilidades, convirtiéndose la escritura de un segundo idioma en un reto. Por lo tanto, la guía académica está diseñada para involucrar y motivar a los estudiantes en sus composiciones. La guía de estrategias de Mindfulness se apoya en las bases teóricas de la Programación Neurolingüística y Sugestopedia con el fin de obtener conocimientos significativos utilizando el pensamiento crítico y las habilidades de inferencia de los estudiantes. Como resultado, los estudiantes puedan fortalecer sus habilidades de escritura.

**Palabras clave:** Estrategias Mindfulness, fortalecer habilidades de escritura, Programación Neurolingüística, Sugestopedia, pensamiento crítico.

## ABSTRACT

This dissertation project was elaborated to encourage students to strengthen the English language as a foreign language, enhancing their writing skills with Mindfulness strategies. This research aimed to identify Mindfulness strategies for strengthening writing skills in the English Language in freshman students at Unidad Educativa Internacional Pensionado Atahualpa, located in Ibarra city, Imbabura province, for the academic year 2022-2023. It established a theoretical basis that supports Mindfulness strategies in writing skills. Later, it analyzed educators' action plans in this educational establishment and designed a didactic guide where it focused on Mindfulness strategies strengthening students' writing skills. The methodology implemented for the development of this research work has a mixed approach because it has qualitative and quantitative data that helped the veracity of this investigation. In the same way, two essential instruments were used: an interview addressed to educators and a survey for students to know their opinions of educators' strategies in class and English language perception for students. The results obtained by teachers and students confirm that the use of strategies was limited in the improvement of writing skills because educators focused on other skills, making the writing of a second language a challenge. Hence the academic guide is designed to engage and motivate students in their compositions. The Mindfulness strategies guide is supported by the Neurolinguistic Programming and Suggestopedia basis to obtain meaningful knowledge utilizing pupils' critical thinking and inferences abilities. As a result, students may be able to strengthen their writing skills.

**Keywords:** Mindfulness strategies, strengthen writing skills, Neurolinguistic Programming, Suggestopedia, critical thinking.

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# INTRODUCTION

## 1. The motivation for the study

This present dissertation work was developed to embolden students by enhancing their writing skills which envision pupils might find another way to express themselves. This research is beneficial since it goes beyond that learning grammar rules, which prime their opinions and thoughts and obtain meaningful knowledge in class. Furthermore, it aided in promoting the teaching process by implementing Mindfulness strategies in a class where teachers might see other perspectives accounting students' writing skills as a manner to strengthen their communicative abilities in L2.

Foreign language education has been discovered to have adequate methods and approaches to enhance students' learning. It is vital to implement current classroom strategies because learning needs differ from those in the past. However, those were proper in their respective time, allowing in present-day some methods, approaches, and strategies may supply a relationship between learning English, improving interpersonal and intrapersonal ability, and managing emotions. Thus, it may be favorable to students writing skills and share their points of view thoughtfully (Llyosovna, 2020).

Thus, this present research focuses on Mindfulness strategies to strengthen writing skills in freshman students at Unidad Educativa "Internacional Pensionado Atahualpa." Whereas this project endeavors to analyze the whys of pupils' problems in their writing skills improvement in the English language, proposing practical solutions through Mindfulness strategies that strive to overcome some factors that affect their improvement.

## 2. Research Problem

Learning the English language in this globalized scenario helps to expand horizons for expressing opinions, feelings, and ideas in diverse contexts, whereby government emphasizes acquiring the target language. The Ministry of Education of Ecuador has determined that teaching a foreign language requires to be developed from school (2nd EGB) until high school (3rd BGU) (Ministerio de Educación, 2016). Nevertheless, English language teaching has been implemented for more than forty years in the academic context; it has been evaluated yearly to test the level of communicative competencies. Unfortunately, the EF English Proficiency Index results in 2021 demonstrated that this country has a low English language level worldwide, equivalent to A1, according to the Common European Framework of Reference (El Comercio, 2021). For this reason, some factors may embrace this problem, such as the scarcity of classroom teaching strategies and overutilization of grammar.

One main problem affecting English language improvement is the lack of teaching strategies in class. Garay (2007) claimed that learning is perceived as a step of processes where acquiring knowledge is fundamental to knowing several areas evolve the activation of certain mental activities. Thus, it is necessary to consider the usage of Neurolinguistic Programming strategies, which are recognized to enhance communicative competence, encouraging students to obtain effective communication in a suitable classroom environment, and students will be aware of their learning process.

In the same manner, some Ecuadorian schools and high schools concentrate on teaching grammar rules in class. Despite teaching, grammar is advantageous for students because they will identify several tense structures, the learning process may become monotonous, and they will not acquire real input in the knowledge acquisition. Moreover, whether students continue to use this mechanical approach to developing communicative abilities in a foreign language, in that case, they will be unable to develop other competencies such as motivation, critical thinking, and intrapersonal and interpersonal capacities in productive and receptive skills. Therefore, this present research will describe the benefits of mindfulness strategies in writing skills development in English as a foreign language. It will focus on freshman students at “Unidad Educativa Internacional Pensionado Atahualpa”, located in Ibarra city, Imbabura province, 2022-2023.

Consequently, it is necessary to formulate guiding questions to develop the present research:

- How do mindfulness strategies contribute to students writing skills in the English language?
- What are the challenges for students to develop writing skills in the English language?

### **3. Justification**

The purpose of Mindfulness is to encourage educators at Unidad Educativa Internacional Pensionado Atahualpa to motivate students to obtain their potential in writing skills. Thus, it contributes to developing their communicative competence. Besides, Mindfulness strategies improve students' ability to maintain focus and self-control in the face of distractions that they face every day.

This research focuses on helping students develop in a class with suitable conditions. Learners will be motivated to learn English as a foreign language since the Ecuadorian education system requires them to go beyond rather than focus on acquiring knowledge. They need to maximize their learning in the cognitive aspect and interpersonal communication. Also, it is a communicative subject where social abilities are necessary to accomplish their goals of writing skills development.

The direct beneficiaries are students and teachers at this educational establishment. Educators who are interested in learning new strategies could provide other perspectives in

the teaching-learning process of acquiring a second language. Pupils develop English language skills in a comfortable environment due to their writing skills improvement. Hence, there will be an efficient learning-teaching process, where students will be the primary author who will focus on their skills with motivation to start creating their drafts. Furthermore, the indirect beneficiaries are the diverse educational institutions interested in finding other strategies to encourage students to develop their drafts by analyzing and reflecting, thus obtaining meaningful knowledge.

## 4. Impacts

**Social Impact:** In education, it attempts to eliminate boundaries in the learning process in a foreign language. It endeavors to enhance the learning process through Mindfulness, which contains vital strategies for freshman students. It allows them to participate in their process by giving their opinion, thoughts, and experiences with respect; as a result, developing writing skills through their critical thinking.

**Academic Impact:** It strives for pupils could enhance their writing skills acquired in a compelling environment. On the other hand, Mindfulness strategies are present due to it requires the students' attention, memory, and critical awareness, encouraging pupils' social skills and academic outcomes (Yang Liu et al., 2021).

**Health and Well-being Impact:** Mindfulness strategies and meditation are essential because they involve an adequate environment by connecting past experiences with the present moment. It strives to develop a less stressful environment without fear of making mistakes or being judged in an English language class (Ausias Cebolla et al., 2014).

## 5. Objectives

### General Objective

Identify mindfulness strategies strengthening writing skills in the English Language in freshman students at Unidad Educativa Internacional Pensionado Atahualpa, located in Ibarra city, Imbabura province, the academic year 2022-2023.

### Specific objectives:

- Establish a theoretical basis in Mindfulness strategies strengthening writing skills in the English Language.
- Analyze strategies usage in educators in an English class.
- Design a didactic guide with Mindfulness activities focusing on writing skills improvement.

## 6. Final Project Structure

The present research work is conformed with the following chapters:

**Chapter I** contains methods, approaches, and theories supporting mindfulness strategies to improve writing skills.

**Chapter II** explains the type of research, data collection, and tools that will develop in this research.

**Chapter III** describes the analysis and interpretation of the survey and interview results addressed to the teachers and students at the Unidad Educativa Internacional Pensionado Atahualpa.

**Chapter IV** academic proposes a didactic guide using mindfulness strategies to strengthen writing skills.

Finally, the data analysis and results are obtained conclusions and recommendations.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1. Learning Language Theories

Human beings have the innate art of communicating and interacting in this social environment, expressing their ideas, emotions, and thoughts by using signs, symbols, and oral communication, being understood by each other. Although, it is essential to remark on the language acquisition differences between the first and second languages. The first language learned, as mentioned by Florence & Harriet, “Learners receive hours of naturalistic exposure to language from caregivers who scaffold their development.” (2009). That might be evidence that by acquiring the first language, learners assimilate the information smoothly and naturally because they have the quality and quantity of time; the other aspect is the exposure to the language, where their learning process may become unconscious and spontaneous.

In the same way, second language apprentices’ learning process in L2 differs from L1 speakers owing to some aspects, including less exposure to a foreign language, formal learning environment, motivation, the age when learners start acquiring the target language, and so on. In other words, it will be even more challenging for second language learners to acquire English as a foreign language because of the quality and quantity of time pupils interact with it.

On the other hand, it is essential to consider the meaning of learning. Dr. A. H. Sequeira (2012) explains that:

Learning is about a change: the change brought about by developing a new skill, understanding a scientific law, or changing an attitude. The change is not merely incidental or natural in the way that our appearance changes as we get older. Learning is a relatively permanent change, usually brought about intentionally. (p.1)

That means learning processes may be regarded as a continuous exchange where students are involved in foreign language development by interacting in the environment, such as formal and informal situations, depending on which aims the learner would like to achieve. Furthermore, it is fundamental to mention that it is necessary to consider some aspects to maintain a good learning process, such as the environment, affective aspects, and previous experiences; consequently, learners will develop abilities after practice to adapt to the environment. Thus, this present project endeavors to relate some theories, methods, and approaches with Mindfulness strategies in the learning-teaching process, contributing to developing writing skills.

### **1.1.1. Constructivism Learning Theory**

The constructivism theory had three primary mentors, Dewey, Piaget, and Vygotsky in the 1970s, who contributed to the experimental learning theory, the meaning of assimilation, and conformability and learning as a social construction. John Dewey was an educator, philosopher, and social reformer. His conception of obtaining social learning in education affirmed that the constructivist purpose is to have a relationship between students and knowledge in an individual and social nature; thus, the learning language process is obtained by learners' perceptions helping them to construct their understanding and social development bearing in mind in promoting the society positively. Jean Piaget believed knowledge is constructed through interaction with the environment, proving that learners have the same cognitive capabilities as adults since children present different cognitive stages. Finally, Lev Vygotsky embraced the theory that learners construct their knowledge by interacting with each other in class, showing a social course where they will create an efficient learning environment.

Quiong Jia (2010) defines this learning theory as:

... knowledge is uncertain; the learning process of knowledge is also the construction process of knowledge; students are the main body of learning activity and they construct knowledge on their own initiatives; teachers are the helpers and the drivers for students constructing knowledge. (p.1)

Whereby, this theory holds that learners build their knowledge through previous experiences, which is the principal factor in the relationship between prior knowledge and new experiences. Learners receive the information similarly, but their perceptions and interpretations might differ in the learning process because it depends on social factors, cultural background, and personality. Moreover, this learning theory involved the importance of teacher-student relationships in class. Educators' role concern more to contribute to a favorable environment because they can create numerous activities encouraging students to have a positive manner in the learning process. Definitely, students will have an active role in their learning process; they will relate their previous knowledge and experiences to acquire new knowledge.

### **1.1.2. Cognitivism Learning Language Theory**

The Cognitive theory in language acquisition considers two aspects such as psychological and linguistic. The cognitive psychology element focuses on learners who build their knowledge through mental processes, which remarkable factors assist in achieving goals such as memory, language, learning, and attention. At the same time, the cognitive linguistic factor implies how thoughts and mental processes affect the acquisition of a second language. It remarks that mental processes impact behavior and learning language competencies. Therefore, the cognitivism learning language theory highlights learners' capabilities that involve the innate mental capacity to acquire a second language by an

external stimulus that students will process through their attention and perception of the information presented in class.

This theory applied in classroom teachers' role concentrate on guiding students in developing some cognitive capabilities such as guessing the meaning from the context and organizing information of the foreign language; thus, students have an active role in class since they will be directly involved in those cognitive strategies that promote the improvement of language learning. For this reason, in cognitive language acquisition theory, teachers' and students' roles aim to accomplish specific thinking abilities and problem-solving, which aims to provide students with tools to obtain meaningful thinking.

### **1.1.3. Humanism Learning Theory**

In the background of humanism theory that dates back to ancient Greek roots, it has been an outstanding component of education because the learner is considered the center of the academic process whose learning needs are vital to solving in order to have efficient results. This learning theory was developed by Abraham Maslow, Carl Rogers, and James Nungental in the 1900s (Peters, 2017). Abraham Maslow stated that learners present some factors that influence good academic performance, for instance, feelings, independence, self-motivation, and so forth. Whereas Carl Rogers believed that pupils achieve their aspirations and purposes in life is essential to make distinctions between unconditional and conditional positive regard. Thereupon, the humanist viewpoint emphasizes that learners obtain intellectual freedom and autonomy in their educational process, which in the classroom is noteworthy to prime human values, learning, and emotional needs; thus, pupils will discover their potential because of their consciousness of meaningful and constructive knowledge acquisition.

In essence, the humanist learning theory considers some principles in the educational process. In the first place, learners' roles are considered the central part of the learning-teaching process, whereby it is fundamental to encourage them to take control over their education. To illustrate better, they can make choices and give opinions without fear of being judged. In addition, another principle is self-motivation to learn, where educators' role endeavors to encourage students to discover knowledge by themselves. Equally important is the role of teachers in humanistic learning since he or she will offer options that learners will select to enhance students in order to engage in class in groups or solos.

As can be seen, some factors affect the learning process, being necessary to engage students in the acquisition of knowledge; where Maslow showed a hierarchy of needs in order to have an efficient academic process and interaction:

**Table 1.***Component of Humanism (Maslow's Hierarchy of Needs).*

<b>Components</b>	<b>Features</b>
<b>Feelings</b>	In an ESL classroom, it is necessary to encourage the development of a safe environment of self-acceptance as individuals, considering respecting learners' feelings.
<b>Social relation</b>	Maintaining a good environment where prime friendship and cooperation encourage learners' interpersonal skills improves students' communicative skills, especially in L2.
<b>Responsibility</b>	This component considers good environmental development since students need to act sensible, contemplating the importance of their opinions and thoughts despite there could be disagreements.
<b>Self-actualization</b>	Humanism attempts to pursue learners' development in personal qualities where it is essential to consider their feelings and opinions. It strives to eliminate boundaries of fear in a class context and evolve feelings of freedom, supporting the development of communicative skills.

Note: own authorship. Source: (Vasuhi, 2011)

## 1.2. Methods and Approaches

Notwithstanding the importance of teaching English, linguists and researchers have created and developed some methods and approaches that educators concentrate on providing a good learning environment for students. However, those have changed depending on each time, scenario, and learning needs that students may present; this section will explain some methods and approaches that teachers have implemented throughout linguistic history with their main features and remarkable role in the learning process in the English language.

**Table 2.***Methods and approaches*

<b>First Methods</b>	
<b>Grammar translation Method</b>	<ul style="list-style-type: none"> <li>• It consists of learning grammar rules to excel in foreign language skills such as reading and writing.</li> <li>• Vocabulary selection is based on reading texts.</li> <li>• Grammar is taught related to grammar rules those are practiced through translation exercises.</li> <li>• English language classes are taught in the mother tongue.</li> </ul>



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<b>The Direct Method</b>	<ul style="list-style-type: none"> <li>• It strives to teach the foreign language directly to the student without translation.</li> <li>• It focuses on the student who imitates the language naturally.</li> <li>• Learners associate words with their meaning through activities such as role play, demonstrations in a natural way, and dialogues.</li> <li>• This method emphasizes oral production development.</li> </ul>
<b>Audiolingual Method</b>	<ul style="list-style-type: none"> <li>• This method focuses on oral speech development through activities such as role play and dialogues where students may acquire new vocabulary and grammatical structures.</li> <li>• It remarks on the learners' memorization and dictation activities.</li> <li>• Learners learn a second language without developing critical thinking since they imitate the teacher's pronunciation and intonation.</li> </ul>
<b>Community Language Learning</b>	<ul style="list-style-type: none"> <li>• It uses humanistic techniques that strive for learners may express their feelings and thoughts in their knowledge of the target language.</li> <li>• This method implements the translation by using repetition.</li> <li>• Students learn by interacting in a community.</li> <li>• Learners focused on the creation of dialogues and scripts.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Current approaches and methods</b></li> </ul>	
<b>Communicative Language Teaching</b>	<ul style="list-style-type: none"> <li>• It focuses on components of communicative skills such as grammar rules and communicative competencies.</li> <li>• This method emphasizes fluency and accuracy through activities such as role-play and student-student interaction facilitating communication and interaction in class.</li> </ul>
<b>CLIL: Content-Based Instruction and Content and Language Integrated Learning</b>	<ul style="list-style-type: none"> <li>• Learners develop language skills by creating their knowledge and understanding their learning needs.</li> <li>• Allowing learners' proper interpretation through the context based on the curriculum.</li> <li>• Developing students' knowledge through textbooks that becomes autonomous learners.</li> </ul>

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<b>The Lexical Approach</b>	<ul style="list-style-type: none"> <li>• It focuses on receptive skills especially listening skills, since it emphasizes the interpretation of sentences.</li> <li>• Some activities are oriented toward developing communicative skills since materials are based on lexical rather than grammatical principles.</li> </ul>
<b>• Alternative Approaches and Methods</b>	
<b>Total physical response</b>	<ul style="list-style-type: none"> <li>• Meaning, comprehension, and listening skills development.</li> <li>• Learners learn new vocabulary by repetition in an artificial English community in the classroom.</li> <li>• Generally, teachers may implement games where it is important to develop students' listening skills.</li> </ul>
<b>The silent way</b>	<ul style="list-style-type: none"> <li>• It is based on the teacher's role, who must remain silent as much as possible during a class.</li> <li>• It motivates problem-solving in class, where students will learn functional new vocabulary.</li> <li>• It implements a primary language that focuses on acquiring grammar rules and pronunciation.</li> </ul>
<b>Suggestopedia</b>	<ul style="list-style-type: none"> <li>• It provides a relaxed and calm class environment that emphasizes developing reading and writing skills.</li> <li>• Educators will develop a comfortable environment that stimulates students' imagination by using specific songs.</li> <li>• It relates to yoga techniques since it strives to create consciousness, concentration, and rhythmic breathing states.</li> <li>• It establishes some aspects of the learning process, such as memorization of vocabulary and lexical translation.</li> </ul>

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Note: own authorship. Sources: (STUDYQUIRK, s.f.) (Rodgers, 2016)

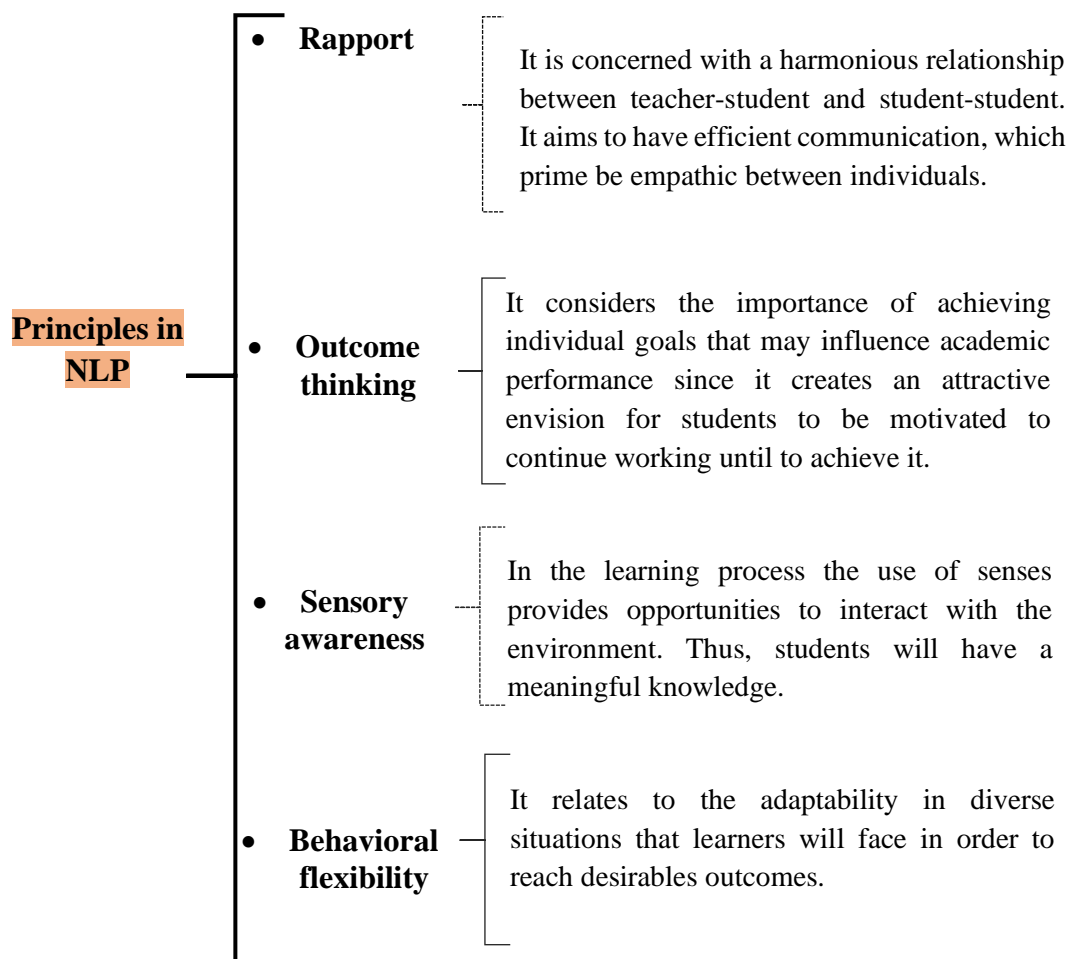
### 1.2.1. Neuro-linguistic Programming

Richard Bandler and Jhon Grinder developed the neuro-linguistic approach in the 1970s at the University of California at Santa Cruz (Antié, 2006). This approach is connected to diverse areas such as psychological, pedagogical, and personal effectiveness in order to promote learning. It contributes to the learning processes since it focuses on verbal and non-verbal development to motivate students to evolve their communicative skills. The neuro-linguistic programming approach plays a meaningful impact on teachers' roles since they need to develop an adequate environment with diverse resources that encourage interpersonal and intrapersonal capacities; consequently, students may learn how to manage their emotions and how to accept reciprocal feedback to create a good learning environment.

Finally, it concentrates on how to overcome the negative feeling that affects students' school performance. Therefore, the linguistic aspect of this approach relates knowledge, learner experiences, and beliefs with how those aspects change students' behavior in class; similarly, students will be expected to encourage to achieve success since this approach considers different manners to acquire the target language as multiple intelligence and the language because of all these previous aspects influence the learning process.

Notwithstanding, this method aims that teachers could develop an efficient atmosphere in class, which is essential for transmitting positive emotions in class where body language and a close relationship between students and teachers emphasize development and effective communication. On the contrary, teachers promote verbal and non-verbal communication in class; students will be able to develop specific language skills. In the neurolinguistic programming method, there are four core principles, rapport, outcome thinking, sensory awareness, and behavioral flexibility, that strive to clarify the role of each one.

Figure 1  
*Neuro-linguistic Programming method principles.*



Note: the four principles in Neuro-linguistic Programming. Source: own elaboration

### **1.3. Language Learning Strategy in L2**

In English language class, learning strategies have become essential to developing and strengthening students' skills since those are "specific actions, behaviors, steps, or techniques students use- often consciously-to improve their progress in apprehending, internalizing, and using the L2" (Oxford, 1990b, as quoted in Allman, B. 2019). As can be seen, educators need to utilize those strategies considering students' outcomes that they will propose in class and the skills that the learners need to develop.

In consequence, language learning strategies consider some factors that may supply learners' needs in class, whereby teachers' role is important to address pupils achieve certain goals and maintain the students' motivation and active class participation. Additionally, it creates a relationship between students and teachers, obtaining an adequate classroom environment where educators may recognize pupils' learning needs.

#### **1.3.1. Mindfulness strategies in English Language Learning**

Mindfulness is an ancient technique adopted by Buddhist traditions; this was employed 2500 years ago; it is related to spirituality and meditation, whose objective is to improve people's lives. Thus, this is within several aspects, such as social and academic life, since Mindfulness had a tremendous impact, thanks mainly to the work of Jon Kabat- Zinn. He developed a Mindfulness-Based Stress Reduction (MBSR) program in his career at the Massachusetts Medical School in 1979. He stipulated the definition of Mindfulness related to education as "Bring your own attention to the experiences that are being exposed in the present moment, accepting them without judgment" (1990).

Likewise, in an educational context, English language acquisition is a worthwhile pursuit that is necessary to implement mindfulness strategies with the purpose of establishing an adequate environment that primes the full attention in class. Also, they will be required due to various procedures concentrating on lingua franca acquisition since it is linked to students' academic performance, social abilities, and emotional awareness. For this reason, Mindfulness consists of the essential human ability to be fully present, where people are aware of their reality, their actions, and the context where people are developed; being this is a human quality, its aim is to welfare their mental health and enhancement of communicative skills in L2.

#### **1.3.1. Mindfulness Strategies' Effects on Education**

Undoubtedly, educators explore numerous strategies due to students' learning needs, scenarios, and time-lapse. Mindfulness strategies endeavor to create a suitable class environment that promotes empathy forward students assisting in performing their communicative capacities by reducing stress and anxiety and increasing their patience, self-confidence, and self-awareness in class. Albrecht et al. (2012, quoted in Black et al., 2009) named Mindfulness as a strategy whose aim is to help learners accept themselves and

society. Considering Mindfulness means having plenty of concentration toward obtaining desirable academic outcomes in pupils, whereby there are positive effects on education, such as improved attention, emotional regulation, and stress and anxiety reduction. Academic performance involves students receiving external stimuli, where they will be more conscious in their learning process, focusing on developing their potential.

First, some beneficial aspects for teachers and students are related to attention. Namely, educators employing Mindfulness are more receptive and attentive to students' needs in class, thus, obtaining a suitable class environment because of anxiety control and stress reduction that teachers will put into practice in the academic context. Equally, students encourage attention learning, which is evident in educational outcomes since they can improve their academic, social, and emotional learning with a lower stress level and self-awareness of themselves and others.

Second, emotional regulation in class has become a valuable aspect of obtaining an efficacious class atmosphere. Mindfulness impacts emotional regulation due to some process in reducing the negative stress response; also, educators' role will develop an atmosphere with empathy that helps students' social skills. In class development, it is fundamental to construct resilient students in order to accept positive and negative feedback, thus achieving good outcomes in academic performance.

For this reason, employing Mindfulness strategies in class is necessary to focus on the present avoiding unnecessary thoughts; thus, learners may obtain the correct attitude to enhance their activities in class without fear in a concentrated manner. Also, the students may adopt a proper behavior of confidence, helping avoid all judgments or inferences, omitting the impulse to represent themselves with the mental and emotional content. Finally, it develops the intention, which is aimed to focus on producing actions as a sensorial response.

### **1.3.2. Classification of Mindfulness Strategies**

Some aspects of the teaching process are indispensable in acquiring the target language, like strategies to motivate students to unleash their potential in communicative skills in L2. Mindfulness strategies involve five core aspects that contribute to apprentice attention and concentration that engage them to learn; consequently, they may be capable of communicating in a foreign language. These present strategies promote a suitable class environment that considers the learners' confidence to interact in class, thus obtaining socio-affective and cognitive outcomes in academic performance.

**Table 3.**

*Main mindfulness strategies*

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<b>Main Mindfulness strategies</b>	
<b>Mindful Stretching</b>	It is a great way to start a class since it should be performed slowly, and students should be guided into the pose required by the teacher. Deep breaths accompany each pose.
<b>Mindful Breathing</b>	Mindful breathing can be complemented with stretching. Students will have some choices based on whether they can breathe in and out through their noses and if they will close their eyes or keep them open.  Students can be led in guided breathing, in which a teacher provides verbal prompts that guide them to think about a social-emotional learning topic to be concentrated on.
<b>Mindful Listening</b>	Mindful listening involves students listening for ambient sounds of nature to concentrate on the moment and do some activities such as reading and writing in order to develop their critical thinking.
<b>Mindful Seeing</b>	This strategy is developed to encourage students and focus on their reality and assists in noticing their surroundings in depth and detail, giving thought to every observation.
<b>Journaling</b>	Journal writing is a reflective practice in which students process the raw material of experience and make sense of confusing and conflicting thoughts and emotions. It is also a form of self-report, or participants' representation of their mental and emotional perceptions during a therapeutic experience.

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Note: own authorship. Sources: (Anderson, 2020)

#### **1.4. The English language in Ecuador**

Learning English has become a fundamental aspect of people's life because of the globalization they can implement in the military, politics, science, and education facet. This target language is known as "lingua franca"; hence, Ecuador's government decided to implement the English language in 1950 being part of the curriculum in the Presidency of Galo Plaza Lasso. Even so, there were no instructed English educators to teach a second language; students received just an hour a week, becoming a flawed academic system to develop communicative skills in L2 (Céneppa et al., 2018). Whereby learning the English language has not been important because of the lack of preparation of educators in methods

and strategies that they may implement to motivate their pupils, resources shortage, and few curricular hours in educational establishments.

Nowadays, Ecuador's English language level is in 81st place out of 100 countries respondents according to the last survey in 2019 addressed by Education First (EF), whereby Monserrat Creamer, Minister of Education, mentioned that around 9000 teachers of the English language. However, 30% have a B2 level, according to MCER. Therefore, Ecuadorians must acquire English until they obtain an acceptable level (Ecuador TV, 2020). Therefore, it is important to consider teachers' improvement in several areas, such as the English language level and methodologies that help students acquire this foreign language.

### **1.5. Standards of English acquisition according to the Ministry of Education in Ecuador**

The Ministry of Education in Ecuador has established to implement the English language in the curriculum, which aims to develop communicative skills in a foreign language and social goals such as justice, innovation, and solidarity; those components strive to work collaboratively with meaningful interaction in a foreign language, social and creative skills improvement. Additionally, it appears necessary to develop some aspects as long as students acquire the target language currently: the global engagement that is concerned with the learners' perceptions of the world, which includes the diversity of cultures, customs, and beliefs; social and thinking skills, which is the knowledge that learners will demonstrate their capacity in the acquisition of L2; and lastly, the foundation for lifelong learning, which considers students' motivation who may demonstrate their keen to learn a foreign language in order to have positive learning encounter (Ministerio de Educación del Ecuador, 2014).

The English language in the Ecuadorian curriculum is under the guidance of the Common European Framework of Reference, which establishes a basis for syllabuses, curriculum guidelines, textbooks, and examinations. According to Cambridge mentioned that:

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, to C2 for those who have mastered a language. This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications. It also means that employers and educational institutions can easily compare our qualifications to other exams in their country. (2022)

Hence, the Common European Framework of References assists in the English language curriculum since it regulates and coordinates the teaching based on the Ecuadorian background and goals that each level must accomplish in pupils. Likewise, this present research is focused on freshman students; it is vital to clarify some aspects that the Ministry of Education states in the apprenticeship of a foreign language. First, the need to engage students in the acquisition of the target language where they may become autonomous and

critical, obtaining enough resources to demonstrate their communicative capacities in an authentic context.

## 1.6. Writing skills

Writing skills are part of productive skills in acquiring the English language, where learners will relate their knowledge, previous experiences, and beliefs in a written manner. Thence, the Ministry of Education of Ecuador (2016) declared that

Writing can be defined as a highly cognitive and metacognitive intellectual act which takes into consideration a plethora of pre-requisites: (the) intention of (the) author; the desire to communicate and share ideas; knowledge of vocabulary, text types and the organization of each; identification and understanding of audience and purpose; and ability to manipulate the written “code”. (p.23)

For this reason, it contemplates developing particular abilities that help students transmit their thoughts, feelings, and criticism into words in order to expand their potential in a meaningful manner. Also, it is valuable to mention the educators’ role since they oversee motivating students to transmit their message using writing. Then, vocabulary and grammar structures learning are notable in academic performance because these bases are helpful in the learning process of L2 learners. However, to have meaningful development in this productive skill, students need to transmit their message, striving to manifest their ideas, perceptions, and previous knowledge; thus, they will perform previous capabilities to be able to transmit a message in diverse contexts such as emails, documents, essays, and so on.

On the other hand, unleashing learners’ potential in writing skills is required considering the level the learning needs to attain their communicative skills effectively. Thus, it is essential to exemplify the writing level requirement in freshman students that is required in the Common European Framework of Reference and the Ministry of Education standards.

**Table 4.**

*Expected Reference Levels, according to CEFR and the Ministry of Education.*

<b>Writing skills standards</b>	
<b>CEFR</b>	<b>The Ministry of Education</b>
<b>A2 (Strong way stage)</b>	<b>Initial literacy</b>
Learners are able to:	EGB elemental students’ main goal is to differentiate spelling, punctuation, and capitalization.
<ul style="list-style-type: none"> <li>• Write short, simple notes and messages relating to matters in areas of immediate need.</li> </ul>	<b>Text production</b>



- 
- Write simple personal letters, for example, thanking someone for something.

Learners may learn to write various text types, such as text messages, emails, blogs, and greetings on holiday.

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Sources: Cambridge University; the Ministry of Education

## **1.7. Writing Classification**

Producing learners' drafts depends on educators' aims since diverse types of writings assist students in demonstrating their potential in diverse contexts. This section will define the five types of writing and the goals the educator strives to achieve in students.

### **1.7.1. Narrative Writing**

Narrative writing is considered a type of writing that involves writing fiction and non-fiction stories. This type of writing requires learners' interest and creativity development. Non-fiction stories relate to autobiographies, presentations, or writing about current issues that attract readers' attention. On the contrary, fiction stories involve creative stories, essays, and memoirs. For these reasons, learners at the moment produce writing drafts in the target language might demand some socio-cognitive aspects, for instance, grammar tenses, vocabulary, and motivation, where students may feel inspired to transmit their perception by using their writing skills.

### **1.7.2. Descriptive Writing**

Using descriptive writing in a second language focuses on providing details in pupils' drafts. It aims to describe certain things that students will pay attention to, exemplifying people, places, or situations requested by the teacher. To develop descriptive writing, learners must organize ideas, take detailed notes, and focus on the five senses. There are some skills that pupils will acquire when they practice it, for instance, the acquisition of new vocabulary since learners need to utilize words in diverse contexts; cognitive connections since they will relate their senses such as seeing, hearing, smelling, touching, and tasting in order to draw connections at the moment to provide specific details in their drafts.

### **1.7.3. Persuasive Writing**

Persuasive writing is implemented in non-fiction writing. In the academic context, learners will find numerous samples of writings. It aims to develop students' opinions and thoughts thoughtfully in order to have meaningful knowledge. In the writing process students to persuade in their drafts is essential to have shreds of evidence such as statistical, anecdotal, and testimonials. This type of writing is found in non-fiction drafts since it is used in essays, speeches, and letters of recommendation.

### **1.7.4. Expository Writing**

Expository writing aims to inform about specific topics where knowledge acquisition will prime. It considers some features at the moment to write, for example, the answer to questions, the use of academic writing, and transmitting the message accurately. This written style considers academic performance achievement; some expository writing is found in textbooks, business writing, and articles. Hence, expository writing provides facts and information where it is performed with a structure such as topic sentences and supporting details.

### **1.7.5. Creative Writing**

Creative writing involves fiction and non-fiction drafts because it considers various genres and pupils' interests. In the progress of written communicative skills, students are not essential to be accurate in grammar tenses since it primes to see the process as the core feature in the apprentice's academic performance. Teachers need to provide different structures in drafts because there are some types of creative writing, such as satires, poetry, flash fiction, biographies, and journals. This style of writing encourages students to develop their imagination, previous knowledge of grammar and vocabulary, and interests.

## **1.8. Critical thinking in writing skills**

Critical thinking in the academic context is vital to strengthen apprentices' writing capabilities. Quitadamo and Krutz state, "Writing improves thinking because it requires an individual to make their ideas explicit and to evaluate and choose among tools necessary for an effective discourse" (2007). It implies critical thinking endeavors in the academic context, assisting students in analyzing facts and current global and social issues so that they will organize and express their opinions in an inference manner; also, the implementation of writing skills allows learners to express and communicate their opinions thoughtfully.

Besides, acquiring a second language is fundamental to building critical thinkers capable of making connections with prior knowledge and new understanding; thus, learners obtain a reflective manner to transmit and express their perceptions on diverse topics. Likewise, it permits apprentices to interact in class, sharing their opinions which will be evaluated to distinguish more substantial concepts without disregarding the views of others. As a result, learners will be able to analyze, infer and evaluate the information being more sensible in discussing specific information in class.

Meanwhile, critical thinking not only involves the development of reasonable criteria whether it can also be helped with creativity. The creativity aspect is vital in pupils since they will have a motivating environment where the process of building critical thinkers. Creative thinkers in developing writing skills are necessary to implement in class because pupils will interact with their senses and feelings. Consequently, learners obtain another way to interpret the information; thus, students will be engaged in this process to solve problems

by analyzing and distinguishing valuable information depending on the topics that educators provide in class. Moreover, that may allow them to be open-minded, considering apprentices may apply critical thinking thoughtfully and creatively, they will discover their perceptions without fear of judgment because they may feel self-confident in sharing their points of view in a second language and a written manner.

## **1.9. Factors that affect writing skills development**

Diverse factors generate learners' poor writing skills development. Some of these aspects are as follows.

### **1.9.1. Strategies**

There are a few strategies to employ in an English class that concentrate on writing skills. Azim Javadi-Safa (2018) affirmed that L2 students in the classroom do not have active participation, whereby educators may find another method to express themselves and develop their communicative skills in a written manner. Hence, pupils' writing skills in class are focused on the teaching-centered approach, where educators concentrate on correct mistakes that concern grammar structure, instead of valuing the apprentices' written production where they can evaluate the internalization of the foreign language, how analytical students are in their writings to express their opinions in order to have significant learning.

### **1.9.2. Motivation**

In Isamukhamedova Muniskhon's view, "English language acquisition produce a well-thought-out piece of writing goals of ESL students is to learn. Because one of the important, it is also a complex process and can lead to learner frustration." (2019). That means English writing skills are fundamental for students' academic performance since this skill is employed in diverse class assignments such as essays, letters, and blogs, and the teacher will examine students' second language improvement in their drafts or written assessments. Students may perceive writing as a complicated and tedious activity because of assignments that are not interesting for students, and the teachers' role in the classroom may not focus on how to encourage them to write in a second language mindfully.

## CHAPTER II

### METHODOLOGY

#### 2.1. Type of Research

This research was grounded on the mixed paradigm, since according to Creswell J. and Creswell D. state:

Mixed methods research is an approach to an inquiry involving collecting quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may include philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that integrating qualitative and quantitative data yields additional insight beyond the information provided by either the quantitative or qualitative data alone (2018, p. 44).

Hence, it involved quantitative and qualitative data support to identify mindfulness strategies to strengthen writing skills in freshman students at “Unidad Educativa Internacional Pensionado Atahualpa.” Whereby it is significant to mention that quantitative research was characterized by the use of quantitative research, which obtained information based on numerical data-specific in the use of instruments whose results contribute to measuring something honestly and objectively. Meanwhile, the qualitative research method focused on comprehending experiences, realities, and social phenomena described in compelling words rather than numerical ones. Therefore, this research method has aimed to interpret the current topic through qualitative data to explain quantitative results, providing assurance.

Furthermore, this research considers two elemental designs that permitted a deep understanding of the collected results. First, the nonexperimental design focuses on observing the phenomenon in its natural context without manipulating variables (Hernández et al., 2014). The present design belongs to quantitative research since this research employs surveys that directly measure the population chosen by the researcher. Moreover, it is transversal since the data collected was done at a unique specific time. Hence, Nonexperimental- transversal design concentrated on measuring perceptions and opinions in a specific population and time in a quantitative manner without manipulation of variables. Second, descriptive research design considers the population or phenomenon’s description in a systematical manner which aims to answer inquiries such as what, where, how, and when that the researcher will respond to by employing instruments in his/her applied population (VOXCO, 2021). In other words, descriptive research design involves the description of quantitative data to obtain qualitative information and a deeper understanding; for this reason, it is essential to mention that the variables in this research were not manipulated because this present design aimed to identify and measure the research problem.

## **2.2. Research Methods**

### **2.2.1. Deductive**

The deductive method was applied in the present research because it was considered that “Deductive research begins with a theory-driven hypothesis, which guides data collection and analysis” (Russell, 2015). Whence, it was possible to apply the deductive method owing to the collection of specific information about the study problem; it was analyzed to bring helpful information to develop the proposed design, and finally, the information was proved at the end of this process by using the analysis of the results. Consequently, the data collected and searched was beneficial in obtaining a deep understanding of the problem.

### **2.2.2. Inductive**

Inductive reasoning was considered in this research since it permitted the interaction with the obtained theoretical framework data and data collection from educators’ interviews and students’ surveys to conclude from the information. Pruzan (2016) defines the inductive method as “... the primary method used to draw inferences in the natural sciences; it begins with observations/data, and then determines what general conclusion(s) can logically be drawn from those observations/data.”

## **2.3. Techniques**

### **2.3.1. Interview**

This present technique was conducted on teachers that obtain their perspectives in an English language class being this efficient. Recognizing educators’ current strategies for obtaining a comprehensive view of a teaching-learning process was essential.

### **2.3.2. Online Survey**

The survey addressed freshman students pursuing learners’ perspectives in their learning process in the English language class. Scheuren (2004, quoted in Hesse & Biber, 2010) found this technique is a data collection method that aims to obtain information from a sample of the population collecting data. Consequently, an online survey was collected and stored in a database, being easy to be analyzed.

## **2.4. Research Instruments**

The present research implemented two instruments for data collection: a semi-structured interview and a questionnaire. A quantitative survey was determined to develop a statical analysis of students’ opinions and perceptions in the English language class. Besides, the interview was performed to see the teachers’ current strategies and perceptions of Mindfulness strategies in the English Language.

### 2.4.1. Semi-structure Interview

This instrument was applied to three teachers of Educación General Básica; it was chosen since it mixed both the structured and unstructured interview styles. Indeed, being this advantageous because it can allow the participants to express themselves spontaneously and assist the researcher in formulating additional questions that are relevant to the present research.

### 2.4.2. Survey (Questionnaire)

“A questionnaire enables quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis” (Rani, 2017). Hence, it strived to describe and explore human behavior; the questions were applied in multiple-choice concentrated on the Likert scale.

## 2.5. Participants

### 2.5.1. Population

The population of this present study was developed at “Unidad Educativa Internacional Pensionado Atahualpa”. This institution is conformed around 728 students and six educators in the current academic period. However, it was focused on freshman students (8<sup>th</sup>-grade) of Educación General Básica that comprehended 51 students that were divided into three parallels. Whereby it focused on freshman students and teachers of Educación General Básica.

### 2.5.2. Sample

All freshman students (8th-grade students) at “Unidad Educativa Internacional Pensionado Atahualpa” were involved in the investigation. It is crucial to consider that it was a finite population; in other terms, it does not merit the application of any statistical formula to obtain a sample. Therefore, the total of the population selected in the eighth year was considered, totaling fifty-one students and three teachers.

**Table 5.**

*Population of Unidad Educativa Internacional Pensionado Atahualpa*

<b>Educational Unit</b>	<b>Role</b>	<b>Number</b>
“Unidad Educativa Internacional Pensionado Atahualpa”	Educators	3
	8 <sup>th</sup> “A”	16
	8 <sup>th</sup> “B”	18
	8 <sup>th</sup> “C”	17
<b>Total</b>		<b>54</b>

*Source: the information provided by the authorities at “Unidad Educativa Internacional Pensionado Atahualpa.”*

## **2.6. Data Analysis and Procedure**

The present research trajectory was performed by elaborating on methodology, data collection, and analysis. Foremost, a mixed methodology was established to comprehend this research's problem truthfully, whereby the researcher applied two instruments to understand teachers' and students' opinions on the acquisition of the English language.

The survey was developed with structured questions which explore students' opinions and assumptions of English language classes in freshman learners on the Forms platform. Likewise, the semi-structured interview was applied to teachers since it strived the recognition Mindfulness strategies used in the English language class to improve writing skills in first-year students at the present educational institute. After that, the instruments were verified and validated by a professor from Pedagogía de los Idiomas Nacionales y Extranjeros; an official letter was forwarded to the dean's secretary of the Técnica del Norte University requesting an authorization letter to collect data at Unidad Educativa "Internacional Pensionado Atahualpa". Once the high school approved this request, the instruments were applied to 3 educators and 51 students at the present educational establishment via Google meets because of the national strike.

The interview was done for three English teachers via Google meets. They answered nine questions about using Mindfulness strategies in class to strengthen writing skills. The interview lasted around 15 minutes per educator. The survey was obtained via google meets for approximately 5 minutes each parallel, where students answered nine multiple choice questions related to English class strategies. Afterward, the data collected from students' surveys were organized using pie charts and tables created in Excel, then the information obtained from students and teachers was analyzed and interpreted. The discussion section implemented triangulation, which refers to "Triangulation is the practice of using multiple sources of data or multiple approaches to analyzing data to enhance the credibility of a research study" (Whitenton, 2021). The use of triangulation design was evident since it aimed to fathom the research problem by using the collection and analysis of quantitative and qualitative data. Consequently, it was considered to verify by providing validity in data collection and complementing with theoretical perspectives contained in this present research. Finally, the data collection analysis and interpretation were utilized for the proposal's performance.

## CHAPTER III

### DATA ANALYSIS AND DISCUSSION

#### 3.1. Introduction

In this section, the data collected from the survey and the interview with the eighth-grade students (freshman students) and English teachers at “Unidad Educativa Internacional Pensionado Atahualpa” were presented and analyzed in three steps. Primarily, the results obtained from the interview addressed the English teachers being interpreted according to the nine questions prepared previously. Moreover, the results obtained from the survey applied to the students were presented in figures and pie charts. Lastly, the data collected were analyzed and discussed to obtain the necessary information to develop the academic proposal for this present research.

Consequently, the interview utilized by educators was aimed at understanding their opinions about the students’ challenges when they write, the recurrent strategies used in class, and their expertise in Mindfulness strategies in English class to enhance pupils’ writing skills. The surveys applied to the students focused on their experience in English class, their writing challenges, and their interest in improving writing skills through activities related to Mindfulness strategies.

#### 3.2. Educators’ Interview

##### 1. What is the most challenging aspect when students are developing their writing skills?

**Teacher 1:** I consider that some have difficulty with grammatical structure and have problems with verb tenses, but everything depends on their level. For example, those at a lower-level work with phrases and short sentences, and those at a higher level dominate tenses although they still have difficulties writing the order of words and verb tenses; then, I mean, the purpose of language teaching is not the focus on grammar. Instead, it is a process since grammar is acquired throughout the years of study. When the students continue acquiring their knowledge, they will distinguish the correct use of grammar structures.

**Teacher 2:** Well, according to my experience as a teacher, I can say that the most common problem seen in students is the lack of knowledge of verbs; they cannot use the grammatical structure correctly that is applied when writing. I think it is essential that they start with these bases of knowledge of regular and irregular verbs so that in the future will facilitate by learning those verbs, the development would be easier for the progress of this skill.

**Teacher 3:** Definitely, to develop writing skills, reading skills must also be accompanied, so Reading and Writing must be complemented. I consider we must have an excellent reading to be able to write it. So, for them, it is more complicated to write than “Reading,” suddenly, they hear a word and try to write it as they hear it; for example, “really” they do



not know how to discriminate whether a word is written as it sounds. It is very complicated for them to write, to write with meaning; it seems the most challenging for them because it is not written like in Spanish. They suddenly try to write as Spanish is; they can write without meaning, but students do not know that, for example, an adjective goes after a noun, so it is challenging to write with meaning.

## **2. What strategies/activities do you use to develop the students' writing skills in an English language class?**

**Teacher 1:** In general, I did some activities; in my case, I worked with compositions according to a specific theme; for example, if we are learning about food, then to develop the writing, they are sent to investigate: first, the vocabulary or something related to the food. Then writing is a process where they develop a paragraph; with it, they correct errors, verbs, and punctuation throughout the paragraph.

**Teacher 2:** Well, I have focused on visual learning activities to develop writing skills. First, I make them participate using different resources such as technology; well, at this time, I like to use the computer in which I look for images; I present the picture with the word, they will relate and based on their imagination a story or a teacher's requirement. For instance, they will relate verbs and vocabulary with images they did in the previous day, resulting in their writings using visual instruments having better attention than the teacher's request in an optimal way.

**Teacher 3:** There are several writing strategies, and it depends on the level and grade of the students to be able to see which strategy is appropriate. Perhaps in my classes, I used to work on reading to develop their writing skills; they will read again to be able to answer specific questions and make predictions. It is a writing strategy that uses prior knowledge; likewise, it is essential in English to use prior knowledge. So, we implement several things; as I mentioned before, we can make those students develop their drafts after or change the end of a story, a legend, a story; write paragraphs, and even copy a dictation.

## **3. Have you ever listened to mindfulness strategies?**

**Teacher 1:** If I have heard, but I do not remember exactly what it is, I could relate it to brain gymnastics since it helps to develop as mindfulness strategies, for example, through body movements, doing a pause, and trying to get the brain to be a little relaxed so you can change your mood if it matters. Hence, I used to apply brain gymnastics before.

**Teacher 2:** Actually, this topic is new to me; I have not heard. I would love to tell you that if I had listened.

**Teacher 3:** No, I just heard it. Suddenly empirically, without knowledge, it is applied, the term itself I have not listened to.

#### **4. How often do you use mindfulness strategies with your students to improve their writing skills?**

**Teacher 1:** I have not applied mindfulness strategies; in general, I think that it should be applied in the last hours or depending on how they are in their mood since the last hours they get tired, and then those relaxation exercises could be helpful to, During the first few hours their minds are fine, they can capture knowledge a little easier, and during the last few hours their brains are already saturated with receiving much information. This strategy would depend on what objectives you want to achieve.

**Teacher 2:** I have never used them; it is something new for me.

**Teacher 3:** Yes, I do, maybe without knowing the term Mindfulness. It is essential since I believe that when one teaches writing, one of these exercises can be done in the middle and end of the class. It may generate enough awareness of what is being done; students are more connected with the subject that is being done as long as (I do not agree with the readings of the texts because many times they are not of much interest to the students) if it has a lot to do with the other, if we have to look for enough strategies, (unconsciously sometimes if this has been applied). In this virtual way, it is challenging, but when we have been in face-to-face classes, maybe I did it.

#### **5. Do you think it could be beneficial to use Mindfulness strategies in class?**

**Teacher 1:** Of course, it is very important because it would also help develop students' concentration and state of mind.

**Teacher 2:** Well, maybe I have done it, but without basing myself on the concept of Mindfulness, as I say, I like something visual first so that it is analytical first, the image is presented visually, and then knowledge is analyzed, promoting knowledge, maybe sometime I will apply it, but I think which is something interesting since it allows the student to focus in a different way than to reflect on his mistakes, to be able to develop in a more analytical way what he is doing, perhaps to realize his defects, and to believe in a change of personality, perhaps more focused to the deficit in which it is developing in which it has at that moment.

**Teacher 3:** I believe that it helps your concentration, it helps to understand, and it also helps communication. After these exercises, you can have assertive communication.

#### **6. From your point of view, how effective would the use of Mindfulness strategies be in class?**

**Teacher 1:** If it is constant and if one sees the results, it could be beneficial. Then I think it should be constant, and if I see a change, a positive change would be appropriate to be applied.

**Teacher 2:** It could be applied in class so that a student solves his mistakes and has his own feedback on what he is doing wrong.

**Teacher 3:** Of course, I believe that the very fact that one focuses on what one is doing in the here and now is positive.

**7. Do you think the use of Mindfulness strategies might facilitate improving English students' writing skills? Yes/No Why?**

**Teacher1:** I do not know precisely why knowledge is acquired and what Mindfulness does is to prepare you for something and thus develop itself, not really, because to have the ability to write, a previous process is needed. Mindfulness makes you prepare suddenly; I don't know if exactly it can suddenly open your mind to get more ideas, no, but from there, if you write correctly, I don't think so, but if you expand your knowledge to write something else, more information to write something else.

**Teacher 2:** I believe that the students would develop other skills such as being a little more analytical so that in this way they would verify their mistakes and correct them so that in the future, so I think it is very important to allow them to develop this skill so that they can strengthen their knowledge and be a little more analytical and thoughtful.

**Teacher 3:** Sure, I think so.

**8. Do you consider your students have benefited from using Mindfulness to improve writing skills?**

**Teacher 1:** If it could help them in part.

**Teacher 2:** Well, I think it would help them write long texts because we write short texts daily, no, but by applying the knowledge of this mindfulness knowledge they could realize that they are capable of giving more, so based on that, they could, as I would say, open up and break those challenges. Barriers that they have in mind.

**Teacher 3:** I believe that short and long texts can be created because we must focus on the abilities of each student; there are students more skilled than others; some students will benefit from writing well-done long texts, and others shorter but well-done texts, developing their criterion because the students who have little ability, who have adaptations would improve according to their work pace, and the other students who have a very good condition would develop their potential.

**9. Would you like to apply mindfulness strategies in the teaching process to improve writing skills in English as a foreign language?**

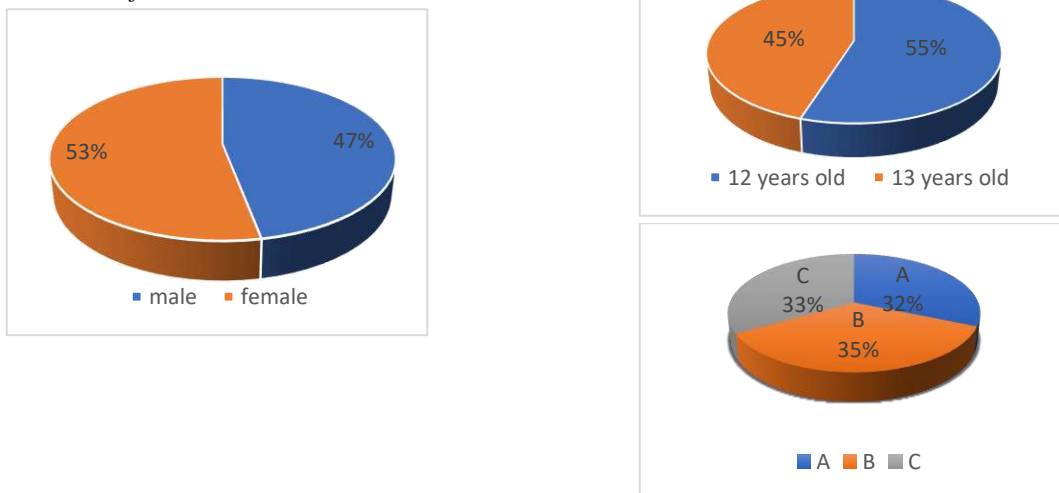
**Teacher1:** For sure

**Teacher 2:** I believe that one technique would be first to teach them what this term is based on, which encompasses what the word Mindfulness entails, sometimes carrying this concept depending on the group with which I am working, analyze what strategies would be most convenient for them to capture the knowledge want to apply effectively, I go to the fact if I go with the course of the little ones I think that with them it is more visual, more to analyze in detail first visually, focus on what the definition would be, context then these strategies would help to consolidate the knowledge that is it will grant them, and they will apply more effectively and correctly in the field of writing, so for me, it is important that first analyze the group and apply this knowledge and according to that gradually continue developing the strategy or what it takes to reach the objective.

**Teacher 3:** The truth is that I would have to study this subject better and in-depth to see how I could integrate it into my classes; in doubt that if it is good, I would have to be aware of what the subject is about to be able to implement it in class, I would have I have to read more, go deeper into the subject and look for the best strategies for the groups I have that not everything is good for everyone, I don't know about the subject, maybe empirically I would apply some activities that with the experience of being a teacher he is doing, but I I haven't even heard of the subject.

### 3.3. Students' Questionnaire Analysis

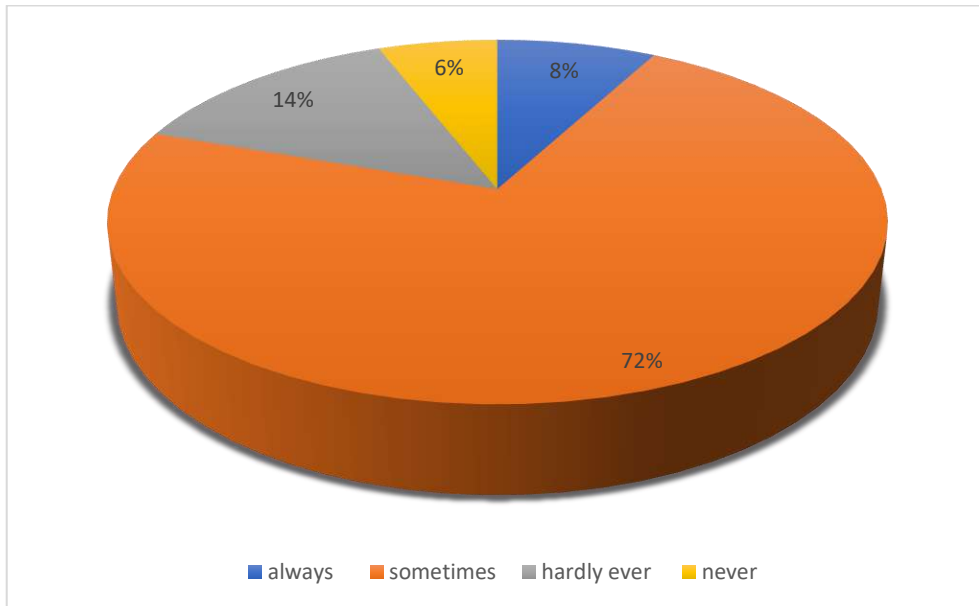
Figure 2  
General information in 8<sup>th</sup> level students



*Elaborated by: the author*

These three pie charts show information related to the gender, age average, and the parallel of first-year students. First, it can be seen that the majority of students are females who are around thirteen years old. Furthermore, the eighth-grade students are distributed in three parallels which are in an equitable distribution among students in each class.

Figure 3  
*Students' English language usage in their daily life*



*Elaborated by: the author*

This pie chart provides information about the English language usage frequency in 8th-grade students of Unidad Educativa “Internacional Pensionado Atahualpa.” The majority of the sample surveyed (72%) expressed that they sometimes use the English language in diverse situations, such as in their daily life with friends, in the classroom, and probably in extracurricular activities. So, this means that 8th-grade students do not consider using the English language important to be used frequently daily. In addition, a small number of students never use the English language in their daily life because they probably do not consider necessary the practice of English in their daily activities.

Figure 4  
*Perception of students in the English class*

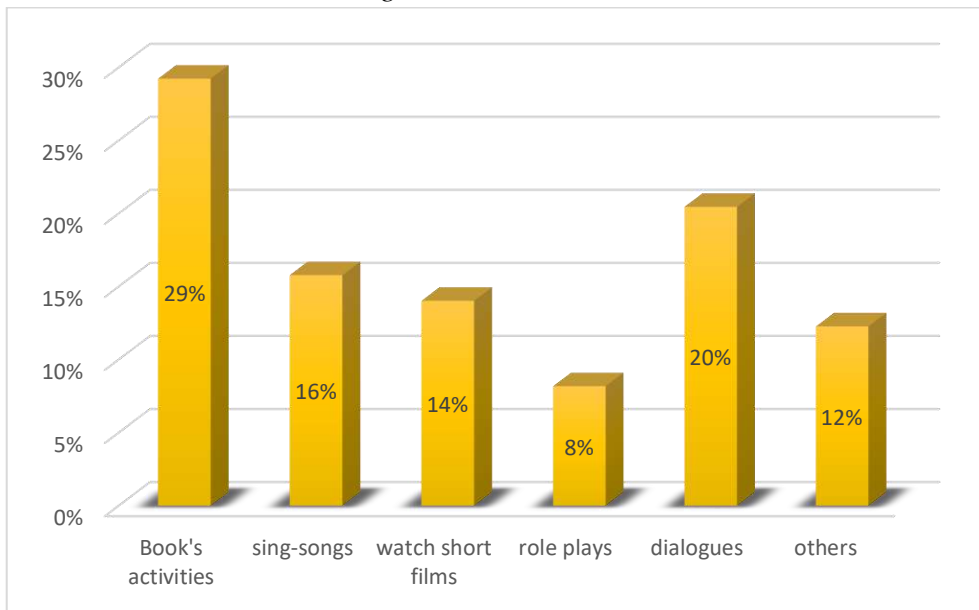


*Elaborated by: the author.*

The pie chart demonstrates the learners' perception of the English language class. Most students expressed that they feel confident and pleased to learn English in the classroom; hence, their motivation is beneficial to continue acquiring this target language. Although, a minority part of the students expressed that they feel stressed in class. Consequently, the environment plays a vital role in acquiring a second language since it concerns the manner of providing solutions to the learning needs of pupils in different situations involving the improvement of communicative skills (L.V. Moiseeva et al., 2020).

Figure 5

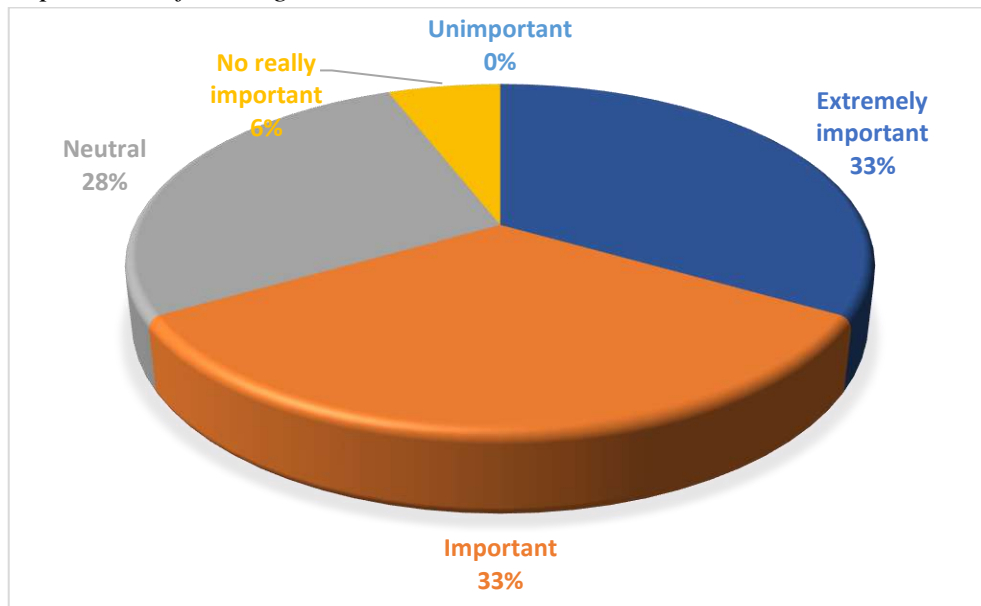
*Recurrent activities in the English class*



*Elaborated by: the author*

The graphic shows the most common activities developed by the teacher in class. A significant part, about 29% of the students, expressed that the teacher focused on book activities to enhance their English language skills; the content aims to involve a cognitive process where it is essential to engage with interesting topics students. 20% of students mentioned that they concentrated on dialogues in class, an interactive activity where students participate actively. 16% of students said that they practice singing songs in class, being these motivational activities where students focus on their listening and speaking skills. Finally, 14% of students watch films in class. In conclusion, the teacher prepares diverse activities that may be focused on listening and speaking skills and grammar rules found in books since they develop various activities.

Figure 6  
*Importance of writing skills in students*

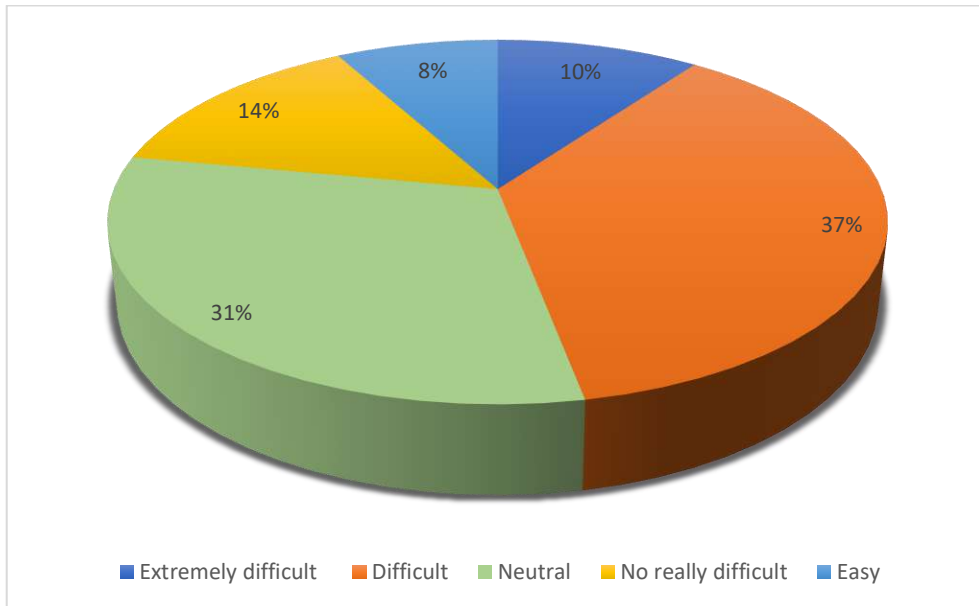


*Elaborated by: the author*

The pie chart describes the students' perceptions of the importance of writing skills in the academic context. Most students consider writing essential to develop their communicative capabilities in English as a foreign language. A minority of the population indicated that writing skills are not fundamental in acquiring this target language. As a result, it can be inferred that writing skills had a considerable influence on students, which may happen because the learners have some challenges while developing their first drafts.



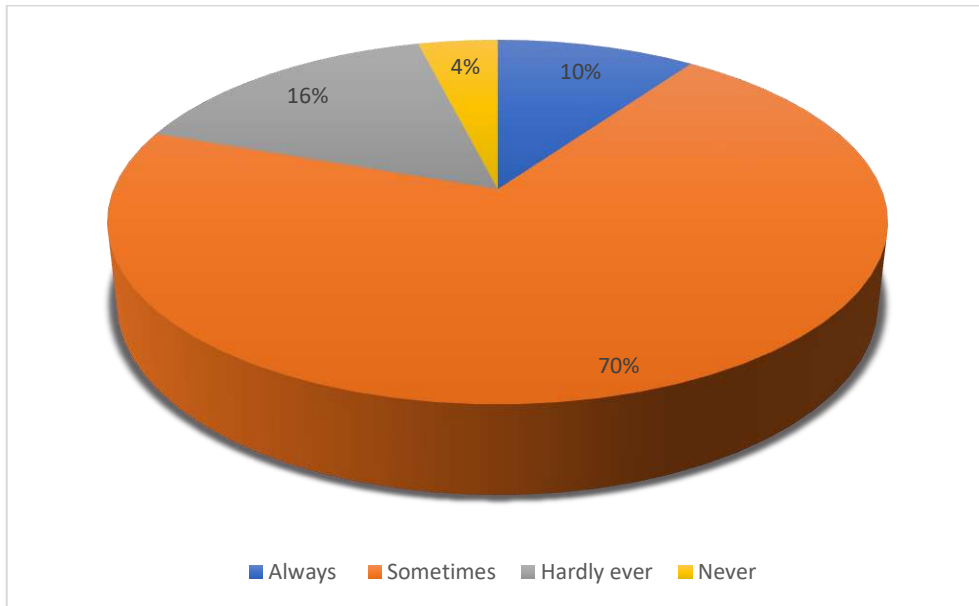
Figure 7  
*Paragraph writing difficulty*



*Elaborated by: the author*

The pie chart illustrates the students' difficulties writing long paragraphs in English. It can be seen that the majority of students, 37%, think it is not easy to write long paragraphs. A minority of learners express that it is easy to write long drafts. L2 students are often considered overwhelmed when they have to develop writing tasks in class since it is a process where writing coherently and appropriately for each level depends on the practice, which may be considered for learners a frustrating and unrewarding skill (Al-Gharably, 2015). In summary, most students believe writing long paragraphs is challenging since it depends on diverse factors such as the range of vocabulary, the understanding of grammar structures, and the knowledge of paragraphs.

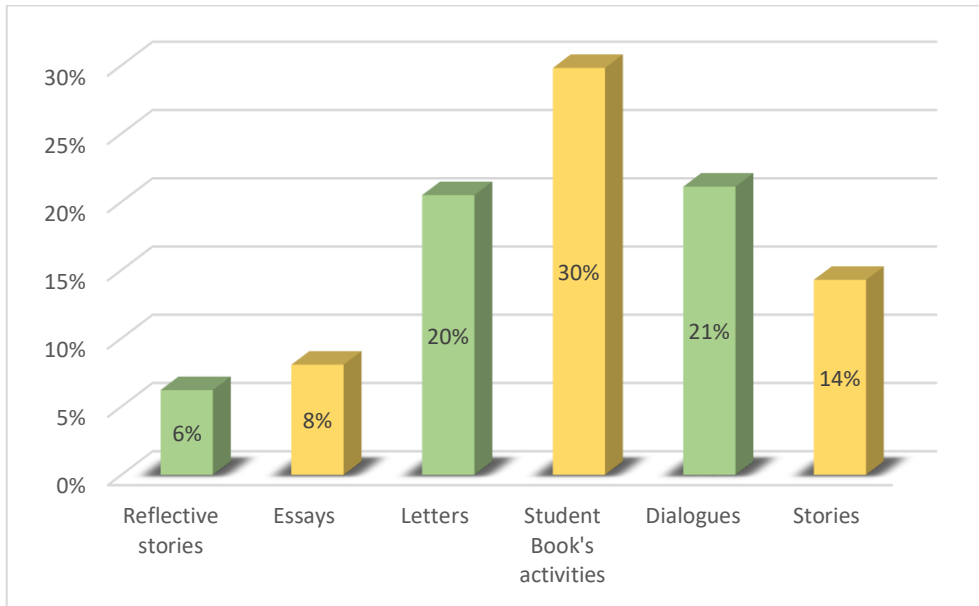
Figure 8  
*Students' frequency in writing skills*



*Elaborated by. the author*

This pie chart provides information about the students' regularity in writing in English as a foreign language. More than half of the students said they occasionally practice their writing skills in class. On the other hand, a considerable percentage of learners expressed that they do not practice their writing skills. Only 10% said that they frequently practice their writing skills. Therefore, students need to keep practicing and improving their communicative abilities, especially their writing skills, whereby it is essential to encourage teachers to focus more on this skill development.

Figure 9  
*Usual writing activities in class*

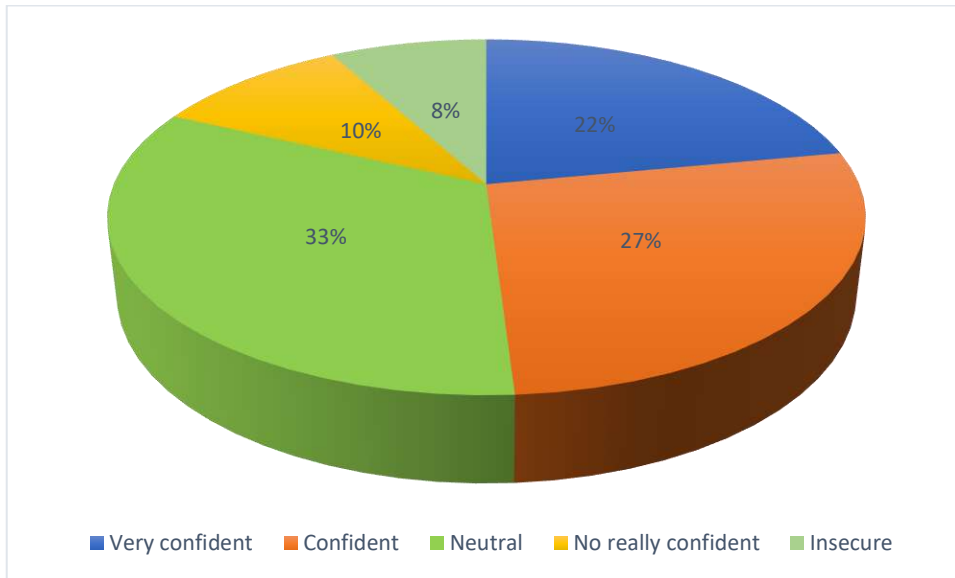


*Elaborated by: the author*

The graph provides information about the most common writing activities implemented in class. Most students considered that they implement book activities in class to develop their writing skills. On the other hand, learners mentioned that teacher develops some activities focused on writing skills, such as letters and dialogues. Finally, only 6% of students say that they write reflective stories whereby they do not develop their critical thinking by implementing this activity. Consequently, several activities were implemented in class to enhance students' writing skills, which is fundamental since students may struggle to develop this skill. Also, the development of pupils' critical thinking is fundamental since writing can be seen as a thinking process that is related to analyzing, synthesizing, and connecting their ideas, thoughts, and cultural backgrounds demonstrated in their drafts (Hammoud et al., 2017).

Figure 10

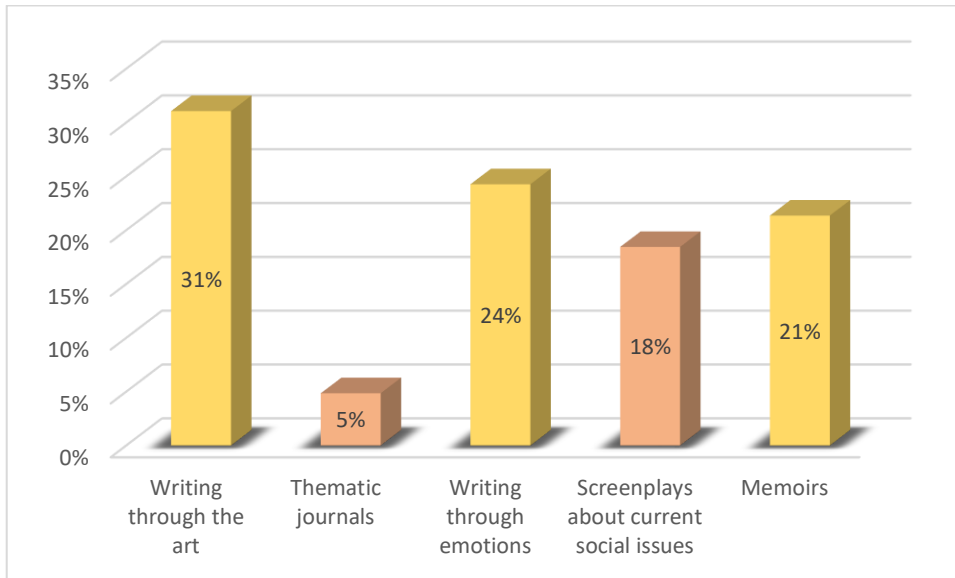
*Students' confidence when writing their opinions*



*Elaborated by: the author*

This graph illustrates the students' confidence when writing in English as a foreign language. 33% of the students are neutral, meaning they may have the knowledge but do not feel completely confident to write their drafts, although they may have a brief knowledge of how to do it. Likewise, a minority of students consider that they do not feel confident when writing their opinions in class, being this an important factor since the motivation and self-confidence to develop an English skill play a crucial role in students' communicative skills improvement. One of the main factors influencing students' writing confidence may be how they receive feedback since some comments are evaluative rather than suggestive, where students can build their knowledge to write drafts.

Figure 11  
*Preferences in students to develop writing skills*



*Elaborated by: the author*

The graph provides information about the students' expected writing activities to develop in class. Most students are expected to strengthen their writing skills by using art strategies. Then, 24% of students expressed that they prefer to use their emotions to create their drafts. Furthermore, 21% decided to develop their writing skills by using memoirs, where they implement the use of previous experiences through their drafts. Therefore, students prefer to do diverse activities where they have to develop their creativity and their writing skills, although those concerned with an essential aspect as their self-reflection of their realities by developing their critical thinking, consequently, learners may be aware of their life and society problem by expressing in their drafts.

### 3.4. Discussion

English language acquisition has become significant because of possibilities that learners may find, such as scholarships, entertainment through technological resources, networks, and job opportunities. Nevertheless, recent statistical data mentions that Ecuador has a lower level of English proficiency, which is necessary for the government to establish some actions such as strategies and methodologies that help to improve the English language in educational establishments (EF, 2021). According to the results of the applied surveys, the majority of students consider learning English is fundamental, especially in writing skills, since to prove their proficiency in a foreign language, writing tests is an essential part where they need to develop different drafts where their opinions, their inference abilities will put in practice.

To begin with, the results of the surveys and interviews were deduced that students present some problems at the moment in developing their compositions 37%; this affirmed by teachers' opinions who mentioned learners struggle with grammar rules and vocabulary being this challengeable in students to give their opinions and write long paragraphs. Azim Javadi-Safa (2018) affirms that students struggle with writing skills development because there are a few strategies to employ in an English class that concentrates on writing. To illustrate, L2 students in the classroom do not actively participate in this skill. For this reason, educators need to emphasize this written communicative skill where learners may develop other abilities, such as critical thinking and inference abilities, despite being accurate in their drafts because of the acquisition process.

That leads to the strategies applied in the classroom according to teachers' and students' data collected. Learners indicate that the most common writing activities that they do in the classroom are concentrated on book activities, letters, and dialogues. Hence they may perceive a monotonous English language acquisition process; likewise, educators mentioned they emphasize doing book activities in the classroom to help students dominate grammar tenses, being that other abilities such as critical thinking and inference abilities in their compositions are not employed by students, do not allowing them to find another manner to develop their writing skills. So, the neuro-linguistic programming approach plays a meaningful impact on teachers' roles because it provides another perspective in teaching because it involves the awareness to develop an adequate environment with diverse resources that encourage interpersonal and intrapersonal capacities; consequently, students may learn how to manage their emotions and how to accept reciprocal feedback to create a good learning environment. Moreover, the teacher may consider another way to teach, prioritizing students' opinions and feelings to write a meaningful one, which is motivational for students in acquiring a foreign language.

In English language class, learning strategies have become fundamental to developing students' skills since those are "specific actions, behaviors, steps, or techniques students use-often consciously- to improve their progress in apprehending, internalizing, and using the L2" (Oxford, 1990, as quoted in Allman, 2019). The methodological point of view is

specifically in the use of appropriate strategies for the development of writing skills inasmuch as educators manifested not knowing strategies that help the development of this ability because they focused on grammar teaching and other communicative skills; the students' surveys' results mentioned that the most common activities in the English class are book activities dialogues and sing songs. In other words, they are unaware of mindfulness strategies. For this reason, it is vital to consider other perspectives in teaching writing English to have meaningful knowledge where other capabilities may be necessary, such as critical thinking, inferences, and analytical, rather than being completely accurate in tenses that learners may improve over time and practice.

Finally, nowadays, the educational process is indispensable to implementing diverse strategies to teach, and thus teachers can obtain an efficient class where they may achieve the class goals, and students can strengthen their writing skills. Albrecht et al. (2012, quoted in Black et al., 2009) named Mindfulness as a strategy whose aim is to help learners accept themselves and society, then Mindfulness means having plenty of concentration toward obtaining desirable academic outcomes in pupils, whereby there are positive effects on education, such as improved attention, emotional regulation, and stress and anxiety reduction. Therefore, Mindfulness strategies endeavor to create a satisfactory class environment that promotes empathy forward students assisting in performing their communicative skills capacities and critical thinking through their drafts. Consequently, students will increase their self-confidence and self-awareness in class.

## CHAPTER IV

### ACADEMIC PROPOSAL

#### 4.1. Introduction

Engaging and motivating students' English writing acquisition has been challenging because of the lack of strategies that permit learners to potentialize their communicative skills; the present didactic guide was developed after collecting and analyzing data from students and teachers. It was created to strengthen freshman students' writing skills at Unidad Educativa "Internacional Pensionado Atahualpa" by implementing mindfulness activities in class. Writing is another manner of expressing pupils' thoughts, opinions, and feelings where they may find their potential through their drafts.

Writing is considered a complex skill to teach and acquire; teachers may search for strategies to motivate and engage pupils to write. As Marc Olmsted (2021) mentioned, "Writing for mindfulness really helps us get out of our own way. It's a safer way to suspend the inner critic". In other words, Mindfulness strategies endeavor to strengthen students' writing skills to achieve meaningful knowledge by strengthening other capabilities, such as inferences abilities, critical thinking, and socio-affective aptitudes in the classroom. Consequently, it is another way students may be free to unburden through their writings and express their anger, happiness, and diverse opinions creating an empathetic perception in the class.

#### 4.2. Justification

This guide strives for students at Unidad Educativa "Internacional Pensionado Atahualpa" to find another perspective in their compositions using Mindfulness activities in class. The teacher may have the opportunity to implement these strategies to develop an adequate environment where students may feel confident and aware of their realities, thus allowing them to concentrate and be conscious of their knowledge to express themselves in their writing skills. For this reason, there are direct and indirect beneficiaries.

The direct beneficiaries are students and teachers at this present educative establishment. The indirect beneficiaries are educators from other educational institutions who want to strengthen students' writing skills through Mindfulness strategies.

#### 4.3. Theoretical Foundation

##### 4.3.1. Mindfulness in Education

The origin of Mindfulness is known as an adaptation of Buddhist heritage, where Jon Kabat-Zinn defined the term "mindfulness" in the 1970s in the United States. He mentioned that Mindfulness aims for people to concentrate their attention on purpose at the present moment, be aware of their realities and acquire a non-judgmental attitude. In the educational process,



mindfulness strategies benefit students and educators. These strategies may develop a social and emotional environment where students strive to achieve meaningful knowledge by concentrating on the present center awareness (Romie M, 2016).

Mindfulness is concentrated on being aware of the present, which aims to students focus on their attention and concentration in class. Students have some benefits from implementing this strategy since those overcome learning challenges. It is essential to become mindful because it can contribute to fewer negative feelings increasing motivation and enhancing the development of the educational process.

The role of Mindfulness in education is fundamental since it provides to reduce the levels of stress, thus attempting students to be more concentrated and conscious in class. Secondly, learners will receive and assimilate in a calm and relaxed manner the teachers' information, having an efficient way to the acquisition of knowledge. Finally, Mindfulness endeavors to develop a good class environment where students may feel comfortable; thus, they may be ready to learn.

### **4.3.2. Mindful writing**

Marianela Medrano mentioned the importance of Mindfulness in writing skills as:

Mindful Writing is a way to stitch together the seams of our inner and outer worlds. This kind of writing came as an intuitive response to the challenges I faced in life, and it has not only been healing, but it has helped me remain calm in moments of emotional challenges. (2017)

In other words, mindful writing has some benefits for students since they will be able to concentrate on the present, embracing and accepting their experiences, thoughts, and beliefs by employing their abilities in writing skills. Furthermore, students are conscious of their learning process, obtaining an affective and effective academic performance.

### **4.3.3. Writing skills**

Writing is a productive ability in that learners and writers express their thoughts and ideas, employing words that aim to have a meaningful meaning in their written messages. As Elbow explained that "writing calls on the ability to create words and ideas out of yourself, but it also calls on the ability to criticize them for describing which ones to use "(1981). Consequently, students must develop specific capabilities to master their writings, where their thoughts and criticism must be expressed and developed meaningfully; thus, it will prove in students' academic performance.

#### **4.3.4. Importance of critical thinking in writing**

Critical thinking is crucial to developing students' drafts since it relates to the thinking process. Haase argued that essential thinking skills concern four main points among some researchers.

- Applying information where students are able to develop their writings utilizing their previous knowledge.
- Analyzing information where pupils may make inferences on topics that their teacher presented.
- Synthesizing information where they will select and combine information from diverse sources of information and then implement it in their drafts.
- Evaluating information, students will have the chance to be aware of their previous knowledge and create writings expressing their ideas and beliefs.

(Zulaikha K. et al, 2021)

#### **4.4. Objectives**

##### **4.4.1. General Objective:**

Create a didactic guide addressed to teachers by implementing Mindfulness strategies that strengthen students' writing skills.

##### **4.4.2. Specific Objectives:**

- Classify Mindfulness strategies assisting students writing skills at “Unidad Educativa Internacional Pensionado Atahualpa.”
- Design Mindfulness activities addressed to freshman students that improve their writing skills.





**Mindfulness**

**through**

*the writing art*

by Marcia Irua





# Index



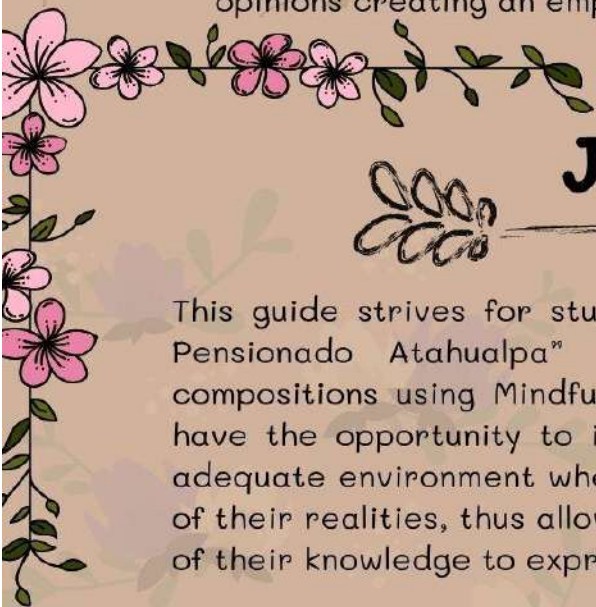
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# Introduction

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# Theoretical foundation

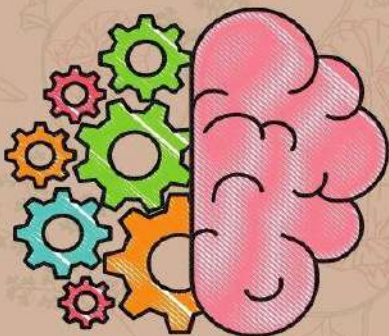


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## Mindful writing

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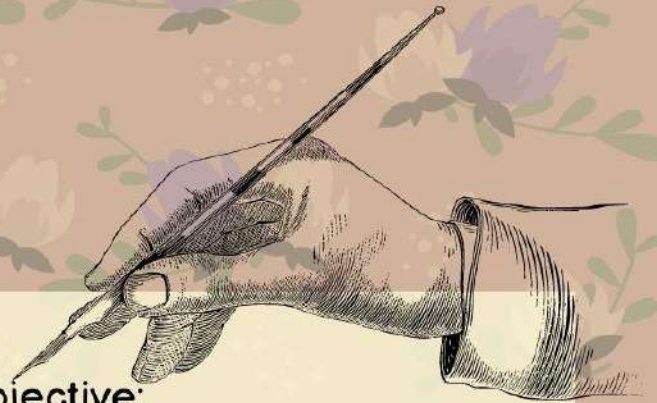
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# Objectives



## General Objective:

- Create a didactic guide addressed to teachers by implementing Mindfulness strategies that strengthen students' writing skills.

## Specific Objectives:

- Classify Mindfulness strategies assisting students writing skills at "Unidad Educativa Internacional Pensionado Atahualpa."
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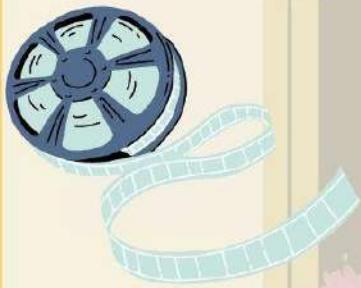




First Strategy 

WRITING

through the art



# WHAT IS THE BEST ABOUT ME?

**Purpose:** Students will be able to express compliments on each other by using advertisements.

## LEVEL

A2

## TOPIC

Giving compliments

## ACTIVITY TYPE

Group-work

## WRITING FOCUS

Advertisements

## TIME

50 minutes

## KEY LANGUAGE

admirable, awesome, calm, capable, charismatic, charming, energetic, thoughtful, generous, friendly, grateful, honest, intelligent, joyful, artistic, brave

## PREPARATION

Worksheet,  
Audio to focus on the breath.  
Colors, cardboards

**Optional:** online website to design advertisements. E.g. canvas

## ANSWERS

Ex.#2: A-2; B-3; C-6; D-1; E-5; F-4

## Warm-up

- Students are going to watch a short film called "Identity."

**Resource:** <https://youtu.be/ikGVWEvUzNM>

## Main Activity

- Form in small groups (4 people of preference).
- Students will share their ideas inferred from the short film by writing on the worksheet and reading in the same groups (brainstorming).
- Students will identify the structure of advertisements by doing the worksheet.

**Resource:** <https://www.liveworksheets.com/bs3186712hc>

- In the same groups, share the four advertisements; then, they will select some adjectives that they feel are identified.
- After selecting the words, the teacher will ask them to close their eyes and deeply concentrate on their feelings and emotions while listening to a song.

**Resource:** <https://youtu.be/ZdElzvGIZbo>

- Explain the vocabulary to express opinions about other people:

I (really ) Like/ love

You are (really) good at

You are (really)

- With that vocabulary in the group, they are going to write common attributes and give compliments to each other.
- Students will write the reason for their shared attributes, e.g., "**You/We are charming when...**"
- Ask students to design an advertisement that will contain their attributes.

## Follow up

- Ask the students to present their advertisement in class.
- Students will read every attribute into their examples.



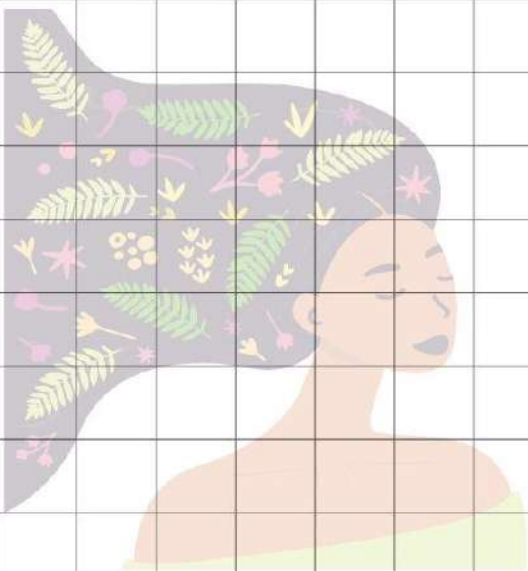


# What is the best about me?

Name:.....

Level:.....

1. Brainstorm the short film called "Identity" you watched. What did you feel when you watched the video? What message do you think the video had?



2. Match the parts of the advertisement.

- A) Tagline
- B) Visual
- C) Logo
- D) Headline
- E) Contact
- F) Body copy

**SELF CONFIDENCE**

How To Overcome Low Self Esteem  
And Build Confidence For Life

How can I improve my self-esteem?

- Be kind to yourself
- Try to recognize positives
- Build a support network
- Try talking therapy
- Set yourself a challenge
- Look after yourself

Contact us at: <https://www.mind.org.uk/>

**PATRICK COG**





## Giving compliments

- I (really ) Like
- I (really) love
- You are (really) good at
- You are (really)

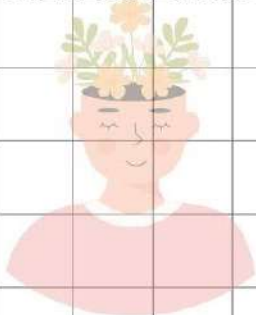
E.g: You are brave, I really love when you defend animals

## Your turn!

3. In groups, write common attributes of each other in sentences.

Common attributes

Giving compliments (sentences)



4. In groups, create an advertisement using your creativity and diverse materials using the previous sentences.



# I AM....

"I paint flowers so they will not die"

Frida Khalo



Charismatic

Energetic

Artistic

Honest

Intelligent

Brave

Search us at: [www.loveyourself.com](http://www.loveyourself.com)

# I AM....

Love yourself

Charming

thoughtful



@Marie Curie



Capable



Friendly



**"I was taught that the way of progress was neither swift nor easy."**

Admirable

Marie Curie

Awesome

Search us at: [www.loveyourself.com](http://www.loveyourself.com)





I AM...

Artistic

Calm



Generous

Grateful



ROMEO & JULIET

Joyful

- ● ● "We know what we are, but know not
- ● ● what we may be." William Shakespiere
- ● ● Search us at: [www.loveyourself.com](http://www.loveyourself.com)

I AM...

thoughtful



Capable

Energetic



Generous

Intelligent

Grateful

"It is in your hands, to make a better world for all who live in it."

Nelson Mandela

Search us at: [www.loveyourself.com](http://www.loveyourself.com)







# Second Strategy



WRITTEN THROUGH

**'the feelings and emotions!'**





## DEAR FUTURE....

**Purpose:** Students will be able to implement the simple present by writing an informal letter.

### LEVEL

A2

### TOPIC

Present simple (routines)

### ACTIVITY TYPE

Individual activity- whole class

### WRITING FOCUS

Informal letter

### TIME

50 minutes

### SUGGESTED VOCABULARY

Excited, relieved, anxious, proud, suspicious, bored, frightened, envious, upset, confused, shocked, disappointed

### PREPARATION

Ball, Worksheet, pictures, flashcards

**Optional:** online website.  
**website**

**QR:** Video follow up section



### ANSWERS

**Exercise 1 :** 1 -E; 2-A; 3-D; 4-C; 5-B; 6-F

## Warm-up

- Stand up the whole class in a circle. They are going to concentrate on their present feelings. Students are going to pass the ball to each student.
- The students with the ball will say: " MY BODY IS .....". E.g., My body is stiff, and I feel nervous.
- Optional: this activity can be intensified by telling specific things; for example, I have a headache today and feel stressed.

## Main Activity

- Give out the worksheet to develop the following activities.
- **First part:** Asks students to match the parts of the letter. **Resource:** <https://www.liveworksheets.com/xq3196420en>
- **Second part:** Ask students to choose and read one letter.
- Ask students to underline some phrases they like or call their attention.
- **Third part:** Indicate to students how to write a letter addressed to their future self/ child/husband/wife, etc. (steps).

## Follow up

- Ask students to sit quietly and attentively to the teacher's words while they listen to a song: <https://youtu.be/wOo&JCxjpm>.

Close your eyes, focus on your breath, the different sounds, and your feelings, and breathe deeply three times...1(inhale and exhale)... 2(inhale and exhale) and 3 (inhale and exhale). How do you feel? How do you want to feel? Imagine the future; what is the future like? How do you feel about the future?

Open your eyes, breathe deeply, and focus on your feelings and emotions.

- Students will write a letter by using the previous guide about how to write it.



# Dear Future...



Name:.....

Level:.....

## 1. Match the parts of an informal letter.

..... 1. Address

A 28th September 2022

..... 2. Date

B Best wishes.

..... 3. Greeting

C How are you? I am Luis Miguel from the past, and I am 13 years old. I live in Puembo with my parents and sisters. Today, I feel relieved because I finished my homework. Nowadays, I really like to play Minecraft. I play it every day. My hobby is cooking and preparing new things: my family says the dishes I prepare are delicious, especially the pizza! Now, I study at 24 de Mayo High School in Quito. It is so big, and I have two friends, but I don't remember their names because I'm new in this high school.

..... 4. Body

D Dear future me.

..... 5. Sign off

E Puembo, Quito, Ecuador

..... 6. Signature

F LUIS MIGUEL I.

## 2. Useful expressions to take into account.

**Greeting:** Hi/  
Hello/Dear

**Ending:** Lots of  
love/all the best.

**Introduction:** I hope  
you're well/how are  
things? How are you?

**Sign off:** Best  
wishes(,)/All the  
best(,)/Yours  
(,)/ take care  
(,)/ All my love(,)

**Moving on the topic:**  
The reason I'm writing/  
I was wondering/ By  
the way/any way





# Dear Future...

3. Please write an informal letter to your future self, daughter/ son, wife/husband, or friend.



## Writing to your future...



1

Decide who your letter is addressed to. There are three options: future self, son/daughter, wife/husband



2

Students write basic information:  
Name (optional)  
Age  
Place  
How do you feel?



3

There are some options that students in the future they may forget, and they would like to remain in the future. Jobs, movies, friends, food, subjects, and games.



Guide questions:  
Who do I want to be?  
How I will feel in the future?

### COMMON EXPRESSIONS

**Greeting:** Hi/ Hello/Dear

**Introduction:** I hope you're well/how are things? How are you?

**Moving on the topic:** The reason I'm writing/ I was wondering/ By the way/any way

**Ending:** Lots of love/all the best.

**The signing off:** Best wishes(,)/All the best(,)/Yours(,)/ take care (,)/ All my love(,)

4

Students gather reasons that they will write a letter addressed to their future self, couple, or children.



5

Students write some expectations for the future. Don't forget to farewell.



*We may forget things in the future, such as habits, hobbies, favorite songs, and close friends; a letter to our future self, child, or couple will be a great idea where apprentices may think mindfully and mindfully express themselves.*





Puembo, Quito, Ecuador  
28th September 2022

Dear future me.

How are you? I am Luis Miguel from the past, and I am 13 years old. I live in Puembo with my parents and sisters. Today, I feel relieved because I finished my homework. Nowadays, I really like to play Minecraft. I play it every day. My hobby is cooking and preparing new things: my family says the dishes I prepare are delicious, especially the pizza! Now, I study at 24 de Mayo High School in Quito. It is so big, and I have two friends, but I don't remember their names because I'm new in this high school.

I am writing this letter because I would like to remind you that you are a great person. You need to work hard if you want to achieve your dreams. But, don't be upset if you fail because there are more opportunities.

Best wishes.

LUIS MIGUEL I.






# Thank You

Ibarra-Imbabura, Ecuador  
23rd September 2022

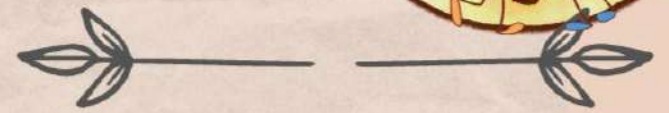
Dear friends in the future,

How are things? This is Vanessa; I am 25 years old. Today, I am writing from UTN because I would like to tell you that today, I feel proud of you despite your professional exam results. These are our last days as university students. I really appreciate your friendship because we had funny experiences such as having trips, trying new food, and talking nonsense and funny things. When you receive this letter, I hope you accomplish your goals and keep in touch during these future years.

**With love,**  
Vanessa







Atuntaqui-Ibarra, Ecuador  
28th September 2022

Dear little sister Skarleth in the future,



I hope you're great. I am writing this at eight years old. I am excited because I want to write this letter to tell you that today I went to school. My school is not too big, but it is beautiful. It is the Unidad Educativa "Alberto Enriquez". I like to play with my friends Camila and Samy in my free time in school. By the way, at home, I love to care for you and sing to you. You are a cute baby. I hope in the future you read this letter and know that I love you and I hope to play with you a lot.

**Lots of love,**  
Pamelita





# Third Strategy

read.  
know.  
grow.

## Journaling!

## Written

Nothing I know I should know  
left long ago — but you're so  
close. I feel it coated  
d so

I you know  
important like. I know  
but it looks as if you are with  
with a passion for the glory  
to us only



# UNBURDEN YOURSELF

**Purpose:** Students will be able to describe experiences by writing a journal.

## LEVEL

A2

## TOPIC

Modal verbs (could/ would)

## ACTIVITY TYPE

Individual activity

## WRITING FOCUS

Journal

## TIME

50 minutes

## SUGGESTED VOCABULARY

I am grateful for...

I felt.....

shy, hungry, in love, sleepy, lonely,  
relaxed, upset, worried, comfortable

## PREPARATION

Worksheet, pictures, colors,  
pen/pencil, sheet of paper

## ANSWERS

**Exercise #2: 1-e;2-d;3-c;4-b;5-a.**

## Warm-up

- In their seats, they will list good and bad things that happened yesterday (three for each section).
- Students will answer the following question:  
What are you grateful for today?  
(give some reasons as much as students can)

### Key expressions:

I am grateful for..... because(optional)  
I am thankful for..... because (optional)

## Main Activity

- Provide students with instructions on how to write a daily journal.

**Source:** <https://www.liveworksheets.com/ir3209405zn>

### Steps:

1. Ask students to choose a topic before starting to write their journals.
  2. Search a quotation before writing (optional).
  3. Ask students to read the guideline questions.
  4. Do not forget to emphasize the use of modal verbs.
- Students match the parts of a journal.
  - Students will read the sample underlying their favorite parts.

## Follow up

- Ask students to choose one theme to write their journals.
- Reproduce students' favorite songs while they are writing their journals.
- **Suggested song:**

[https://www.youtube.com/watch?v=Vte\\_kf5CSSM](https://www.youtube.com/watch?v=Vte_kf5CSSM)



# Unburden Yourself

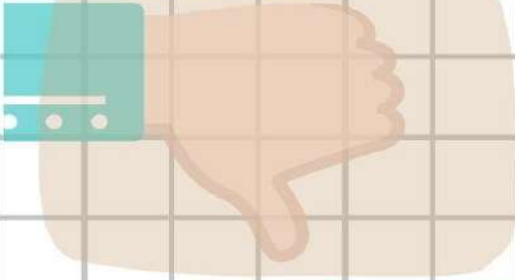


Name: .....

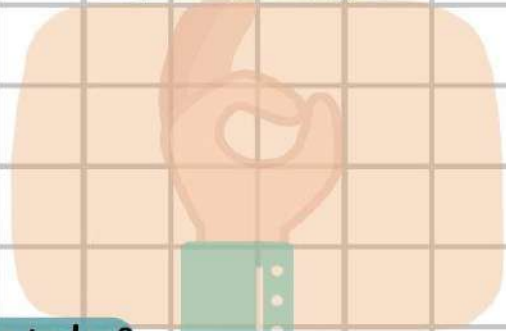
Date: .....

## 1. Complete the following statements:

a) 3 Bad things:



b) 3 God things:



c) What are you grateful for today?



## 2. Match the parts of a journal.

a) content b) questions c) quotation d) date e) topic

**Journal**

**WRITING ABOUT MY DREAMS**

Name: Tere Altoni Date: 17/10/2020

"The future belongs to those who believe in the beauty of their dreams." Eleanor Roosevelt

Today, I thought a lot about my future, my goals even what inspires me to live.

Firstly, I would like to study and live in Canada. If I do that, I could get a good job and help poor and vulnerable people. I would like to inspire people to see different perspectives in our life. I dream of being happy traveling to other countries and helping people would like to meet new people and friends to share different experiences from life. I could share common interests, opinions, and different perspectives and maybe travel with them. I would like to visit Greece because of its history and beautiful landscapes that I could see on the internet.

**HOW did I feel today?**

- I felt nervous because of my maths exam.
- I felt happy because I played with my friends.

**What am I grateful for?**

I am grateful for:

- My family
- My friends
- The pet that I play with every day
- Listen to my favorite music



## Ideas to be grateful for in our lives:

- Parents
- Friends
- Sense of sight; hearing; touch
- Our body: heart, lungs, etc

(Chua, 2012)





## WRITING ABOUT MY DREAMS

**Name:** Ivette Alfonsi

**Date:** 17/10/2020

"The future belongs to those who believe in the beauty of their dreams." Eleanor Roosevelt

Today, I thought a lot about my future, my goals even what inspires me to live.

Firstly, I would like to study and live in Canada. If I do that, I could get a good job and help poor and vulnerable people. I would like to inspire people to see different perspectives in our life: I dream of being happy traveling to other countries and helping people. I would like to meet new people and friends to share different experiences from life. I could share common interests, opinions, and different perspectives and maybe travel with them. I would like to visit Greece because of its history and beautiful landscapes that I could see on the Internet.

### How did I feel today?

- I felt nervous because of my maths exam.
- I felt happy because I played with my friends.

### What am I grateful for?

I am grateful for:

- My family
- My friends
- The pet that I play with every day.
- Listen to my favorite music.







# Unburden Yourself



"Words are the wings to encounter a new fantastic world in every journey."

1

## Writing about your dreams.

Would you like to have new experiences? Thinking about dreams allows us to keep positive and enthusiastic until they come true. Some are big dreams or small ones. Tell me, which desires would you like to accomplish?

**Guide questions:** What are some of the dreams you would like to see come true? How would you feel if your dreams came true?

**Common expressions:**  
I would like to .... / I could.....

2

## My future business.

Which things would you like to do in the future? Maybe a business? There are different types of businesses, such as technology, travel agency, or associations, that help others.

**Guide questions:** What are some of the dreams you would like to see come true? How would you feel if your dreams came true?

**Common expressions:**  
I would like to .... / I could.....

3

## Mending broken relationships.

Did you have any arguments with your friends, relatives, or even with yourself? How did you feel? Breaking relationships is painful, and repairing them could be hard but not impossible.

**Guide questions:** Why mend broken relationships? What would you do to repair broken relationships?

**Common expressions:**  
I would like to .... / I could.....

4

## Making wishes.

Did you have any arguments with your friends, relatives, or even with yourself? How did you feel? Breaking relationships is painful, and repairing them could be hard but not impossible.

**Guide questions:** What are some wishes you would like to see come true? Are your desires for you or someone else?

**Common expressions:**  
I wish/ I would like to .... / I could.....

5

## Wishing a fantastic adventure.

Dreaming to find new adventures is an excellent way to reflect, take more risks and find yourself. Adventures can be big or small, but those help you to find other perspectives challenging yourself.

**Guide questions:** What was your most fantastic adventure? / Would you like to have adventures with your friends or relatives?

**Common expressions:**  
I wish/ I would like to .... / I could.....



# Unburden Yourself

Thematic: .....

Name: .....

Date: .....

How did I feel today?

What am I grateful for?







# Unburden Yourself

Thematic: .....

Name: .....

Date: .....

How did I feel today?

What am I grateful for?





# Journal

# Unburden Yourself

scies... sed turp... adunt u...  
massa ultricies mi quis. Magna fe...  
aculus. Eget sit amet tellu...  
vitae et leo duis ut...  
aculis eu non diam p...  
Cursus sit amet a...  
illamcorper sit...  
semper feugiu...  
ing elit dui...  
mauri...  
da fam...  
th m...

Thematic: .....

Name: .....

Date: .....

How did I feel today?

What am I grateful for?







## Extra decoration







# Fourth Strategy

Reminiscing valuable experiences.

“with Mindful Writing”





## REMINISCING VALUABLE EXPERIENCES.

**Purpose:** Students will be able to write about an expacific event in past tense.

### LEVEL

A2

### TOPIC

Past experiences and feelings

### ACTIVITY TYPE

Individual activity- whole class

### WRITING FOCUS

Memoir

### TIME

50 minutes

### SUGESTED VOCABULARY

Excited, cross, anxious, proud, bored, frightened, envious, upset, confused.

Adj. friendly, funny,serious,intelligent,special.

### PREPARATION

Worksheet, projector, speakers, pen, colors, paper.

### ANSWERS

The students' answers may vary.

## Warm-up

- Give out the worksheet to students.
- Students in their seats or stand up. They are going to write on the worksheet about their senses.
- **Instructions:**
  - 1.Reproduce a song at a low volume. **Song suggested:** <https://youtu.be/V9CqVCB4l2E>.
  2. Ask students to concentrate on their senses of touch, sight, hearing, and smell (optional; write five example for each section).
- Ask them to write on the worksheet.

## Main Activity

- Explain the steps of how to do a memoir.

### Steps:

1. Ask students to focus on a specific event that they want to describe.
2. Ask students to brainstorm:
  - Important facts about your chosen event. (place, age, people, etc.)
  - The feelings you had in that event.
3. Choose a title for the students' memoirs.
4. Time to write.
5. Optional: the message they want to transmit.
6. Give students two options to write a memoir: comic or story
7. Give students the option to change the names of their memoirs' characters.
8. It is essential to give personalities to their characters.

## Follow up

- Before starting writing, do breath exercises with students.
- Students will write a memoir. Choosing the two options, the comic or just the written composition.
- Optional: play a song without lyrics. <https://www.youtube.com/watch?v=8DkCAN1z-3U>  
<https://www.youtube.com/watch?v=IMmLHchT4Ho>





# Reminiscing valuable experiences

Name:.....

Date:.....

1. Using your four senses, concentrate in your class and complete de following information (5 for each section):

Sight



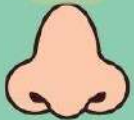
Hearing



Touch



Smell



2. Read the two samples of a memoir. (Those are the same story but in two different ways to describe)



# Reminiscing valuable experiences

## VISITING OUR GRANNY.

My siblings and I lived in the city, and my grandparents lived in the countryside. We decided to visit them because we missed them a lot. This was our first trip without our parents. So, let's start...



This was our first-time collecting honeybee, a natural honeybee.



Our brother did it, and we ate it with a piece of bread before arriving at our granny's home.



It is so far but beautiful!



After eating this delicious meal, we started climbing the mountain, our grandmother lives far away from the city. The air of the mountains is so pure, and the landscape is calm.

When we arrived, our grandparents were amazed and overwhelmed. They hugged us and gave us lots of love.



In the end, we could travel alone and enjoyed this voyage. Especially, that was delicious to eat the granny's cookies.







# Reminiscing valuable experiences



## Visiting our grandparents

My siblings and I lived in the city, and my grandparents lived in the countryside. We decided to visit them because we missed them a lot.

We were very enthusiastic about this first trip without our parents. In the middle of the forest, after walking around for an hour, we looked at the honeycomb. We tried to catch it up, and my brother did it. This was our first-time collecting honeybee, a natural honeybee! We ate it with a piece of bread before arriving at our granny's home.

After eating this delicious meal, we started climbing the mountain: our grandmother lives far away from the city. The air of the mountains is so pure, and the landscape is calm. After the tiring hike, we finally arrived: our grandparents were amazed and overwhelmed. They hugged us and gave us lots of love.

In the end, we could travel alone and enjoyed this voyage. Especially, that was delicious to eat the granny's cookies.



**3. After reading the samples of a memoir, remember a specific experience you would like to write about.**



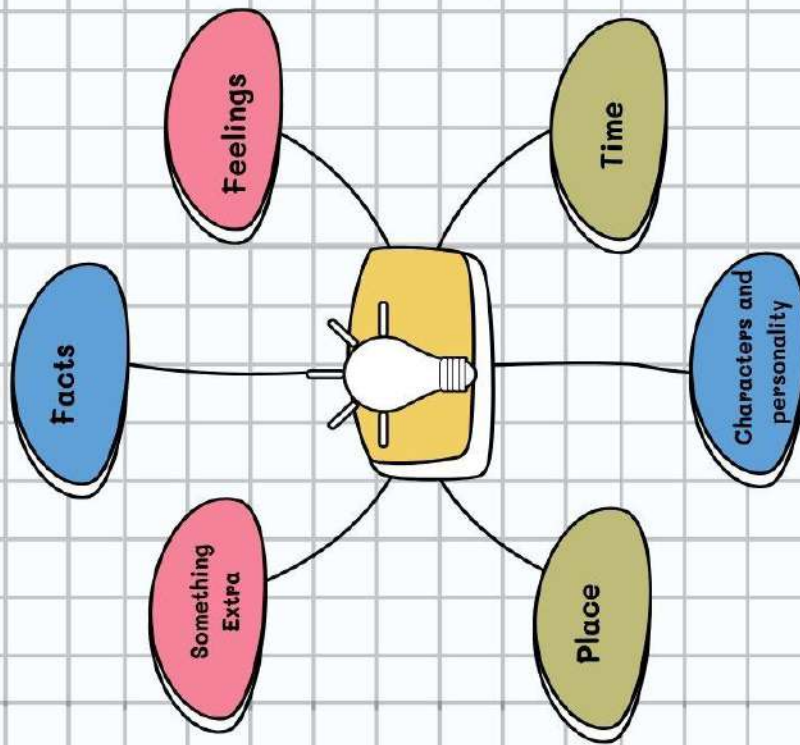
# Reminiscing valuable experiences

Name: .....

Date: .....

## 4. Complete the following statements.

Event: .....



### Past expressions of time...

- Yesterday
- A week, month, year ago
- Last (weekend, month, year, Monday)
- Yesterday





# Fifth Strategy



## MINDFUL VERSES



*in genuine compositions*





## HIGHLIGHTING MY VALUABLE POSSESSIONS IN VERSES.

**Purpose:** Students will be able to describe different elements by using poetry.

### LEVEL

A2

### TOPIC

Descriptive writing

### ACTIVITY TYPE

Individual activity/ groups

### WRITING FOCUS

Ode poems

### TIME

50 minutes

### SUGGESTED VOCABULARY

Fantastic, beautiful, bright, sweet, majestic, sweet, creamy, freezing, calm, suggested.

### PREPARATION

Worksheet, speakers.

### ANSWERS

**Exercise 2: A-3; B-1; C-2**

## Warm-up

- With the whole class, students will write some qualities that students like about each other. (Students are going to write in each apple, and the owner of the worksheet is going to write something that is liked or admired himself/herself)

## Main Activity

- Students will match the parts of an ode poem with their meaning.
- Students will read the three poems and underlying the adjectives.
- Show a short fill called "wings".

### Resource:

<https://www.youtube.com/watch?v=RtU8nBnpFVE>

## Follow up

- Share the worksheet and complete its statements.
- Write an ode poem describing the benefits of the chosen object.
- While students are writing is suggested to listen to music.

**Source:** <https://youtu.be/zOj6-IHnrrI?t=88>

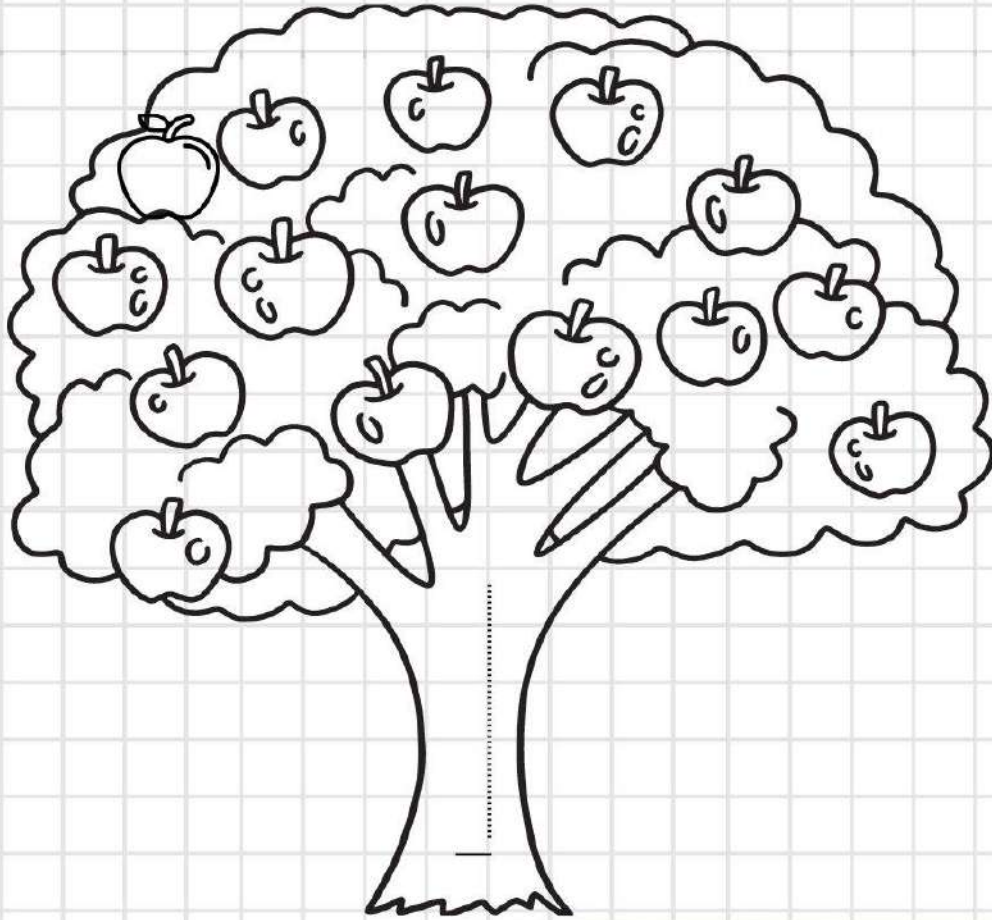


# Highlighting my valuable possessions in verses

Name:.....

Date:.....

1. With the whole class, write something that you like and your classmate will write something that like you.



## 2. Match the parts of an ode poem.

A) Strophe .....

It consists of two or more lines repeated as a unit..

B) Antistrophe.....

Repeating the same word at the end of phrases or sentences

C) Epode .....

It is a form of lyric poem, as of Horace, in which a short line follows a longer one

## Ode

BY ARTHUR O'SHAUGHNESSY, (1844-1881)

We are the music makers,  
3 And we are the dreamers of dreams,  
Wandering by lone sea-breakers, 1  
And sitting by desolate streams; -  
World-losers and world-forsakers,  
On whom the pale moon gleams:  
Yet we are the movers and shakers  
Of the world for ever, it seems.



# Highlighting my valuable possessions in verses



## The night

The fantastic power of the night  
it calms our fears and lets us rest  
The darkness and the beautiful brightness of the moon  
Oh! the moon that sometimes is shy,  
Because it hides behind the clouds.

The moon and the stars which accompany us,  
Sometimes make happy our days,  
Some days accompanied us in loneliness and sadness times,  
We rely our feelings on the majestic darkness because of its silence.

Marcia Irua

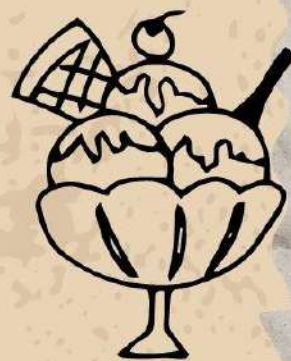
## Ode

Oh, sweet ice cream!  
You are my one true love!  
Thick, creamy, and luscious,  
You have surely been sent from heaven above.

Ice cream, sweet ice cream-  
I turn to you no matter the season,  
Spring, summer, fall.  
And even when the weather is already freezing!

Oh, sweet ice cream  
The flavor matters not  
I love you forever  
With every tasted bud I've got.

Deb Hanson, 2016



## Ode to songs

Oh, songs and melodies that make a happy life,  
its rhythm that calms the soul like a lifeline,  
some are noisy, funny, and catchy,  
those are accompanying us every moment.

I can't imagine without melodies and rhythms,  
our voices, animal and agreeable nature sounds  
increase our happiness,  
and accompanying the sadness.

Marcia Irua





# Highlighting my valuable possessions in verses

Name:.....

Date:.....

## 1. Complete the following information:

**Step 1:** Choose an object, character, or person you love and admire.

**Step 2:** List some adjectives that you feel belong to your character/object/person.

**Step 3:** Draft: Write some sentences about how you feel when you are with your character/object, etc.

**Step 4:** Let's write your ode poem. (Suggestion you can start writing with some phrases like **Oh,**)



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- <https://youtu.be/w0o8JCxjpm>
- [https://www.youtube.com/watch?v=Vte\\_kf5CSSM](https://www.youtube.com/watch?v=Vte_kf5CSSM)
- <https://youtu.be/V9CqVCB4l2E>
- <https://positivepsychology.com/mindfulness-quotes/>
- <https://www.youtube.com/watch?v=8DkCAN1z-3U>
- Letter font: Canva [https://www.canva.com/es\\_es/](https://www.canva.com/es_es/)
- Pictures, clipsarts: Canva [https://www.canva.com/es\\_es/](https://www.canva.com/es_es/)
- Texts: Own authorship



### Download the online guide and resources

<https://sites.google.com/view/proposal-design/p%C3%A1gina-principal>





# Mindfulness through the writing art



"Mindfulness is a way of  
befriending ourselves and  
our experience"

Jon Kabat-Zinn





## CHAPTER V

### CONCLUSIONS

- In conclusion, the theoretical aspect was necessary to know and understand since it endeavors to explain the acquisition of a foreign language, such as the educator's and learners' role, the motivation, and identifying how important and beneficial is to recognize strategies and modern methods and approaches as Neurolinguistic Programming and Suggestopedia, that support Mindfulness strategies basis in a helpful manner to strengthen writing skills because of the role of overcoming some needs that this busy life that may affect in the pupils' academic process.
- The methodology element facilitated the employment of the mixed paradigm in the obtention of results since it permitted a profound understanding of the data collection because it involves the opinions of teachers and learners in an authentic context. Furthermore, it was helpful, owing to the instruments that were accessible to apply and interpret in order to see the teachers' present strategies and perceptions of Mindfulness strategies in English language acquisition and students' perception in the acquisition of a foreign language, especially in writing skills.
- The discussion that was performed with the triangulation entailing the data collected and interpreted and the theoretical framework. Underlying important aspects that students and educators share, like the awareness of how to overcome students' writing skills as challenging, perceiving this as an important skill for students, whereby it may be necessary to employ diverse strategies and activities apart from book activities where in students would have the opportunity to develop their inference, critical thinking abilities thus obtaining a meaningful knowledge while they develop their compositions.
- Designing an academic guide that is concentrated on engaging and motivating students in writing skills is concluded that the students' context was fundamental at the moment to design strategies with a Mindfulness basis. Moreover, Neurolinguistic Programming and Suggestopedia part were core owing in facilitating to pursuit of the aim of creating activities focused on writing skills that strive to help students concentrate, be aware of their knowledge and express themselves by creating their compositions.

## RECOMMENDATIONS

- In the teaching process is essential to consider diverse aspects in the acquisition of a second language due to context, motivation, and the learners are unique. Whereby learning language theories, methods, approaches, and strategies must be suitable for these previous aspects may be more efficient in this prestigious educational establishment for the acquisition of a second language, especially to potentialize apprentices' writing skills.
- During the dissertation work development is seen for future researchers focused on Mindfulness strategies and writing skills may be necessary to implement tests where it measures the students' attention and motivation that may be applied pre, during, and post-the application of Mindfulness strategies, considering having a wide perspective of the effects of them as a manner to strengthen writing skills in a foreign language.
- After considering the analyzed results is recommended that Mindfulness strategies may be helpful since it is focused on writing skills and creating an empathic environment where students may express their opinions, thoughts, and feelings without any judgment in a second language. Whereby it should be necessary to create a mindful environment concentrating on writing skills.
- It is advisable that ESL educators of freshman students at "Unidad Educativa Internacional Pensionado Atahualpa" implement the didactic guide adapted to writing skills to potentialize learners in this productive skill with captivating activities in order to engage and motivate them in the writing abilities development, also in the intrapersonal and interpersonal capabilities with students-students and teacher-students.

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## ANNEXES

### Annex 1: Approval of thesis topic



UNIVERSIDAD TÉCNICA DEL NORTE  
Resolución No. 173-SE-CACES-2020

FACULTAD EDUCACIÓN, CIENCIA Y TECNOLOGÍA  
IBARRA-ECUADOR



**HONORABLE CONSEJO DIRECTIVO**  
**Resolución HCD-SO-19-No.0624-2022**

El Honorable Consejo Directivo de la Facultad de Educación, Ciencia y Tecnología en sesión ordinaria del 27 de julio del 2022, conoció la solicitud presentada por el Msc. Flores Albuja Darwin Fernando, Docente de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros dirigido al Magister José Revelo Decano de la FECYT en el cual manifiesta: *"Solicito se permita hacer el cambio de institución educativa al tema de investigación: "Mindfulness strategies to strengthen writing skills in junior students at "Leonardo Maldonado Pérez" High School, Quito-Ecuador" por el tema "Mindfulness strategies to strengthen writing skills in freshman students at "Unidad Educativa Internacional Pensionado Atahualpa" debido a que la institución educativa "Leonardo Maldonado Pérez" no abastece con el número de población que se necesita en el presente proyecto de tesis. Cabe recalcar que la estudiante Marcia Vanessa Irua Lechón tiene pleno conocimiento de este cambio"*.

Que, mediante certificación de Secretaria de carrera, la Srta. Irua Lechón Marcia Vanessa portadora de la cedula de ciudadanía número 1725158958 estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, según certificación 00421 documenta que se encontraba legamente matriculada en octavo semestre con matricula Nro. 407985 en el periodo académico abril-agosto 2022.

El Honorable Consejo Directivo de la Facultad de Educación, Ciencia y Tecnología, al amparo de lo determinado en el Art. 44 literal k) del Estatuto Orgánico de la Universidad Técnica del Norte, RESUELVE:

**1.-Aprobar**, el cambio del Tema de Trabajo de Grado titulado: "MINDFULNESS STRATEGIES TO STRENGTHEN WRITING SKILLS IN JUNIOR STUDENTS AT "LEONARDO MALDONADO PÉREZ" HIGH SCHOOL, QUITO-ECUADOR" quedando el tema de la siguiente manera: "MINDFULNESS STRATEGIES TO STRENGTHEN WRITING SKILLS IN FRESHMAN STUDENTS AT "UNIDAD EDUCATIVA INTERNACIONAL PENSIONADO ATAHUALPA" de autoría de la Srta. IRUA LECHÓN MARCIA VANESSA, de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros.

**2.- Notificar**, con el contenido de la presente resolución para su cumplimiento al Msc. Obando Arroyo José Miguel; Coordinador de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, al Msc. Flores Albuja Darwin Fernando y a la Srta. Irua Lechón Marcia Vanessa.

En unidad de acto suscriben la presente resolución el Magister José Luciano Revelo Ruiz, en su calidad de Decano y Presidente del Honorable Consejo Directivo y el Abg. Clever Raúl Torres Torres, en calidad de Secretario Jurídico. Atentamente,

**"CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO"**

Msc. José Luciano Revelo Ruiz  
**PRESIDENTE HCD-FECYT**

Abg. Clever Raúl Torres Torres Msc.  
**SECRETARIO JURÍDICO**

## Annex 2: Instrument application authorization



# UNIDAD EDUCATIVA INTERNACIONAL PENSIONADO ATAHUALPA



Ibarra, 01 de julio 2022  
Oficio 0119 – R / 2021 – 2022

Magister  
José Revelo  
DECANO DE LA FECYT  
Presente


De mi consideración:

A nombre de la Unidad Educativa “Internacional Pensionado Atahualpa”, me permito extenderle un cordial saludo y los deseos de éxito en sus múltiples actividades.

En respuesta al oficio Nro. UTN-FECYT-D-2022-699-O, me permito indicar a usted que la solicitud para aplicar de las herramientas de investigación y el tema de las mismas están aprobadas para que puedan aplicarlas.

Información que pongo en su conocimiento para los fines pertinentes.

Atentamente,

  
Mgs. Juan Carlos Salas Subía  
RECTOR DE LA UEIPA



**Dirección:** El Milagro - San José de Cananvalle s/n  
**Teléfono:** 062 542 115  
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**e-mail:** fuepma@hotmail.com / planificaconesuepa@hotmail.com



### **Annex 3: Interview teachers' responses**

#### **1. What is the most challenging aspect when students are developing their writing skills?**

**Profesor 1:** Considero, unos tienen dificultad en la estructura gramatical y también tienen dificultad con los tiempos verbales pero todo es de acuerdo del nivel de que se encuentra por ejemplo con los que tienen un nivel bajo trabajan con frases y oraciones cortas y los que tienen un nivel más alto ellos ya manejan estructuras pero si tienen dificultades en ubicar el orden de las palabras y los tiempos verbales, entonces, pero ahí por ejemplo el propósito de la enseñanza del idioma no es el enfoque de la gramática más bien es un proceso, ya que la gramática se adquiere a medida de que va pasando los años, cuando los chicos vayan adquiriendo sus conocimientos, van distinguiendo la forma correcta de la gramática.

**Profesor 2:** Bueno con la experiencia que he tenido como docente puedo decir que el problema más común que se ve en los estudiantes es la falta de conocimiento de los verbos que no se puede utilizar correctamente en la estructura gramatical que se aplica al momento de escribir. Creo que es muy importante que ellos empiecen con estas bases de conocimiento de los verbos regulares e irregulares para que en un futuro se facilite mediante el aprendizaje en ellos, el desarrollo fuera más fácil para el desarrollo de esta habilidad.

**Profesor 3:** Definitivamente para desarrollar habilidades de escritura deben ir acompañadas también las destrezas de Reading, entonces Reading and Writing deben ir complementada yo creo que debemos tener una buena lectura para poder escribirla, entonces para ellos es más complicado el escribir más que el Reading, de pronto ellos escuchan una palabra y tratan de escribirla como la escuchan, por ejemplo "really" ellos no saben discriminar si una palabra se escribe como suena o de manera diferente, es muy complicado para ellos escribir, escribir con sentido me parece a mí que es lo más difícil o lo más desafiante para ellos, porque no se escribe como en el español, ellos de pronto pretenden escribir tal cual es el español, pueden escribir sin sentido, no saben que por ejemplo un adjetivo va después de un sustantivo entonces es bien difícil para ellos escribir con sentido.

#### **2. What strategies/activities do you use to develop the students' writing skills in an English language class?**

**Profesor 1:** Por lo general se les hace, en mi caso yo trabajo con composiciones de acuerdo a un tema específico, por ejemplo, si estamos viendo de los alimentos entonces para desarrollar la escritura se les envía a investigar primero el vocabulario o algo que se relacione con los alimentos y luego con la escritura como es un proceso ellos van desarrollando un párrafo, con ellos se va corrigiendo los errores, verbos, la puntuación a través del párrafo, de la escritura.

**Profesor 2:** Bueno, actividades para desarrollar la escritura primero me he enfocado en el aprendizaje visual. Primero les hago participar utilizando bueno en este tiempo la tecnología, me gusta utilizar el computador en lo que busco imágenes y presento la imagen con la palabra o esa relación ellos pueden basarse en un papel imaginándose lo que acabaron de ver si no

la relación lo que se le solicita por ejemplo hay casos en el que por ejemplo que se hizo, entonces conociendo los verbos y el vocabulario pueden hacer una relación con lo que hicieron con el día anterior, escriben y desarrollan y los resultados de los instrumentos visuales han tenido una mejor captación de lo que se solicita de una manera óptima.

**Profesor 3:** Hay varias estrategias de escritura y depende del nivel y grado de los chicos para poder ver que estrategia es la adecuada, si de pronto con el curso que yo trabajo usar por ejemplo si estamos utilizando como digo Reading and writing, leer el texto nuevamente para poder responder ciertas preguntas, hacer predicciones, es una estrategia de escritura, usar el conocimiento previo, es muy importante en inglés usar conocimientos previos, entonces hay varias cosas que nosotros implementamos, como digo después podemos hacer que los estudiantes produzcan su propio texto, escribir o cambiar el final de un texto, de una leyenda, de un cuento. Escribir párrafos, copiar un dictado.

### **3. Have you ever listened to mindfulness strategies?**

**Profesor 1:** si he escuchado, pero no recuerdo exactamente de qué se trata, le podría relacionar con la gimnasia cerebral ya que ayuda a desarrollar como el mindfulness por ejemplo a través de movimientos corporales, reparación lo que sirve como una pausa y tratar de que el cerebro esté un poco relajado para poder cambiar su estado de ánimo si es importante. Ya que antes aplicaba la gimnasia cerebral.

**Profesor 2:** en realidad este tema es nuevo para mí no he escuchado. Me encantaría decirle que si he escuchado.

**Profesor 3:** no, lo acabo de escuchar. De pronto empíricamente sin conocimiento se lo aplica, el termino en si yo no le he escuchado.

### **4. How often do you use mindfulness strategies with your students to improve their writing skills?**

**Profesor 1:** No he aplicado estrategias de mindfulness, por lo general pienso que debe ser aplicado así a las ultimas horas o dependiendo de cómo ellos se encuentren en su estado de ánimo, ya que las ultimas horas ellos se cansan y entonces esos ejercicios de relajamiento podría servir, las primeras horas las mentes de ellos están bien, pueden captar el conocimiento de manera un poquito más fácil y las últimos sus cerebros ya están saturados de recibir mucha información. Esto sería dependiendo de que objetivos se desea alcanzar.

**Profesor 2:** Nunca las he utilizado para mi es algo nuevo.

**Profesor 3:** Si creo, pero sin saber el término del mindfulness. En esta manera virtual es muy difícil pero cuando hemos estado en presencial pues sí, es bien importante ya que creo esto, cuando uno se da Reading, se puede hacer a mediados, al final, de la clase un ejercicio de estos si genera bastante conciencia de lo que se está haciendo, se conecta más con el tema que se está haciendo siempre y cuando ( yo no comparto con las lecturas de los textos porque

muchas veces no son de mucho interés de los estudiantes) si tiene mucho que ver lo uno con lo otro, si tenemos que buscar bastantes estrategias, inconscientemente algunas veces si se ha aplicado esto.

**5. Do you think it could be beneficial to use Mindfulness strategies in class?**

**Profesor 1:** Claro sí, es muy importante porque igual esto ayudaría a desarrollar su concentración, y su estado de ánimo.

**Profesor 2:** Bueno talvez lo he hecho pero sin basarme del concepto del mindfulness, como le digo me gusta algo visual primero para que sea analítico primero que entre la imagen sea presentado visualmente y luego analizarlo el conocimiento, fomentar el conocimiento, talvez alguna vez lo aplique pero pienso que es algo interesante ya que permite al estudiante enfocarse de una manera distinta a reflexionar de sus errores, poder desarrollar de una manera más analítica de lo que está haciendo, talvez darse cuenta de sus defectos, y creer en un cambio de personalidad talvez más enfocado al déficit en el que está desarrollando en el que tiene en ese momento.

**Profesor 3:** yo creo que ayuda a su concentración ayuda a la comprensión, ayuda a la comunicación también que después de aquello de estos ejercicios se puede tener una comunicación asertiva.

**6. From your point of view, how effective would the use of Mindfulness strategies be in class?**

**Profesor 1:** Si es constante y si uno ve los resultados es beneficioso ahí pienso que debe ser constante y si veo un cambio, un cambio positivo sería adecuado

**Profesor 2:** Podría aplicarse en clase para que un alumno resuelva sus errores y tenga retroalimentación propia de lo que está haciendo mal.

**Profesor 3:** claro, yo creo que si el mismo hecho de que uno se centre en lo que está haciendo en el aquí y ahora es positivo.

**7. Do you think the use of Mindfulness strategies can facilitate improving English students' writing skills? Yes/No Why?**

**Profesor 1:** Ahí si no sé exactamente porque el conocimiento se adquiere y el mindfulness lo que hace es para prepararte para algo y así para desarrollar en si no si en verdad porque para tener la habilidad de la escritura se necesita un proceso previo. El mindfulness te hace es prepararte para de pronto no se si exactamente puede de pronto puede abrir su mente de pronto a obtener más ideas, no, pero de ahí en si escribir ya correctamente pienso que no, pero si ampliar su conocimiento para escribir algo más, más información para escribir algo más.

**Profesor 2:** yo creo que los estudiantes desarrollarían otras destrezas como ser un poco más analítico entonces de esta forma ellos verificarían sus errores y los corregiría para que un



futuro, entonces me parece muy importante dejarles en ellos desarrollen esta habilidad para que fortalezcan su conocimiento y sean un poco más analíticos y pensativos.

**Profesor 3:** claro, yo creo que sí.

**8. Do you consider your students have benefited from using Mindfulness to improve writing skills?**

**Profesor 1:** Si podría ayudar en parte.

**Profesor 2:** bueno yo creo que les ayudaría a escribir textos largos porque textos cortos los hacemos diariamente no, pero aplicando los conocimientos de este conocimiento mindfulness ellos podrían darse cuenta que son capaces de dar más entonces basándose en eso podrían ellos como diría abrirse y romper esos retos esas barreras que ellos tienen presentes.

**Profesor 3:** yo creo que se puede crear textos cortos y largo porque debemos céntranos en las habilidades de cada estudiantes, hay estudiantes más hábiles que otros , en algunos estudiantes beneficiará a escribirá textos largo bien hechos y a los otros textos cortos más cortos pero bien hecho, desarrollando su criterio, porque los estudiantes que tienen poca habilidad, que tienen adaptaciones mejoraría de acuerdo a su ritmo de trabajo, y a los otros estudiantes que tienen una condición muy buena desarrollarían su potencial.

**9. Would you like to apply mindfulness strategies in the teaching process to improve writing skills in English as a foreign language?**

**Profesor 1:** Claro si

**Profesor 2:** yo creo que una técnica sería primero enseñarles en que se basa este término que abarca que nomas conlleva la palabra mindfulness a veces llevando este concepto dependiendo el grupo con el que estoy trabajando analizar que estrategias sería más conveniente para que ellos capten de manera efectiva los conocimientos quieran aplicar, me voy al hecho si voy con el curso de los pequeños yo creo que con ellos es más visual, más de analizar minuciosamente primero visualmente , enfocarnos en lo que sería la definición, contexto entonces estas estrategias ayudaría a consolidar los conocimientos que se les otorgará y van a aplicar de manera más afectiva y correcta en el ámbito de la escritura, entonces para mi es importante que primero analizar el grupo y aplicar estos conocimientos y según eso seguir desarrollando paulatinamente las estrategia o lo que conlleve para alcanzar el objetivo.

**Profesor 3:**

La verdad yo tendría que estudiar mejor y más a fondo de este tema para ver cómo podría integrar a mis clases, en duda que si es bueno, yo tendría que estar al corriente de lo que se trata el tema para poder implementar en clase, tendría que leer más, profundizar el tema y buscar las mejores estrategias a los grupos que tengo que no todo bueno para todos, yo no

conozco del tema, de pronto empíricamente aplicaría algunas actividades que con la experiencia de ser maestro se lo va haciendo, pero yo ni he conocido el tema.

#### Annex 4: Survey for students in forms



**Universidad Técnica del Norte**  
**FECYT**  
**PINE**  
**Encuesta Estudiantes**

**Logo:** Universidad Técnica del Norte (UTN) - QUITA - ECUADOR

**Topic:** Mindfulness strategies to strengthen writing skills in freshman students at "Unidad Educativa Internacional Pensionado Atahualpa"

**Objetivo:** Identify mindfulness strategies strengthening writing skills in the English Language in freshman students at Unidad Educativa Internacional Pensionado Atahualpa, academic year, 2022-2023

**Estimados estudiantes:** el motivo de la siguiente encuesta es conocer tu opinión al respecto al uso de las estrategias Mindfulness para mejorar la habilidad de escritura en la Unidad Educativa Internacional Pensionado Atahualpa. La información se utilizará para fines meramente académicos. La encuesta es anónima por lo que te invito a contestar con sinceridad.

**Instrucciones:**  
Marque con una X la respuesta de su preferencia

\* Obligatorio

1. Edad  
\*

Escriba su respuesta

2. ¿Qué actividades te gustaría que tu profesor implementara para practicar tus habilidades de escritura?(Puede seleccionar más de 1 opción)  
\*

- Escritos a través del arte
- Diarios Temáticos
- Escritos a través de emociones
- Guiones sobre temas sociales actuales
- Memoirs (*Escritos donde plasma su historia, experiencias a través de cuentos.*)

3. De las siguientes actividades, ¿Qué actividades implementa el docente con frecuencia en la clase de inglés? (puede seleccionar mas de 1)  
\*

- Actividades del libro
- Cantar canciones
- Ver cortometrajes
- Role plays

Diálogos

Otros

4. ¿Qué tan difícil es para ti escribir párrafos largos en inglés? \*

Extremadamente difícil

Algo difícil

Neutral

No es realmente difícil

Fácil

5. Género \*

Masculino

Femenino

6. ¿Con qué frecuencia escribe en el idioma inglés? \*

Siempre

A veces

Casi nunca

Nunca

7. ¿Con qué frecuencia usa el inglés en su vida diaria? \*

Siempre

A veces

Casi nunca

Nunca

8. ¿Qué tan importante es escribir en inglés para ti? \*

Extremadamente importante

Algo importante

Neutral

9. Paralelo \*

A

B

C

10. ¿Generalmente cómo se siente en una clase de inglés?

\*

Contento

Estresado

Cómodo

Triste



## Annex 5: Blog's proposal

The screenshot shows a Google Sites page with a green header labeled 'Proposal Design'. The main content area features a large illustration of a woman in a pink dress with her arms crossed, surrounded by flowers and a star. The text 'Mindfulness through the writing art' is displayed in a large, black, sans-serif font. Below this, it says 'Created by: Marcia Irua'. A central banner reads 'Complete guide to Mindfulness strategies in writing skills'. Below the banner are five strategy resource cards, each with a 'Download Now' button. The cards are: 1. 'First Strategy: WRITING through the art', 2. 'Second Strategy: WRITTEN THROUGH the feelings and emotions', 3. 'Third Strategy: Journaling', 4. 'Fourth Strategy: Reading adventures with Mindful Writing', and 5. 'Fifth Strategy: WRITING Creative Writing'. A sixth card, 'Second Strategy', is partially visible at the bottom.

Proposal Design

Mindfulness through the writing art

Created by: Marcia Irua

Complete guide to Mindfulness strategies in writing skills

Download Now

First Strategy RESOURCE

Download Now

Second Strategy RESOURCE

Download Now

Third Strategy RESOURCE

Download Now

Fourth Strategy RESOURCE

Download Now

Fifth Strategy RESOURCE

Download Now

Second Strategy