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at El Playón High School***

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## **DEDICATION**

I have always believed that without God's guidance and the support of the most important people in my life, this achievement would not have been possible. Therefore, I would like to dedicate this work with deep affection and gratitude to those who have been an integral part of this journey.

First and foremost, to God, because I know that it was, He who allowed me to get where I am today, and because all wisdom comes from Him.

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## **ABSTRACT**

This research project analyzes the implementation of mindfulness strategies to improve writing skills in freshman students at El Playón High School, a public rural institution located in Sucumbíos, Ecuador. Writing has been identified as one of the most challenging skills in English as a Foreign Language (EFL), especially due to difficulties in coherence, cohesion, organization of ideas, and linguistic accuracy. The study aims to propose an academic guide based on mindfulness strategies to strengthen students' writing competence. The research followed a mixed-method approach, combining qualitative and quantitative data collection techniques. A survey was administered to 62 freshman students, a diagnostic writing test was applied to evaluate their writing proficiency, and structured interviews were conducted with two English teachers. The results revealed that most students demonstrated intermediate levels of writing performance, mainly classified as competent and modest users, with noticeable weaknesses in organization, coherence, and grammatical accuracy. Additionally, findings showed limited integration of stress-reduction or focus-enhancing activities within the writing syllabus.

**Keywords:** Mindfulness, Writing Skills, EFL, Emotional Regulation, Writing Instruction, Secondary Education.

## RESUMEN

Este proyecto de investigación analiza la implementación de estrategias de mindfulness para mejorar las habilidades de escritura en los estudiantes de primer año de la Escuela Secundaria El Playón, una institución pública rural ubicada en Sucumbíos, Ecuador. La escritura ha sido identificada como una de las habilidades más desafiantes en el inglés como lengua extranjera (EFL), especialmente debido a las dificultades en la coherencia, la cohesión, la organización de ideas y la precisión lingüística. El estudio tiene como objetivo proponer una guía académica basada en estrategias de mindfulness para fortalecer la competencia escritora de los estudiantes. La investigación siguió un enfoque de método mixto, combinando técnicas de recopilación de datos cualitativos y cuantitativos. Se realizó una encuesta a 62 estudiantes de primer año, se aplicó una prueba de diagnóstico de escritura para evaluar su competencia en este ámbito y se llevaron a cabo entrevistas estructuradas con dos profesores de inglés. Los resultados revelaron que la mayoría de los estudiantes mostraban un rendimiento intermedio en escritura, clasificados principalmente como usuarios competentes y modestos, con debilidades notables en organización, coherencia y precisión gramatical. Además, los resultados mostraron una integración limitada de actividades de reducción del estrés o de mejora de la concentración en el programa de escritura.

**Palabras clave:** Mindfulness, habilidades de escritura, EFL, regulación emocional, enseñanza de la escritura, educación secundaria.

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## INTRODUCTION

In a globalized and competitive world, learning a new language can make a significant difference. Learning English has become an essential tool for accessing better academic and job opportunities. Among the population, young people have shown a certain interest in learning a new language that allows them to communicate; however, many have identified various challenges in this learning process. (Putra & Nopember, 2020). Since it is a language that is completely different from their native language, many people consider learning English to be a significant challenge in their lives. For this reason, some educational systems have made this language a compulsory subject, providing students with the opportunity to immerse themselves in the language throughout their educational process.

Learning the English language has enabled the development of new opportunities in various contexts. However, various challenges have been faced during the process of learning this language, despite educational authorities' efforts. One of the main difficulties that foreign language students present is in writing skills. This is one of the most challenging skills for students, as it depends on several sub-skills, which adds a certain level of difficulty. Within this, English learners face significant obstacles in developing cohesion, coherence, and communicative writing. For years now, writing has been considered one of the areas with difficulty, mainly in middle and upper primary school. (Shapiro & Clemens, 2023)

In Ecuador, the curriculum emphasizes the objectives of implementing English as a compulsory subject in various educational institutions. It also mentions that students must have a certain level of English by the end of their third year of secondary school. The exit profile of the students should have an intermediate level, that is, B1. However, the learners do not have a high command of the language, considering that they are influenced by many factors that represent a problem within language learning. One of the main problems that has been identified is a lack of interest on the part of students, and at the same time, independent practice is not taken into account (Ministerio de Educación, s.f.).

Within public institutions in Ecuador, the number of hours assigned in the curriculum to the subject "Foreign Language" is fewer compared to private educational institutions, which in some cases are above 10 hours per week. With this, it could be said that the difference in language mastery between these two contexts is notorious because the opportunities for growth in learning the English language in public schools are fewer than in private schools (Sempértegui, 2022). This shows that English teachers working in public institutions have limited time, which does not allow them to reach the standards declared in the Ecuadorian curriculum for foreign language skills development

This problem, which has been identified in various studies, could affect educational institutions. One of these could be El Playón High School, a public institution located in the province of Sucumbíos, specifically in the parish of El Playón. Being

located in a rural area, various factors could have a greater impact on the development of English language skills. Some of these limitations could be access to materials, the shortage of hours dedicated to English language classes, and the lack of opportunities to practice their skills. This is a problem that causes concern in the educational community, as it becomes a limitation that directly affects performance in future evaluations and, later on, in job opportunities.

The central problem addressed by this research lies in the deficiency of writing skills in students between 14 and 15 years old and the challenges they face in achieving coherent and cohesive written communication in English. Since writing is a complex skill that requires mastery of several sub-processes, such as planning, organizing ideas, and revising, it is crucial to explore strategies that allow these skills to be strengthened effectively. Thus, the implementation of mindfulness in the classroom can represent an innovative solution to address this problem. Over these, the following research questions have been stated:

- What is the current level of writing competence among freshman students at El Playón High School, and what challenges do they face in their writing?
- To what extent do mindfulness activities influence the cognitive processes involved in writing tasks in freshman students?

### **Justification**

The development of English language skills is extremely important, hence the need for the appropriate use of mechanisms and methodologies that enable the implementation of innovative strategies to improve these skills. Writing has become one of the skills that requires this type of implementation. One way to enhance writing is through the implementation of mindfulness strategies, as these directly promote concentration and self-regulation during the writing process. This skill involves relevant aspects such as the form, structure, and organization of paragraphs, so that each of these factors is intertwined in a coherent and meaningful way (Ghizan, 2016). Therefore, the aim is to use the mindfulness strategy to reinforce and, at the same time, consider other factors that greatly influence the English language learning process.

This research has a significant impact on the educational context, as it explores mindfulness strategies as a means of supporting students in strengthening their writing skills while also seeking to raise awareness among English teachers about the correct application of these strategies in the classroom. Through implementation, writing habits linked to mindfulness strategies are encouraged, which not only benefit the strengthening of this skill but also contribute to students personal and emotional development. This habit should be developed from an early age, as it allows students to develop a better understanding of themselves and their surroundings. The authors also emphasize the role of teachers in identifying the factors that motivate students to write (Young & Ferguson,

2020).

The study focuses on the potential to transform the way of teaching in the academic field. The incorporation of interactive awareness activities not only increases writing abilities but can also engage motivation in students due to the personal experiences of their daily lives, which are related directly and indirectly. To accomplish these strategies, it is necessary to approach an attractive and dynamic comprehension in writing. The use of strategies in writing and teaching allows for great adaptability and flexibility in the academic process. These strategies can be adjusted easily to obtain a lot of necessities and learning styles from freshman students, making sure that every student can benefit most effectively. Moreover, the implementation of mindfulness strategies contributes to the development of social and communicative abilities.

At El Playón High School, students may have some difficulty developing writing skills, especially in areas such as coherence, cohesion, and effective communication when writing paragraphs. It is believed that implementing mindfulness strategies in the classroom could help overcome these challenges and lead to good results in student academic performance. This innovative approach can be very useful, as its flexibility allows it to be applied in different contexts of life and learning situations. In addition, the practice of mindfulness can contribute to greater mental clarity and concentration, which could help students organize their ideas effectively and become deeply involved in the writing process.

This research project is viable for educational institutions, as it proposes the implementation of mindfulness strategies that allow for innovation in teaching methodology and, in turn, directly benefit the development of writing skills. Mindfulness in the educational context contributes to emotional regulation, stress reduction, and improved concentration, factors that are essential for creating productive learning environments (Tobin, 2018). It also promotes self-awareness and self-regulation, which helps students feel more confident and motivated when writing. In the writing process, these benefits allow students to put aside any distractions, resulting in higher-quality texts. Furthermore, it promotes the creation of writing habits, increasing clarity of thought and contributing to the production of creative and original texts.

## **Objectives**

### *1. General objective*

- To propose a guide with mindfulness strategies to improve writing skills in freshman students at El Playón High School.

### *2. Specific objectives*

- To identify mindfulness strategies that may help students improve their writing skills.
- To diagnose the level of command of freshman EFL learners writing skills at El Playón

- To design an academic guide based on the use of some mindfulness strategies to improve writing skills.

## **CHAPTER 1: THEORETICAL FRAMEWORK**

### **1.1 Mindfulness**

Mindfulness is considered a strategy of Buddhist origin. It implies that attention is focused on noticing what is being done. This allows the human being to concentrate, developing a state of calm and relaxation. Within this strategy, thoughts, emotions, bodily sensations, and the environment are considered, opening up curiosity and promoting self-control, mental clarity, and emotional regulation through some techniques (Tan, Goleman, & Kabat-Zinn, 2014). It was stated that everything has an origin in the mind, based on consciousness. For this reason, mindfulness was a term that allowed us to define consciousness, which was not considered a mental activity like thought or intention.

The various interpretations of mindfulness strategies show that there is no single definition, as it is traditionally considered a way of approaching memory and awareness in the present moment. Given these differences in concepts about mindfulness from a perspective different from ours, attention can be identified as something that arises from practice, that is, through experience, allowing observation and reflection at the moment of any activity that requires attention (Chems-Maarif, Cavanagh, Baer, Gu, & Strauss, 2025). This approach highlights the importance of understanding mindfulness as a comprehensive practice, viewing it not only from an ethical perspective but also encompassing the experiential realm through observation.

Likewise, mindfulness, as understood in traditional Buddhist teachings, does not oppose cognitive processes. On the contrary, it is a state of constant attention, in which the mind can consciously observe evaluations, judgments, memories, and other mental activities, taking into account what is happening at each moment. However, the main difference between the traditional view and some other interpretations based on mindfulness lies mainly in the role that has been attributed to thinking, especially evaluative thinking, which is fundamental to understanding the different ways in which mindfulness-focused strategies have been applied (Baer, 2015). In this case, it is extremely important to take into account the conceptual differences attributed to mindfulness when applying it in different contexts, to apply it correctly, and obtain positive results.

#### **1.1.1 Mindfulness in Education**

Given the pressing need to implement new strategies in education, there has been a notable increase in research on mindfulness. However, it is necessary to analyze how it is implemented and the objectives pursued by the current education. Most of the proposals focus on mindfulness from a therapeutic and performance-centered

perspective, while also conceiving it as a comprehensive educational approach, such as one that encourages critical reflection, aligning with the principles of critical pedagogy (Ergas, 2019). Taken together, this approach allows us to understand mindfulness strategies not only as a technique that can be applied in the classroom but also as an educational practice with multiple dimensions, which has the capacity to transform and enrich teaching-learning processes from a comprehensive perspective.

The transformation of education in the academic context must go beyond traditional approaches, considering strategies such as mindfulness that bring about noticeable and achievable changes. This is a proposal that has attracted the attention of educators as it offers a profound change by promoting understanding within individual processes and their positive impact on the environment. This practice also makes a significant contribution to collective understanding, marking its effect on teachers, students, and society. This enables the identification of needs and, consequently, the strategic addressing of challenges that arise throughout the teaching-learning process (Guilford Publications, 2019). From this perspective, mindfulness is consolidated as a fundamental pillar for promoting education in a conscious manner oriented toward the well-being of the entire educational community.

In the current educational context, it is essential to promote inclusive learning environments that are sensitive to the diverse realities each student faces. This can be achieved through the implementation of strategies that improve academic performance without neglecting the emotional well-being of students. Mindfulness has been considered an effective strategy that addresses students' needs to ensure their learning. It also contributes to the creation of school environments in which each member can feel safe and free to express their ideas, directly promoting the creation of assertive communication (Browning, 2020). These contributions are clear evidence that mindfulness-focused strategies not only have an impact on personal development, but when implemented in education, they become a key element in strengthening learning and creating more inclusive environments.

One effective strategy in the English language learning process is to combine activities that require movement and promote mindfulness. Mindfulness is a strategy that allows students to focus their attention during an activity. It is also characterized by its flexibility, meaning that activities that require concentration but also movement can be adapted. This stimulates cognitive functioning and also motivates students to learn more actively (Kováčiková & Reid, 2018). In relation to this contribution, the incorporation of activities that require conscious movement in English language teaching reinforces the practice of mindfulness, as it promotes concentration and attention at the right moment during an activity, encouraging self-regulation and thus favoring more balanced linguistic development.

### **1.1.2 Mindfulness in Language Teaching**

Emotional and psychological factors play a fundamental role in the process of

learning a new language, as they are determining factor in academic performance. Therefore, it is essential to integrate strategies that promote attention and emotional well-being. The incorporation of mindfulness into language learning can contribute positively to stress management and concentration. These practices, combined with collaborative work, promote learning, as they allow students to manage language anxiety effectively, improving overall experiences in the language classroom (Li, Srisawat, & Voracharoensri, 2025). In this sense, mindfulness has been considered a tool that, when included in pedagogy, allows for attention to emotional dimensions and, in turn, creates educational environments that are more conducive to language learning.

In teaching a foreign language, there is a growing interest in finding strategies that integrate cognitive and emotional aspects. For this reason, mindfulness has emerged as an effective strategy. Although mindfulness has been widely discussed in the field of medicine, its application in psychology and education continues to be the subject of ongoing research. In the context of language teaching, practices such as conscious breathing, mindful walking, and other mindfulness-focused activities are beneficial for strengthening concentration and reducing stress levels, which contribute to improving students' academic performance (Zhao, 2024). Consequently, mindfulness represents a promising strategy in the language teaching-learning process, as long as it is applied correctly.

From the perspective of teaching English as a foreign language, incorporating mindfulness allows us to rethink certain teaching practices that promote more reflective learning. Sheikhzadeh & Khatami (2017) in their research argue that it is necessary to promote these types of strategies, as they can stimulate deep thinking processes and encourage critical thinking through activities that allow students to question and reflect on various situations in a real-life context. It also emphasizes the role of the teacher, who must guide students to become aware of the benefits of practicing mindfulness, thereby strengthening their intrinsic motivation. The practice of mindfulness is very useful in the context of teaching English because it makes this process meaningful for students and, in turn, contributes to their overall development.

### **1.1.3 Mindfulness in EFL classrooms**

In the context of teaching English as a Foreign Language (EFL), the incorporation of mindfulness as a key strategy optimizes language learning. Skelly & Estrada-Chichon (2021) mentioned that this strategy plays a fundamental role in reducing the stress experienced by most students during the English language learning process, which is closely linked to cognitive development and language consolidation, since it is considered that under these conditions, the brain has difficulty retaining information. For this reason, the practice of mindfulness contributes to regulating emotions and, in turn, creates an environment more conducive to learning. Integrating mindfulness strategies into EFL classrooms not only provides emotional support for students but also strengthens the cognitive processes related to learning English.

Over time, education has undergone various changes that have transformed English as a foreign language classroom, highlighting the need to integrate pedagogical approaches that enable students to develop their language skills. Learning spaces allow students from diverse cultural and linguistic backgrounds to come together to learn English as their second language. However, various factors have become obstacles to learning, mainly for the younger generations who have recently faced high levels of stress due to a pandemic that has affected the entire world. In this context, teachers have sought strategies such as mindfulness that allow them to minimize stress in their students by promoting attention and concentration (Kuru Gönen, 2022). In summary, the integration of mindfulness in English classrooms responds to current issues by adapting to different educational contexts, presenting itself as an opportunity to build more mindful classrooms for both teachers and students.

New strategies focused on facilitating the learning process are essential, especially when they promote student well-being. In this sense, mindfulness strategies, when integrated as part of classroom pedagogy, contribute to improving the educational environment. Irúa Lechón (2023) in her research, mentions that one of the objectives of mindfulness in the classroom is to promote a positive environment that fosters empathy and, in turn, promotes the use of assertive communication through critical thinking, which is the result of activities that involve reflective writing. The integration of mindfulness in the educational context is not only beneficial to the classroom environment but also allows for personal and academic growth in students throughout its application.

#### 1.1.4 Mindfulness strategies

To clarify the concepts used in this part of the research, below is a comparative table that allows us to establish the difference between strategy and technique:

**Table 1**

*Differences between strategy and technique*

<b>Concept</b>	<b>Definition</b>	<b>Principal characteristics</b>
<b>Strategy</b>	A strategy is understood as a carefully structured plan that guides educational actions to achieve specific objectives.	<ul style="list-style-type: none"> <li>• It is planned intentionally before the activity is carried out.</li> <li>• It is geared toward achieving short- or long-term objectives.</li> <li>• It serves as a guide for selecting methods and techniques.</li> </ul>
<b>Technique</b>	The technique refers to the specific and personal way in which a strategy is applied within an environment.	<ul style="list-style-type: none"> <li>• It is practical and operational in nature.</li> <li>• It is applied directly in an environment.</li> </ul>

		<ul style="list-style-type: none"> <li>• It can vary even when the same strategy is used.</li> </ul>
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*Note:* Adapted from (Hasanova, Abduazizov, & Khujakulov, 2021)

Mindfulness strategies are based on simple practices that seek to strengthen attention and personal awareness in different areas of everyday life. It is mainly based on intentionally directing attention to the precise moment in which an activity is carried out; this allows the mind to train itself while managing emotions. Armstrong (2019) mentions that this process is based on three elements, which are concentration as a concrete stimulus, open observation, and a receptive attitude. This is a process that makes significant contributions to different aspects of the human being by integrating three fundamental factors in order to develop greater mental clarity and emotional balance.

## **I. Breathing**

Konrad et al. (2023) in their research focused on analyzing breathing as a basic mindfulness strategy, which is understood as an intentional space that allows attention to be focused on the act of inhaling and exhaling. This was evaluated as a tool that promotes mental balance, as it generates immediate positive effects that are maintained over a certain period of time. In addition, it was identified that the benefits could vary according to the individual characteristics and emotional states of the students. This allows us to consider that this is a simple and accessible strategy that allows the mind to be prepared before engaging in an activity, whether in a personal or educational context.

Now, breathing is considered a very functional strategy within mindfulness; however, this gives rise to techniques, of which the most common ones will be theoretically based.

### ***a) Deep breathing***

Deep breathing is a technique that has been addressed in different fields due to its impact on emotional regulation, which has led to research to analyze how it is applied and what effects it can have on human life. Myerholtz (2023) mentions that deep breathing is based on careful observation of the act of breathing without trying to modify it, directing attention to the sensations that occur when inhaling and exhaling, perceiving how air enters and leaves the body naturally. It also emphasizes how this helps the mind to distance itself from the flow of thoughts, which directly promotes concentration and, in turn, develops non-judgmental observation of one's own experiences.

## **II. Guided meditation**

Meditation has established itself as a central strategy within the practice of mindfulness due to its contribution to mental well-being and attention regulation. Guided meditation consists of accompanying the participant through verbal instructions or sensory stimuli that help maintain focused attention during the performance of a certain activity, making perception more conscious and adapting to individual needs (Collaud, y otros, 2025). This

strategy offers an effective means of introducing the practice of mindfulness, guiding the process. Its flexibility makes it a valuable tool that contributes to emotion management and results in a meaningful experience.

#### *a) Visualization meditation*

Over the years, meditation has become known as a fundamental technique of mindfulness. These practices have been integrated by various contemplative approaches that evolved according to the cultural and spiritual contexts of those who practice them. Yamabe (2021) says that the evolution of Buddhist meditation gave rise to a system in which mindfulness is developed, and other elements are integrated. This is how visualization meditation emerged, which consists of using mental images as a tool to strengthen concentration. In this way, this technique is fundamental for maintaining focused concentration, promoting deep and conscious observation during an internal experience.

#### *b) Mindful reflection*

In today's educational processes, there is a growing need to implement techniques that promote conscious reflection as part of meaningful learning and complement traditional teaching by promoting emotional awareness. Through basic mindfulness meditation practices, practitioners can develop internal meditation techniques, which consist of consciously examining their thought processes, emotional state, situations in their environment, ethical aspects, and their own learning process (Pearson, 2023). This technique has established itself as a valuable technique that enriches content comprehension, fostering a critical and self-reflective attitude.

### **III. Active meditation**

Nowadays, meditation techniques have evolved to adapt to different contexts and lifestyles, with a vision that goes beyond the traditional. This advance has allowed mindfulness to be integrated into dynamic activities, facilitating conscious and functional experiences. Traditionally, meditation was considered a technique that involved remaining silent, maintaining a specific posture, and controlling breathing and attention. However, it is necessary to look at it from a broader perspective, which is where active meditation comes in. Active meditation is a practice of presence and inner silence that is developed while the body is in motion, allowing the mind to remain focused while the body is actively engaged (Gámez, 2021). This is a very viable alternative as it integrates body movement in combination with awareness, giving rise to a deep connection between the body and the mind.

#### *a) Mindful listening*

In educational settings, the conscious development of listening skills is essential for meaningful learning. From this perspective, mindfulness provides an approach that

reconsiders how listening is developed in the classroom. Fortune & Barkslade (2023) mention that mindful listening is a form of active listening that goes beyond the perception of words or sounds, as it involves being fully attentive to the message being received, promoting a review of the expectations established concerning listening, and offering a broad view of the different types and stages of listening. This is a technique that can be applied within the educational context to promote conscious listening, to foster the development of communication skills, and to create a more participatory environment.

#### ***b) Mindful singing***

One way to create a connection between concentration and what is happening in the present moment is through singing, allowing for a deep integration between body, mind, and emotion. Mindful singing is characterized as a technique that focuses on the present by connecting body, mind, and heart through concentration, reducing any type of distraction, trying to control breathing, and identifying bodily emotions, which is linked to contributing to emotional well-being, pushing worries, stress, or insecurity into the background (Dion, 2018). This practice is not only a way to enhance vocal expression, but also influences the emotional and self-awareness aspects, creating a safe space for the person to feel comfortable and connected with themselves.

#### ***c) Mindful laughter***

Nowadays, it is necessary to seek strategies that promote overall well-being. One of the most effective alternatives is conscious laughter, which strengthens the connection between the mind and body. Sharma, Singh, & Gusain (2024) define conscious laughter as an innovative approach that combines intentional laughter with mindfulness. The principles of laughter yoga inspire this technique. Its philosophical foundations and close relationship with positive psychology highlight the potential of this effective tool for emotional development. This valuable technique contributes to emotional regulation and promotes positive experiences.

### **IV. Gratitude**

Various mindfulness practices have proven to be highly effective in strengthening emotional well-being and personal development, providing a balanced and conscious experience. Gratitude is important in these practices, as it encourages a reflective attitude focused on the present moment. Sawyer et al (2022) mention that gratitude is a mindfulness technique that consists of directing attention to positive aspects of personal life, recognizing and valuing everything that is received, promoting awareness of the present, and favoring emotional regulation. Gratitude as a mindfulness practice is consolidated as a powerful tool that contributes to the development of a positive attitude towards what one has, leaving aside worries and shortcomings.

## **V. Emotional intelligence**

Mindfulness is a key tool that encompasses techniques that promote overall well-being through emotional balance, while also strengthening internal skills, self-awareness, and emotional management. The systematic practice of mindfulness contributes to the development of emotional intelligence, resulting in a noticeable increase in the ability to perceive and express emotions. This supports the idea that emotional intelligence is a dimension capable of strengthening emotion management and responding consciously to challenging situations (Jiménez-Picón, et al.). The relationship between mindfulness and emotional intelligence is evident because it promotes better adaptation to stress by increasing empathy. As a result, it is possible to mention that emotional intelligence can be applied in conjunction with mindfulness strategies.

## **VI. Mindful coloring**

Over the last decade, interest in implementing mindfulness practices has increased, with a view to integrating them into the educational context and characterizing them as easy to perform. One of the characteristics of mindfulness strategies is that they promote concentration and creativity. Mindful coloring is considered a technique that integrates conscious attention with the activity of coloring, instilling states of calm. This technique has been explored especially in the academic field, and encouraging results have been obtained, as it contributes to the reduction of factors such as stress and strengthens levels of mindfulness (Czerwinski, Egan, Cook, & Mantzios, 2021). In this context, mindful coloring is a promising technique that supports the well-being of those who practice it.

### **1.2 Communicative competence**

Saleh (2013) defines communicative competence as a speaker's ability to use language correctly in different linguistic, sociolinguistic, and cultural contexts. This communicative competence arises in contrast to the approach proposed by Noam Chomsky, which focuses exclusively on learning and knowledge of grammatical rules, known as linguistic competence. Communicative competence goes beyond the ability to construct grammatically correct sentences and use them effectively and appropriately in a social and cultural context. Within the English language, the communicative aspect is a fundamental part of the teaching-learning process, as it is important to develop students' ability to use language; this allows them to express themselves in an authentic and functional way.

In order to provide a more practical and contextualized approach to language teaching and assessment in specialized contexts, it is necessary to redefine communicative competence to include contextual and strategic dimensions. Communicative competence encompasses theoretical knowledge of linguistic rules and the ability to interact in real time, adapting to the demands of the situation, the objectives, and the specific limitations of the context (Whyte, 2019). In short, from a practical point of view, communicative competence is essential for dealing with real problems that arise in the learning process

and, in turn, becomes a fundamental tool for assessing students' ability to interact.

### **1.2.1 Writing sub skills**

The particular skills that support the writing process as a whole are known as writing subskills. According to Cambridge English (2009), these subskills, which assist various facets of creating good written communication, can be separated into four categories: editing, proofreading, summarizing, and paraphrasing.

#### **I. Editing**

Within the writing process, editing plays a complementary role that guarantees the production of high-quality texts and ensures that the message to be conveyed reaches the reader correctly. Mlundi (2024) states that editing focuses on reviewing the text in depth, paying attention to ideas such as content organization and consistency between paragraphs, ensuring that the written message has a clear purpose for the audience. In other words, this subskill involves making relevant changes to improve the quality of the text, optimizing the transmission of the message, and ensuring that the meaning is not lost.

#### **II. Proofreading**

In English language learning contexts, each stage plays a fundamental role in the production of written work. One of these stages is proofreading, which allows for a complete review of what has been written. According to Mlundi (2024), this sub-skill is essential in the writing process as it focuses on conducting a detailed review that ensures formal correctness by identifying grammatical, spelling, and punctuation errors that could disrupt the message being conveyed. In essence, this part takes on special value due to its contribution to linguistic accuracy and the production of texts characterized by clarity and adherence to the rules used in written language.

#### **III. Summarizing**

Within the processes of written production, students are forced to tackle tasks that do not depend solely on expressing ideas but also require prior interaction with other texts. In this sense, writing sub-skills are essential for organizing and transforming information to communicate a clear message. Summarizing is a fundamental sub-skill with implications such as the ability to identify, select, and reformulate the main ideas of the original text to obtain a better version, through a demanding level of reading comprehension and cognitive processes, so that essential and secondary details that form part of the text can be identified, avoiding any type of distortion of the message (Lai, y otros, 2022). It is clear that practicing summarizing promotes the development of deep comprehension and contributes to the creation of more structured writing in the general academic field.

## **IV. Paraphrasing**

The main objective of academic writing is to ensure that students not only focus on producing original texts but also engage in constant interaction with ideas from various sources. This is why it is necessary to have skills that allow them to rephrase information accurately while maintaining the original meaning. Paraphrasing is a sub-skill that consists of expressing the ideas of an original text using different vocabulary, without altering the content, which requires deep concentration as the writer needs to interpret it correctly and adapt it in their own words (Yimam, Venkatesh, Lee, & Biemann, 2020). In general, this sub-skill strengthens writing skills as it allows students to integrate information in a meaningful way and also promotes critical thinking and academic responsibility.

### **1.2.2 Teaching writing in EFL contexts**

Among the skills to be developed in the English language, writing has become a skill that has a certain level of complexity, as it requires specific pedagogical attention, accompanied by appropriate teaching strategies. The ability to produce written texts has its own characteristics that prevent its spontaneous development, unlike other skills. For this reason, learning must be guided and requires the development of a habit that allows for practice and continuous improvement (EL OUIDANI & EL BAGHDADI, 2022). Teaching writing is a complex process that requires a flexible approach, allowing for the recognition of the different contexts in which each student finds themselves, so that learning is meaningful and effective.

One of the fundamental factors in the process of learning English is the development of writing skills; however, this has become a major challenge for English teachers. Writing has been recognized as a demanding skill that requires the integration of knowledge such as grammar, the use of different text genres, vocabulary, and metacognitive skills (Amalia, Abdullah, & Fatimah, 2021). In short, it is essential to gain a deeper understanding of the challenges and pedagogical approaches to teaching writing to design effective strategies that respond to students' real needs and strengthen this key skill in English language learning.

Moybeka et al. (2023) point out that “In addition, it is not easy to write descriptive texts in everyday life, let alone teach only a few meetings. It needs practice and guidance, either at school or at home.” (p. 94). This shows that writing is a skill that is developed through practice; in other words, it does not come about immediately, which is why guidance is needed throughout the learning process. From this perspective, writing instruction should be supported by pedagogical strategies that integrate frequent practice and the application of events that are closely related to the context in which students find themselves, in such a way that their ability and confidence in using the English language in writing are strengthened.

## **CHAPTER 2: METHODOLOGY**

### **2.1 Description of the study area**

The following description of the study area aims to provide information about the location where the research was conducted, thus providing an overview of the context in which the students who took part in this project find themselves. This research focuses on a rural area in the province of Sucumbíos, specifically at El Playón School, located in a parish of the same name. Sixty-two freshman students provided support for the research.

### **2.2 Type of research**

This research plan will work under the mixed approach, since all research work can be supported by both approaches, in which the strengths of both are used to adjust a more efficient understanding of the studied phenomenon. Taherdoost (2022) mentions that mixed methods are characterized by the combination of qualitative and quantitative approaches to achieve a more complete understanding of the phenomenon being analyzed, as this is very useful for addressing complex research situations in various fields by taking advantage of the strengths of both approaches, which favors collaborative work in interdisciplinary research contexts. This approach allows the triangulation of data, which gives more validity and reliability of the results, thus allowing to analyze the same problem from different points of view.

#### **2.2.1 Qualitative**

Various authors define qualitative research as an interpretive approach that prioritizes a deep understanding of the phenomena studied. In this sense, “Qualitative research refers to much more subjective non- quantitative, use different methods of collecting data, analyzing data, interpreting data for meanings, definitions, characteristics, symbols metaphors of things.” (Pawar, 2020).

#### **2.2.2 Quantitative**

In contrast to interpretive approaches, quantitative research focuses on the objective measurement of the phenomena studied. Thus, “Quantitative research aim to measure numeric figures, quantity, amounts, used extensively in field of economics and commerce. Quantitative research refers as systematic empirical investigation of phenomena quantitative data and their relationship.” (Pawar, 2020)

### **2.3 Research methods**

Research methods play a fundamental role in the research process, as they optimize the efficiency and rigor of information analysis. In this sense, there are two types of methods; however, this research focuses on the deductive method. Kanire (2012) mentions that the deductive paradigm focuses mainly on the search for concrete

conclusions or solutions to a previously identified problem, especially when there are possible alternatives. Within this research, it is more relevant to start from the theoretical principles to identify a specific problem and reach previously substantiated conclusions.

## 2.4 Techniques and instruments

One of the ways to obtain data that contributes to research is to support it through the application of techniques and instruments. In this case, interviews, surveys, and diagnostic tests were included. The structured interview technique allowed us to obtain information from the teachers' point of view about the management of writing skills in their students and their knowledge of innovative strategies. A survey was also used to obtain numerical data through a closed questionnaire applied to the student population. Finally, the students participated in a diagnostic test that allowed us to evaluate their level of writing proficiency.

## 2.5 Research questions

- What is the current level of writing competence among freshman students at El Playón High School, and what challenges do they face in their writing?
- To what extent do mindfulness activities influence the cognitive processes involved in writing tasks freshman students?

## 2.6 Population

To carry out the research, it was necessary to define the population, which consisted of 62 freshman students from El Playón High School. This population was selected due to the need to strengthen writing skills to improve the teaching-learning process through the implementation of mindfulness strategies. The participants share similar conditions in terms of their environment, which favored the research process and the validity of the results obtained. Additionally, two English teachers collaborated, which was essential in identifying the problem from the teachers' point of view.

**Table 2**

*Teacher participants' profile*

<i>Pseudonym</i>	<i>Years of teaching experience</i>	<i>Academic background</i>	<i>Educational level</i>
<i>Fernando</i>	10	Bachelor's degree	Primary and Lower Secondary Education
<i>Patricio</i>	18	Bachelor's degree	Upper Secondary Education

Source: Researcher elaboration

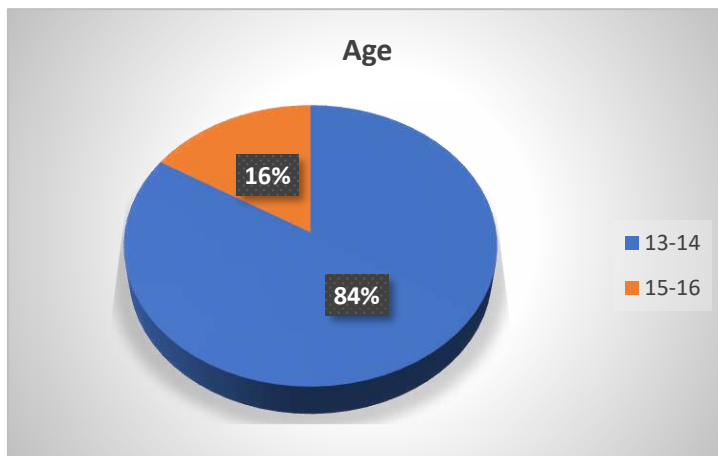
## CHAPTER 3: ANALYSIS AND DISCUSSION

This section of the research presents the results of the instruments used through a detailed analysis. The interviews and surveys conducted provide relevant information from the perspective of English students and teachers on the implementation of mindfulness strategies to improve writing skills. This information will be represented using graphs that allow the data to be displayed clearly.

### 3.1 Survey for freshman students

*Figure 1*

#### *Question 1: Age*

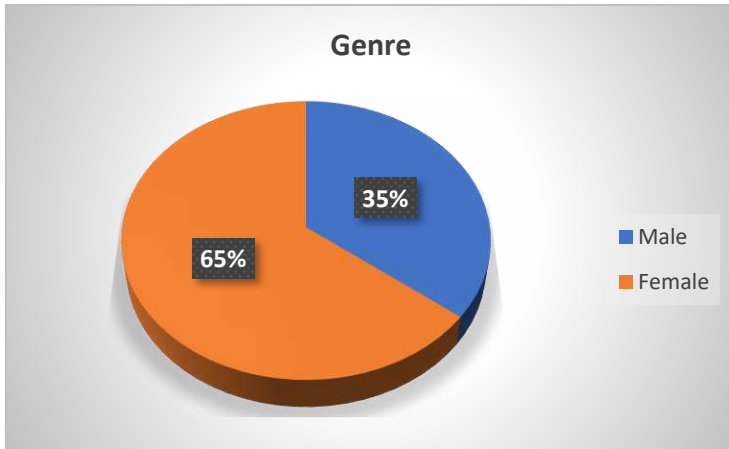


*Source: Researcher elaboration*

Graph one shows the ages of the participants of the study in percentages. Data revealed that the majority of students are in the category of thirteen to fourteen years. A smaller group is between fifteen and sixteen years, whereas there are participants aged between seventeen and eighteen years. Students are generally in the middle of adolescence, so they tend to experience changes in different aspects of their lives. According to Feldman & Newcomb (2020), students at this age tend to be disorganized and easily bored. For this reason, the use of mindfulness in the classroom is highly relevant, as this strategy allows students to focus their attention fully, avoiding any kind of distraction. Within the educational process, students can benefit in different ways from the implementation of mindfulness, such as improved academic performance, memory, and creativity, among others.

**Figure 2**

**Question 2: Genre**



*Source: Researcher elaboration*

The chart illustrates the gender of the respondents. Women predominate among the participants, creating a noticeable gender imbalance. This means that female voices may be more represented in the findings. It also reflects the gender composition of the group surveyed, which may influence preferences and attitudes, especially regarding topics like writing and motivation.

**Figure 3**

**Question 3: How confident do you feel with your writing skills?**



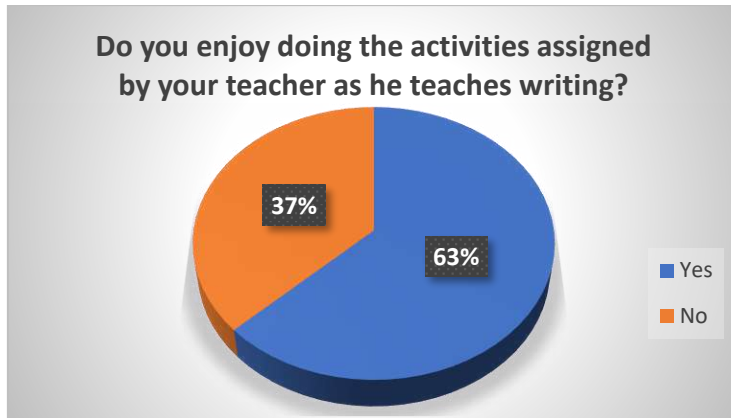
*Source: Researcher elaboration*

The graph shows students' confidence levels in their abilities. A significant portion of students described their confidence as neutral, while a lower number reported feeling confident, and just a few felt very confident. Notably, no one reported low confidence. This distribution suggests that most students are moderately confident in their skills, but there is room for growth to help more students move from neutrality to confidence. The lack of very low confidence levels is encouraging, showing that students feel some

competence in their abilities.

**Figure 4**

**Question 4: Do you enjoy doing the activities assigned by your teacher as he teaches writing?**

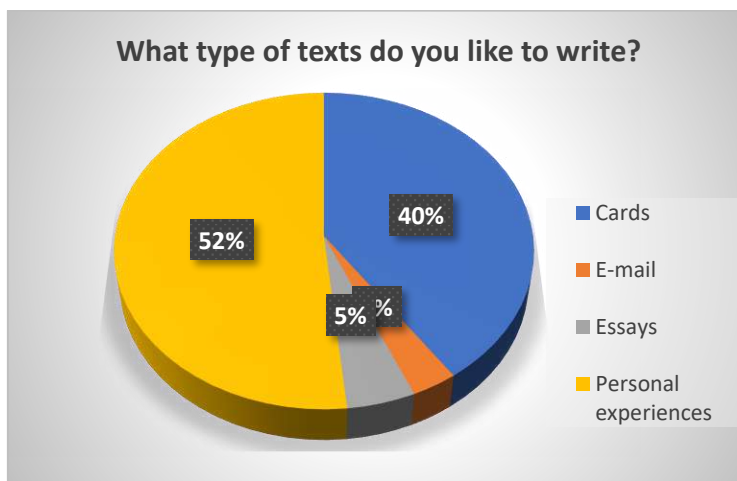


Source: Researcher elaboration

The chart indicates students' interest in learning English. Nearly two-thirds of respondents expressed a positive interest in learning English, while a small group was not interested. The majority of them highlight opportunities for engaging them with interactive and meaningful learning activities. However, the sizable group of students lacking motivation suggests a need to explore strategies to build interest and relevance.

**Figure 5**

**Question 5: What type of texts do you like to write?**



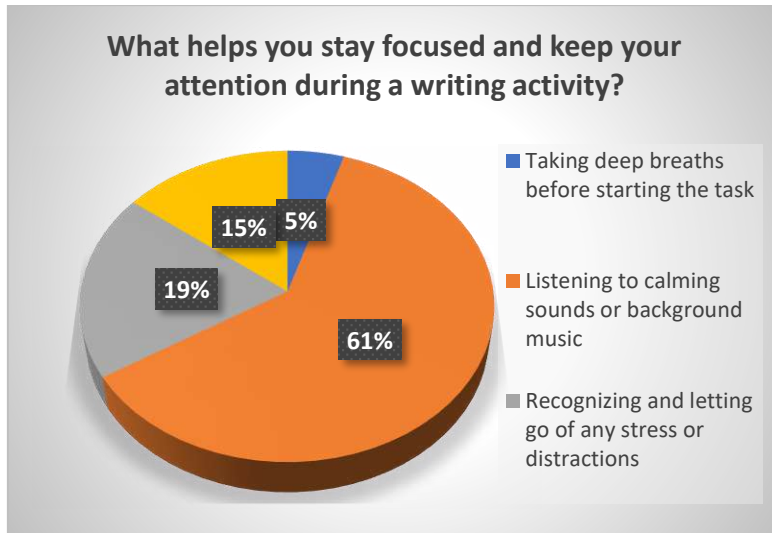
Source: Researcher elaboration

The chart presents students' favorite writing activities. The results show that students prefer writing activities that allow them to express personal experiences, as this option was the most popular choice. In addition, writing cards is also popular, suggesting that students enjoy short tasks with a specific communicative purpose. In contrast, more formal activities, such as essays and emails, are much less popular, indicating that

students may perceive these tasks as more difficult or less motivating. Students clearly prefer creative, personal tasks over structured, academic writing. This insight can guide teachers to use more relatable topics to make writing lessons engaging, before gradually introducing formal writing formats.

**Figure 6**

**Question 6: What helps you stay focused and keep your attention during writing activity?**

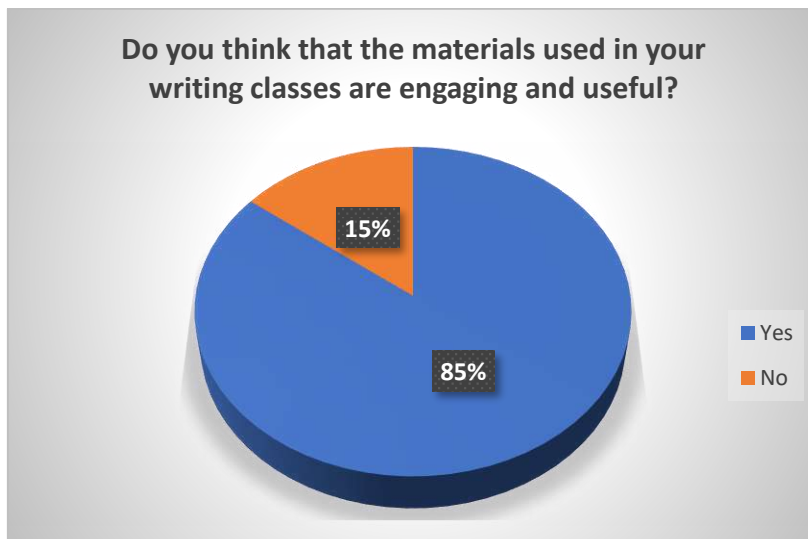


Source: Researcher elaboration

The chart shows students' preferred relaxation strategies before writing. The results show that students prefer listening to relaxing music as their primary strategy for managing stress, indicating that they seek methods that are accessible and enjoyable. Other strategies, such as recognizing stress, checking in with their emotions, and practicing deep breathing, were less popular. The results emphasize that auditory methods, such as music, play a crucial role in creating a positive writing environment. Teachers may consider incorporating calming music into class routines while also helping students practice other techniques for emotional regulation.

**Figure 7**

**Question 7: Do you think that the materials used in your writing classes are engaging and useful?**



Source: Researcher elaboration

The graph presents the opinion of the students about whether the materials used in their writing classes are engaging and useful. Most participants find the materials appealing and useful, suggesting that they fulfill their purpose of motivating and supporting learning. However, a small group of students does not perceive them as equally effective or interesting. This indicates that a majority of students feel supported by the resources provided, which likely contributes to their motivation and learning. However, over a third of students expressed dissatisfaction, suggesting a need to diversify materials, include more interactive resources, or adapt content to students' interests to fully engage all learners.

**Figure 8**

**Question 8: What motivates you most to improve your writing?**

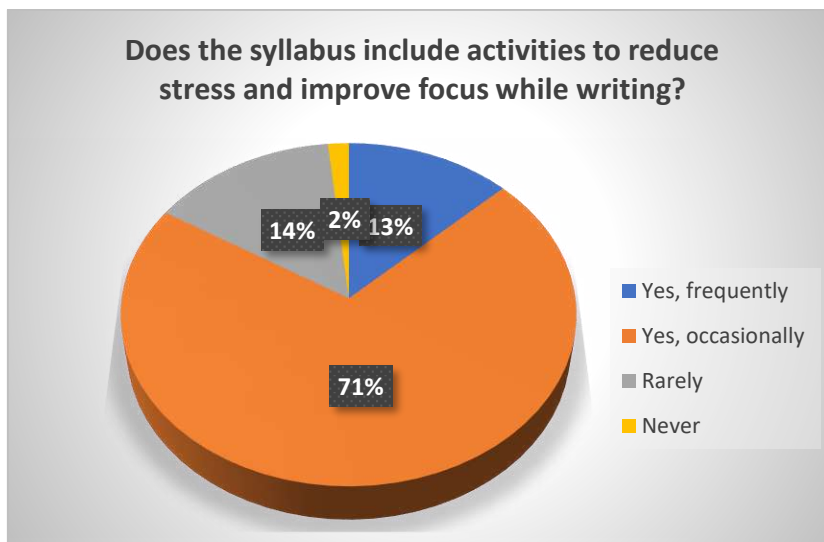


Source: Researcher elaboration

The chart presents the factors that motivate students to write. Students feel most motivated when they can write about topics that interest them, indicating that enjoyment and personal relevance are key factors in their engagement with writing. In addition, receiving positive feedback from teachers and noticing their own progress also contributes to their motivation, albeit to a lesser extent. These findings indicate that choice and personal relevance are key to motivating students. Encouragement and visible growth can further support engagement, suggesting that teachers should emphasize meaningful topics and provide constructive feedback.

**Figure 9**

**Question 9: Does the syllabus include activities to reduce stress and improve focus while writing?**

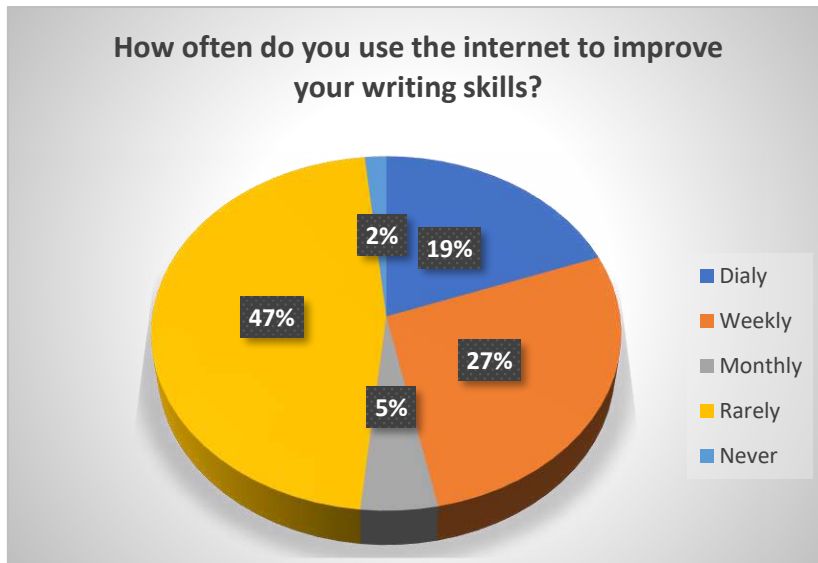


Source: Researcher elaboration

The chart shows students' opinions on whether their syllabus includes activities to reduce stress and improve focus while writing. Most students perceive that these activities are included occasionally in classes. Only a small group considers that they are used frequently, while others believe that they are rarely or never used. These findings suggest that while most students have some exposure to stress-reducing and focus-enhancing activities, they are not consistently integrated into the syllabus. The high percentage of "occasionally" responses points to room for improvement in making these activities a regular part of writing lessons to better support students' emotional well-being and focus.

**Figure 10**

**Question 10: How often do you use the internet to improve your writing skills?**



Source: Researcher elaboration

The chart shows how often students use the internet to improve their writing skills. Many students use this practice frequently, while a smaller group incorporates it on a weekly or daily basis. Only a few of them use it monthly or never. Using the internet for writing practice is not a regular habit for many students, which may limit their opportunities to develop writing skills independently. Encouraging more frequent online practice could help enhance their confidence and proficiency in formal writing.

### 3.2 Test results

To address the second objective of the research, it was considered essential to administer a diagnostic test to determine the students' level of performance in writing skills. The purpose of this instrument was to gain insight into their abilities and difficulties when producing written texts. For its application, a writing activity was adapted in which students could write a short paragraph based on a personal experience, which facilitated the evaluation by taking into account aspects such as coherence, organization, and use of language.

The following criteria table was used to evaluate students' written work, allowing for a systematic and objective assessment of their writing skills:

**Table 3**

Criteria table

<b>Band score</b>	<b>Title</b>	<b>Definition</b>
9	Expert	He has complete mastery of the language, characterized by appropriate, accurate, and fluent

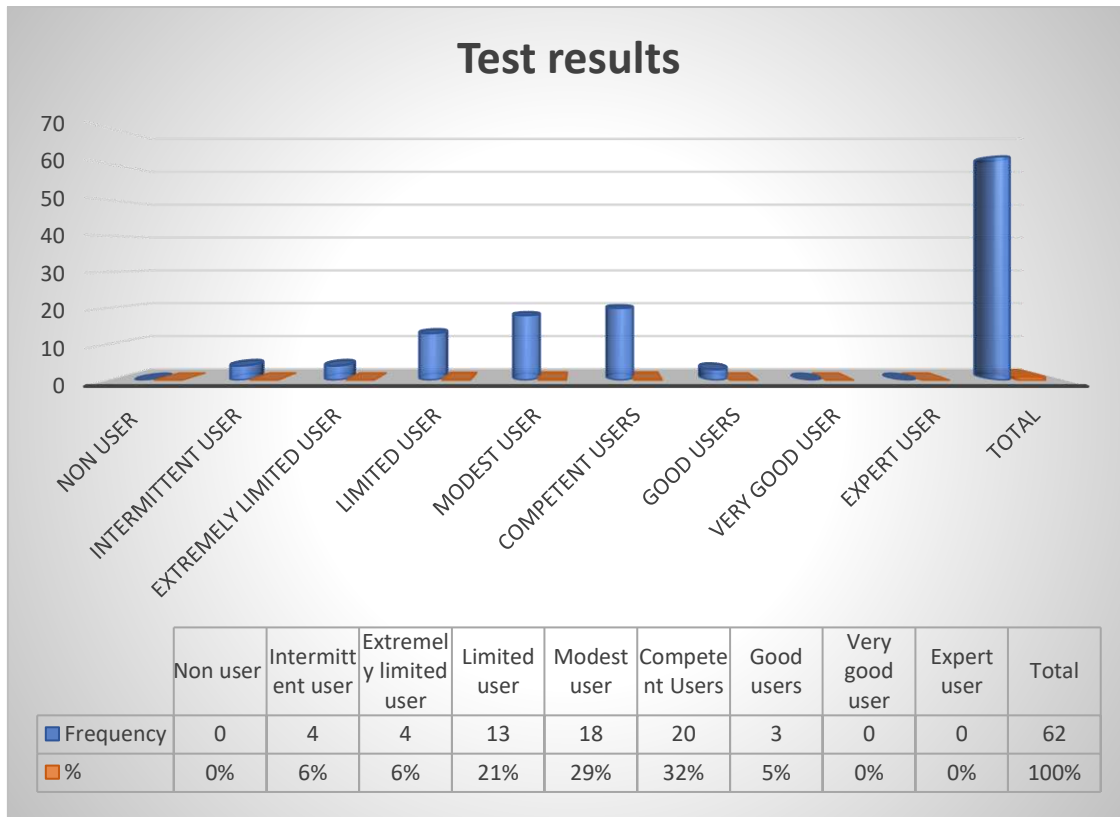
		use, as well as full comprehension in any communicative context.
8	<b>Very good</b>	Demonstrates near-complete mastery of the language, with infrequent and non-systematic errors. May encounter difficulties in unfamiliar contexts, but handles complex and detailed arguments with confidence.
7	<b>Good</b>	Communicates effectively and handles complex language well, although occasional errors or misunderstandings may occur in certain situations.
6	<b>Competent</b>	Communicates effectively, although errors and some misunderstandings still occur. Can use and understand some complex language.
5	<b>Modest</b>	They can communicate and understand the general meaning in most situations, although they make numerous mistakes that affect the accuracy of the message.
4	<b>Limited</b>	Their basic competence is restricted to familiar situations. They have recurring difficulties in both comprehension and expression and cannot use complex linguistic structures.
3	<b>Extremely limited</b>	They are only able to understand and express general meanings in very familiar contexts, which causes frequent interruptions in communication.
2	<b>Intermittent</b>	Unable to establish real communication, except to convey very basic information using single words or short phrases in familiar situations and to satisfy immediate needs. Has great difficulty understanding spoken and written English.
1	<b>Non user</b>	Not present an ability to use the language, except for the occasional use of a few isolated words.

*Note:* Adapted from (Aryadoust, 2010).

The results obtained after applying the assessment as a tool provided an overview of the performance level of freshman students in writing skills. The data reflect a notable difference in the use of written language based on the criteria evaluated, which made it possible to identify strengths and areas requiring reinforcement. These results constitute a significant basis for the analysis that was subsequently carried out, through the interpretation of the graph presented below:

**Figure 11**

**Test results**



Source: Researcher elaboration.

**Interpretation:**

The graph above shows the data obtained from the test administered to students, which is classified according to different performance categories. In general, the data shows that most of the population evaluated is concentrated at intermediate levels, indicating moderate writing proficiency.

Specifically, the results show that 32% of students fall into the competent user category, followed by 29% who are modest users and 21% who are limited users. This distribution suggests that, although a significant proportion have certain basic skills for producing written texts, they still have some difficulties related to the organization of ideas, coherence, and linguistic accuracy. On the other hand, a small proportion of students are at initial levels as intermittent users, representing 6%, and there is the same percentage of limited users, which shows the existence of more marked weaknesses.

It should be noted that there are no records of students in the categories of very good user or expert user, and only 5% reached a good user level. This is clear evidence of the need to implement pedagogical strategies that allow for the progressive strengthening of writing skills. Taken together, the data obtained confirm the relevance of didactic intervention to improve student performance.

### **3.3 Analysis of interviews with teachers**

In order to conduct the interviews with teachers confidentially, it has been necessary to change their names and replace them with pseudonyms.

**Question 1: Do you feel that your students' main motivation for completing writing activities is simply to pass the subject?**

Rather than feeling motivated, students feel that learning English is an obligation. Therefore, it is more of a load than an enjoyment. Fernando said most of these students are obliged to pass this subject as mandatory, whereas just some of them are genuinely interested in learning. Patricio coincides with Fernando as he mentions that a majority of his students feel pressure to pass the subject as an obligation, with a small group of students who feel personally motivated. At what point does this perspective that students support or hinder English language teaching and learning, as there is no intrinsic motivation on the side of the students?

**Question 2: Do you think your students misuse the Internet when working on their writing assignments?**

The use of the internet has been a great help in the process of learning English. However, in some cases, this has become a major obstacle. Fernando mentions that most of his students misuse the internet through translators and artificial intelligence. Patricio has also noticed the use of technological tools when his students do written activities, which he considers to be a limitation to learning. This reveals the importance of guiding students to be more aware of how they use digital tools in their learning process.

**Question 3: How do you ensure your materials for teaching writing are engaging and accessible for all students?**

Ensuring that classroom materials are flexible and adaptable to students needs is considered essential in the English language teaching and learning process. Fernando believes that it is necessary to take into account the interest of his students when preparing a class, without neglecting the Ministerio de Educación, according to the curriculum guidelines. For his part, Patricio mentions that, taking into account the context of his students, he decides to adapt activities that can be carried out with easily accessible materials. The design of flexible materials creates an empathetic environment on the part of the teacher and, in turn, motivates students to continue learning.

**Question 4: What strategies do you use to keep your students' attention during writing activities?**

One of the biggest challenges for English teachers is keeping the attention of their students during writing activities. Fernando, from his perspective, mentions that the best strategy for maintaining concentration in his students is to develop activities in pairs and motivate them through grades. Patricio, on the other hand, believes that the best strategy is to develop activities at the beginning of each class that involve the use of vocabulary.

In order to maintain attention in students requires not only methodological strategies but also an emotional connection that keeps them engaged.

**Question 5: How flexible are you in adapting the syllabus to better address the specific writing needs of your students?**

One of the essential qualities that an English teacher must have is flexibility when adapting teaching strategies to their students. Fernando believes that for learning to be effective, it is necessary to take into account the learning styles of his students, which allows him to adapt activities. Patricio says that taking into account the content of the curriculum provided by the Ministerio de Educación has allowed him to adapt activities that enable him to improve the areas that are most difficult for his students. In teaching, flexibility implies being attentive to the individual process of each student during the learning process.

**Question 6: Do you think the course load is adequate to develop writing skills in your students?**

Within the Ecuadorian context, the number of hours devoted to English is minimal. Fernando, as an English teacher, believes that the previous number of hours was better than the current one, because three hours per week are not enough. Patricio, on the other hand, thinks that class hours are a limitation for the development of language skills, and in some cases, the situation is considerably difficult due to the number of students per course. This limitation highlights the importance of the implementation of new strategies that allow for improved skills through activities of self-regulation in short sessions.

**Question 7: Do you know about mindfulness strategies?**

Mindfulness strategies have been making significant contributions and changes within the educational context. In his interview, Fernando says he has no knowledge of mindfulness strategies. Patricio, on the other hand, mentions that he has some general knowledge of these strategies, highlighting some of their benefits, such as improved attention and emotional influence. This reveals the growing need to seek out and apply new strategies that promote cognitive and emotional development in the classroom.

**Question 8: In what way do you think mindfulness strategies contribute to improving writing skills?**

Writing is a skill that requires mindfulness, which is why mindfulness strategies make a significant contribution to students' concentration during writing activities. After hearing general information about these strategies, Fernando believes that they could positively benefit the classroom environment while also changing certain negative perspectives on writing. Patricio also believes that mindfulness strategies are important for developing writing skills and help minimize stress levels in his students. Recognizing the importance of developing writing skills in foreign language students and the relationship with the emotional component, the application of mindfulness strategies

could combine these factors and yield great results.

#### **Question 9: Would you agree that material focused on mindfulness be implemented?**

Certainly, material focused on mindfulness is minimal; however, its implementation in English language learning could be widely positive. Fernando mentions that this type of material could be implemented within the English subject, especially for younger students. Patricio believes that this type of material not only benefits his students academically but can also be applied to their personal lives, which may increase their interest in learning. The perspective from the teaching side shows that these new strategies could be implemented in classrooms and have a significant impact on academics.

### **3.4 Discussion**

In this study, mindfulness strategies have been considered a tool that can be applied in the educational context, particularly to enhance students' attention when engaging in writing activities in English. Mindfulness, a strategy with Buddhist origins, is used to pay attention to something. This implies that attention is focused on perceiving what is being done. This allows humans to concentrate, developing a state of calm and relaxation. This strategy considers thoughts, emotions, bodily sensations, and the environment, fostering curiosity and promoting self-control, mental clarity, and emotional regulation through targeted techniques.

While it is true that writing skills require a high level of attention, they play an important role in the English learning process, as it is through writing that students can express their ideas using words. The use of language facilitates communication, which is essential in an educational context. However, developing a coherent text is a challenge for foreign language learners. This is because it requires full attention to express an idea that correctly connects ideas and expressions.

The interview data revealed that students do not feel motivated, as they consider the subject a burden and do not enjoy the classes. As it is a compulsory subject, they look for ways to make the written activities easier, which has led to misuse of the internet; according to teachers, most students use translators and artificial intelligence, hindering their learning. Respondents also highlighted the importance of using eye-catching and accessible materials. Although they work with resources from the Ministerio de Educación, teachers often adapt them to the context of their students. In terms of strategies for maintaining attention, one highlighted working in small groups, and another highlighted activity at the beginning of class. Finally, both agreed that class time is insufficient for developing writing skills, so it is necessary to apply brief strategies such as mindfulness, which they believe would have a positive impact on academic performance.

The data collected in the survey shows that some students do not feel sufficiently motivated when doing writing activities, which means they do not enjoy them. It is important to consider their preferences when designing exercises, as most prefer to write about personal experiences or compose letters that allow them to express their ideas and feelings. In addition, the classroom environment is essential for maintaining concentration; students pointed out that ambient sounds significantly influence their attention, as they can help reduce stress or promote recognition of their emotional state. On the other hand, a group of respondents believes that class materials could be more attractive and better suited to their interests.

The findings show that new strategies could be implemented to motivate students and, in turn, help them feel more confident when writing. Without neglecting the fundamental role of the teacher, who can guide activities that require accessible material adapted to students' interests, it could also be recommended that teaching staff investigate innovative strategies that allow for greater concentration and, at the same time, change students' perspectives, ensuring that they enjoy developing their writing skills.

The findings also identified various challenges that have become obstacles in the learning process. One of these is the length of classes; teachers mentioned that there is not enough time to develop writing skills, which is why short but meaningful activities could be adapted. On the other hand, the misuse of the internet also has a certain negative impact, as students may use translators and artificial intelligence tools to develop the texts requested by the teacher. In addition, teachers have identified a lack of interest in learning on the part of their students, most of whom consider this a compulsory subject and therefore do their homework with the aim of passing. These results coincide with the study, which points out that these factors directly affect students' concentration and motivation, especially when it comes to writing practice (Rashid, Ye, Hui, Li, & Shunting, 2022)

Based on the results obtained, it can be said that mindfulness strategies can generate positive change in EFL classrooms. For instance, Saputra et al (2020) in their research reveal that the application of mindfulness fosters an active learning environment focused mainly on developing concentration in students and, in turn, motivating them to improve their writing skills with a different approach than the traditional one. In addition, Tajiki & Mousapour (2022) mention that these strategies recognize the importance of the student's emotional side, promoting writing as a way for them to express their creativity. In other words, it not only has a linguistic effect but also contributes to the student's overall development. With this information, it can be demonstrated that it is necessary to innovate writing practice by applying new strategies that cover different aspects that are important to students.

## CHAPTER 4: ACADEMIC PROPOSAL

This chapter presents the proposal developed, called Write with calm, write with purpose, to improve the writing skills of freshman students through activities focused on mindfulness.

**Title:** Write with calm, write with purpose.

**General Objective:** Improve writing skills of foreign language students by applying mindfulness strategies that promote emotional self-regulation, and concentration during the writing process, in line with national curriculum guidelines, and through meaningful activities and projects.

WRITE WITH CALM,



WRITE WITH PURPOSE



BY: LILIBETH ALMEIDA

# INTRODUCTION

This teaching guide has been designed with the aim of strengthening students' writing skills through the application of mindfulness strategies, which promote concentration, mindfulness, and emotional awareness during the writing process. Through these strategies, students will be able to develop greater awareness of their thoughts and feelings, which will contribute to clearer and more meaningful written expression.

The guide presents structured activities with clear, step-by-step instructions that facilitate understanding and completion of each task. Each lesson has been developed with reference to the guidelines established in the national curriculum for foreign languages, thus ensuring consistency with current educational objectives.

The guide is organized into four units, each consisting of four lessons. At the end of each unit, students will develop an integrative project that will allow them to apply the knowledge and skills they have acquired in a practical way, promoting both meaningful learning and personal growth.

## **Justification**

Writing is a fundamental skill in learning a foreign language; however, many students experience difficulties related to lack of concentration, anxiety, and managing their emotions when writing. For this reason, it is necessary to incorporate innovative strategies that address not only linguistic aspects but also the emotional well-being of the student.

This teaching guide integrates mindfulness strategies as a pedagogical tool that promotes mindfulness, calmness, and emotional awareness, creating an environment conducive to the development of writing skills. In addition, the proposed activities are aligned with the national curriculum for foreign languages, ensuring their relevance and applicability in the educational context. In this way, the guide contributes to meaningful learning, the strengthening of written expression, and the comprehensive development of students.

## **General objective**

Improve writing skills of foreign language students by applying mindfulness strategies that promote emotional self-regulation, and concentration during the writing process, in line with national curriculum guidelines, and through meaningful activities and projects.

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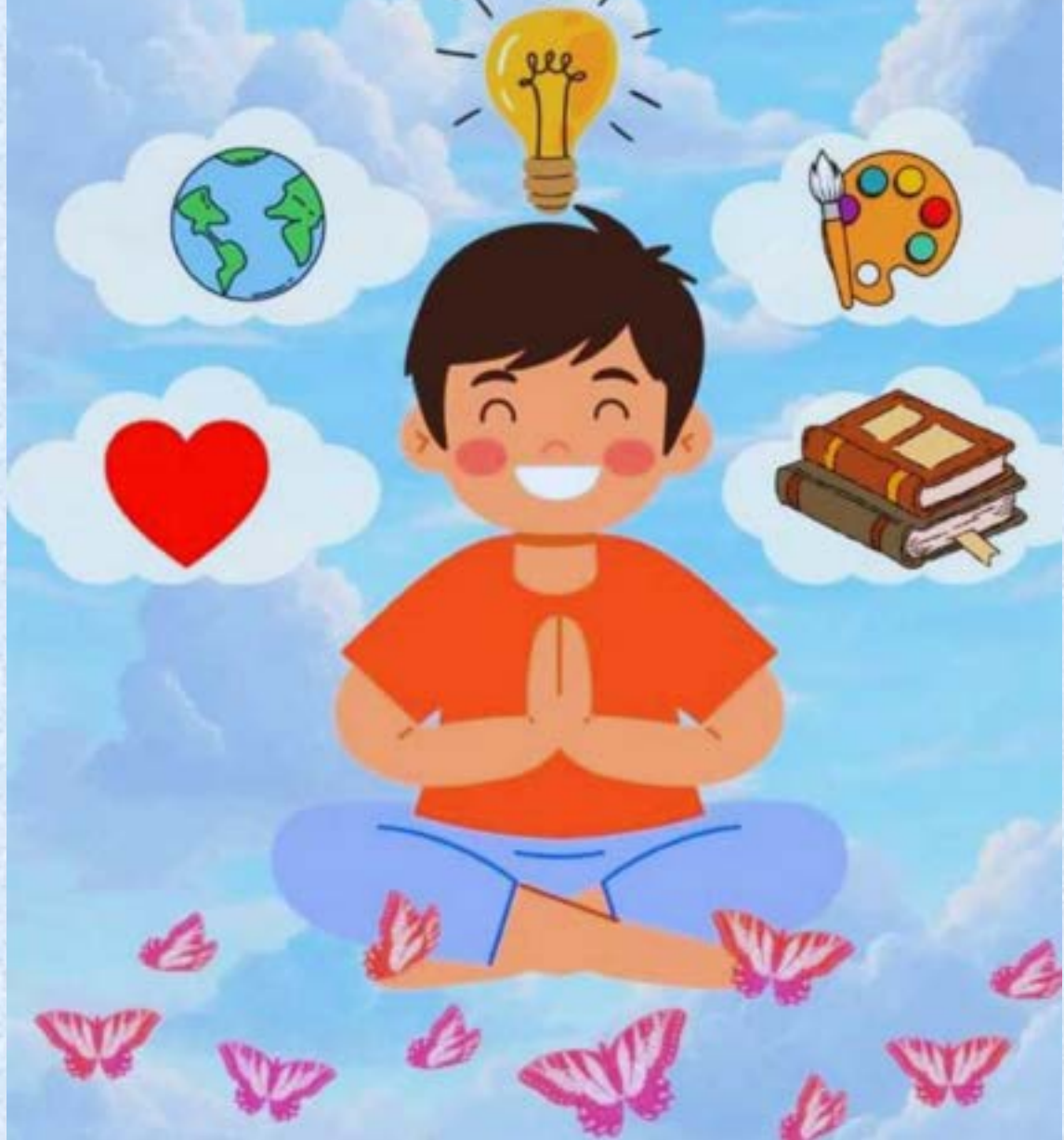
## UNIT 4

### FUTURE PLANS

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# UNIT 1

# DISCOVERING MYSELF



## LESSON 1.1

# IDENTITY

### Objective:

At the end of the lesson, students will be able to write a 60 - 70 word biography of themselves by using the simple past and applying mindful breathing.



Before starting to write, you will take a moment to relax and focus.

1. Sit comfortably and close your eyes.
2. Inhale slowly through your nose for 4 seconds.
3. Hold your breath for 2 seconds.
4. Exhale slowly through your mouth for 6 seconds.
5. Repeat 3 times.

**Feel your body relax. Try to let go of any distractions and focus on your breathing. Let's get ready!**

## PRE-WRITING

**important tip:**  
Present simple:  
Use the present simple to talk about:  
- Facts: I live in Ibarra.  
- Routines: I play volleyball every weekend.  
- Preferences: I like English.  
Structure:  
Subject + base verb  
Third person singular (he/she/it) → verb + -s

**important tip:**  
Past simple:  
Use the past simple to talk about:  
- Finished actions in the past  
- Past experiences  
Structure:  
✓ Regular verbs: verb + -ed  
I visited my grandparents yesterday.  
✓ Irregular verbs: special past form  
I went to Quito last month.

Read the following model:

### Paragraph 1

My name is Ana López. I was born in Ibarra, Ecuador in 2007. I live with my parents and my younger brother. We are a small and very close family.

### Paragraph 2

When I was a child, I enjoyed playing outside with my friends. A special event in my life was winning a school art contest when I was nine years old.

### Paragraph 3

In my free time, I like to listen to music, read stories in English, and practice drawing. I also enjoy spending time with my family and going for walks on weekends.

### Useful phrases

To talk about your full name	My name is
To tell when and where you were born	I was born in (city, country) in (year).
To talk about your family	I live with my
To introduce things that happened in the past	When I was a child
To introduce special moments	A special event in my life was
To introduce you to your hobbies	In my free time, I like to

**A. Complete the biography with the key phrases**

\_\_\_\_\_ Lucy Herrera. \_\_\_\_\_ Quito \_\_\_\_\_ 2008. \_\_\_\_\_ grandparents and my mother.

\_\_\_\_\_ I loved participating in school events. \_\_\_\_\_ when I won an international math competition.

\_\_\_\_\_ play the guitar and watch movies.

**B. Now, think about who you are and three important moments in your life.**

**C. Complete the following mind map with short answers. This will help you get ideas for your biography.**



**DURING**

Now you are ready to write the first draft of your biography using the information from your brainstorm.

**A. Write 6 sentences about yourself. Use the simple present and simple past tenses to describe your past experiences.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Now is your turn!**

**B. Using the sentences you wrote, write three paragraphs as shown in the example above**

**Paragraph 1**

- Full name
- When and where you were born
- Family members

---

---

---

**Paragraph 2**

- What you enjoyed doing as a child
- One or two important events in your life

---

---

---

**Paragraph 3**

- Your hobbies

---

---

---

**C. Exchange your composition with a classmate. Take some minutes to read his /her composition and make some suggestions if necessary.**

Checklist	Yes	No
Include basic information about the person		
Describe important events in their life		
Paragraphs are clear and well-structured		
There are no grammar mistakes		
Use appropriate vocabulary for describing		
Use capital letters and punctuation		

**D. Make a comment.**

---

---

---



**E. Write your final version.**



**POST-WRITING**

**Now, let's share what you wrote!**

**A. Read your biography to a partner.**

**B. Listen carefully to your partner's biography.**

**C. Write down what caught your attention most when reading your classmate's work.**



## LESSON 1.2

# PHYSICAL APPEARANCE AND PERSONALITY

Objective:

At the end of the lesson, students will be able to write a 40 - 50 word paragraph describing their personalities and appearance.



### Mirror reflection

- Sit comfortably and close your eyes for a moment.
- Take a deep breath in... and out.
- Now imagine you're standing in front of a mirror.
- Pay attention to your body from head to toes:

- How tall are you?
- What is your hair like?
- What kind of expression do you have?

- Open your eyes and write 3-4 words that describe your physical appearance and personality.



## PRE-WRITING

### A. Read the model:

**I am** a young person with long curly hair and brown eyes. **I have** a slim build, and I usually look energetic. **My personality** is friendly and creative. **I am** also very responsible when I work on my school tasks. In general, I consider myself a positive and motivated person.

### Writing frame

I am (physical description: tall, short, young...).

I have (hair type, eye color...).

I am (personality trait: friendly, shy, creative...).

I am also (another personality trait).

In general, I am a person who...

(closing idea).



**B, Found the words**

## KEY VOCABULARY

S W C U N L D S E R I O U S G I W  
T Z F R B E O K P Y G R P N E H S  
R Z U L O N G H A I R P R I N O H  
A A N O I T A R I P S N I R E N O  
I V V H G S U Q E K K I N D R E R  
G E K M T Y P G D R T B W C O S T  
H F U N N Y J O I N I Z A M U T H  
T D O A P H P A E C I O U S S L A  
H N E G R A H I O U S F Z G U U I  
A E Y V W Y T Q V T R W N G F F R  
I W L G L A W K A O Q I L T T R I  
R A E R P L V O O K T A L L H E A  
F J U L L K E R R S B X O J G D L  
J C I S H O R T U K W B Z R U N S  
H V R E S P O N S I B L E E I R F  
G N H D N A T S R E D N U V H W X  
E B Y O W N E Y E S G G G Y T H V

TO DESCRIBE THE PHYSICAL APPEARANCE

TALL	SHORT HAIR
SHORT	BROWN EYES
CURLY HAIR	
STRAIGHT HAIR	
LONG HAIR	

TO DESCRIBE THE PERSONALITY

FRIENDLY	RESPONSIBLE
SHY	GENEROUS
SERIOUS	
FUNNY	
KIND	

## DURING

**A. Write one sentence for each description.**

**1** Sentence 1 - General physical appearance:

**2** Sentence 2 - Specific physical details:

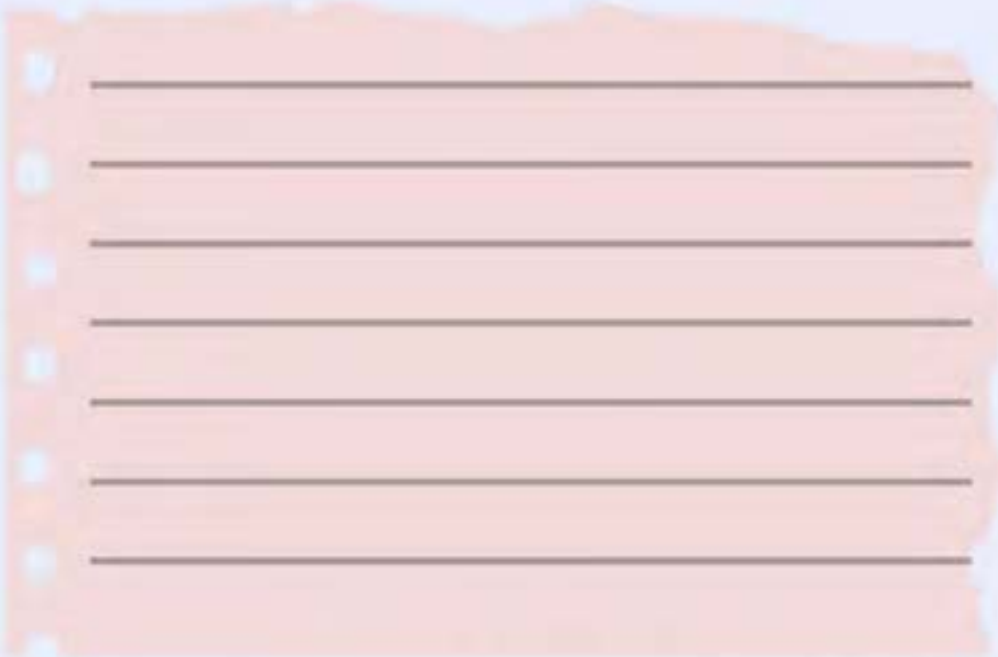
**3** Sentence 3 - Personality (main trait):

**4** Sentence 4 - What they do (their work/content):

**5** Sentence 5 - Frequency (how often you watch them):

**6** Sentence 2 - Specific physical details:

**B. Using the sentences you wrote, create a short paragraph without including your name.**



**C. Rewrite your paragraph on a blank sheet of paper. When you finish, fold your paper once and give it to the teacher.**

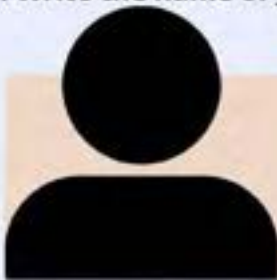
**DURING**

**A. The teacher will mix all the papers and do a random draw.**

**B. Each student will take one paper from the pile.**

**C. Read the paragraph carefully and try to guess which classmate wrote it based on the description.**

**D. Write the name of your partner here:**



## LESSON 1.3

# EXPRESSING FEELINGS

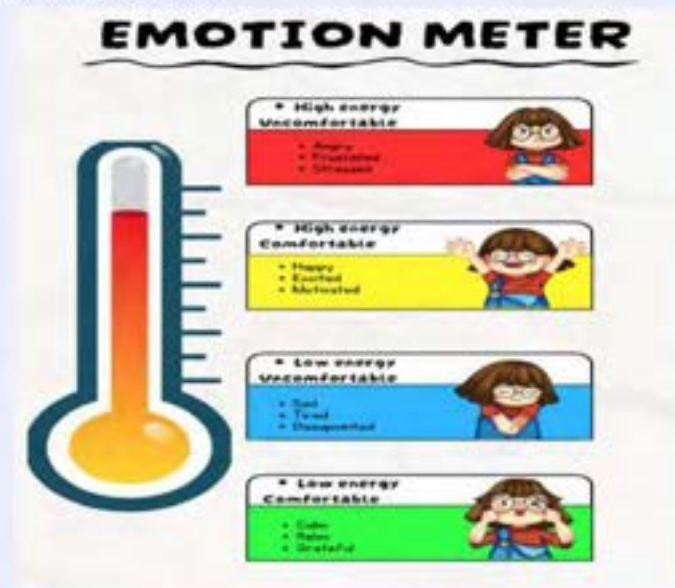
Objective:

At the end of the lesson, students will be able to write about a personal anecdote, recognizing their emotions.



**Emotional intelligence**

A. Look at the Emotion Meter below.



B. Choose the color that represents how you feel right now.

C. Complete the sentence:

- "Right now, I notice I feel \_\_\_\_\_ because \_\_\_\_\_."

### PRE-WRITING

A. Read the information on the charts.



Model:

I had a very happy moment last year. It happened at my school's sports field, a place that always makes me feel excited. Before the match started, I felt very nervous because the coach told me to be the goalkeeper. When the game started, I stopped an important ball, and everyone cheered. I felt proud and very happy. After the match, my friends hugged me, and I felt really excited and proud because it was a great moment for me.



### Structure of the anecdote

- 1 **Title:** Name of the anecdote.
- 2 **Orientation:** Present the characters, place, time and actions where the anecdote took place
- 3 **Complicating event:** A positive or negative event - the main event
- 4 **Resolution:** How the story ends
- 5 **Evaluation:** What you learned

**B. Now, based on personal experience, answer each question with short sentences. Don't forget to express how you felt.**

What happened? \_\_\_\_\_  
 When? \_\_\_\_\_  
 Where? \_\_\_\_\_  
 Before \_\_\_\_\_  
 Then \_\_\_\_\_  
 After \_\_\_\_\_

**DURING**

**A. Write 6-8 sentences about your personal experience.**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_  
6. \_\_\_\_\_  
7. \_\_\_\_\_  
8. \_\_\_\_\_

**B. Now you are ready to write your anecdote using the answers from the chart above. Use the connectors from the list and include the emotions you felt in each moment.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**C. Read your anecdote and answer the following questions:**

Did you include what, when, where, and who?

\_\_\_\_\_

Did you describe how you felt in the story?

\_\_\_\_\_

Did you use at least 3 connectors from the list?

\_\_\_\_\_

**D. Write Yes or No**

\_\_\_\_\_ I included emotions.

\_\_\_\_\_ I used connectors.

\_\_\_\_\_ My ideas are clear.

**POST-WRITING**

**A. Exchange your anecdote with a partner.**

**B. Read your partner's text carefully.**

**C. Complete the sentences below.**

One part I liked was \_\_\_\_\_

One emotion I noticed was \_\_\_\_\_

## LESSON 1.4

# MY FAMILY

Objective:

At the end, students will be able to write a letter expressing their acknowledgements to their favorite person.



### Gratitude

A. Look at the following questions and reflect quietly for 2 minutes.

B. Write short answers in your notebook.

- Who is the person in your family who has supported you the most?
- How has this person helped you in difficult moments?
- What have you learned from this person?
- How have they been present in your life?

### DURING

A. Read the following model of a letter:

*Dear Mom,*

*I want to thank you for everything you have done for me. You have supported me in every important moment of my life. You have taught me to believe in myself, even when things have been difficult. I have learned many valuable lessons from you, and I feel stronger because of your love. We have shared beautiful memories that I will always keep in my heart. Thank you for being my main support.*

*With love,  
Ana*

B. Review the following structure:

#### 1. Greeting

Dear Mom,

(Use Dear + Name of the person)

#### 2. Introduction

I want to thank you for everything you have done for me.

(Why do you write the letter?)



### 3. Body

Include 3 or 4 sentences that support the introduction. (Experiences throughout life)

- You have supported me in every important moment of my life.
- You have taught me to believe in myself.
- I have learned many valuable lessons from you.
- We have shared beautiful memories together.

### 4. Closing

Thank you for being my main support.  
Use a final phrase of thanks

### 5. Signature

With love,

Ana

At the end, write your name

**DURING**

#### A. Complete the following chart.

PLAN YOUR IDEAS	
Who are you writing to?	
What has this person done for you?	
What has this person done for you?	
What has this person done for you?	
What has this person done for you?	

#### B. Organize your ideas

- Greeting: \_\_\_\_\_
- Reason for writing: \_\_\_\_\_
- The support this person has given me:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- What have you learned: \_\_\_\_\_
- Shared moment: \_\_\_\_\_
- Closing sentence: \_\_\_\_\_



## FINAL PROJECT

# MY STORY

Objective:

At the end of the project, students will be able to create a timeline of an important life event, expressing feelings and emotions using connectors in chronological order.



### Visualization

A. Sit comfortably and close your eyes.

B. Take three slow breaths: inhale through the nose, exhale through the mouth.

C. Visualize an important moment in your life that made you feel:

- Grateful
- Proud
- Calm
- Inspired

D. Visualize:

- Where you were
- Who was with you
- What you felt in your body and mind

E. Keep the image in your mind for a few seconds.

F. Open your eyes and write short notes:

- What memory did I choose?
- Why is it meaningful to me?
- What emotions did I feel?

### PRE-WRITING

A. Read carefully the model of the time line.

## MY PERSONAL TIMELINE



**B. Answer with short notes.**

- What important moment did you choose?

---

- Why is this moment important to you?

---

- What was the main emotion you felt?

---

**C. Read the following information.**

**Sections** of the time line:

- Beginning - What happened first?
- Middle 1 - What happened next?
- Middle 2 - What happened after that?
- Ending - How did it finish?

DURING

**A. Design your timeline**

- dates or time words (last year, one day, that morning)
- short sentences
- simple drawings or symbols (optional)

A large grid for designing a timeline, consisting of 10 rows and 10 columns of light gray squares.



## UNIT 2

# HOBBIES, ENTERTAINMENT, AND ART



## LESSON 2.1

# MY DAILY HOBBIES

Objective:

At the end of this lesson, students will be able to create a paragraph talking about their daily hobbies by using adverbs of frequency.



### Mindful singing

A. Before starting, take a breath and relax your body

B. Now, you will hear a song.

<https://youtu.be/R533DDds3RY?si=KedxT1MonwOxSKH9>

C. Try to sing

D. How does the music make you feel?

E. Write your answer

Right now, I feel \_\_\_\_\_ because \_\_\_\_\_.

## PRE-WRITING

### A. Read the model of the paragraph:

My favorite hobby is drawing. I usually draw at night in my room. Drawing helps me relax after a stressful day because I can express my emotions on paper. Sometimes, my best friend draws with me and we talk about our day. I love this hobby because it makes me feel peaceful and confident.

Hobby vocabulary	Frequency adverbs	Feeling words
<ul style="list-style-type: none"><li>• Draw</li><li>• Paint</li><li>• Dance</li><li>• Watch movies</li><li>• Listen to music</li><li>• Take photos</li><li>• Play an instrument</li></ul>	<ul style="list-style-type: none"><li>• Always</li><li>• Usually</li><li>• Often</li><li>• Sometimes</li><li>• Rarely</li></ul>	<ul style="list-style-type: none"><li>• Calm</li><li>• Grateful</li><li>• Peaceful</li><li>• Relaxed</li><li>• Inspired</li><li>• Confident</li></ul>

### B. Choose three words from the lists above and complete the sentences.

When I do my hobby, I feel \_\_\_\_\_.

I \_\_\_\_\_ do my hobby.

My hobby helps me feel \_\_\_\_\_ when I am stressed.

## DURING

### Brainstorming

**A. Complete the following table**

QUESTIONS	YOUR NOTES
What is your favorite hobby?	
How often do you do it?	
Where and who do you do it?	
Why does it make you feel calm/relaxed/happy?	

**B. Underline the topic sentence**

**C. Circle details and examples**

**D. Highlight the closing sentence**

My favorite hobby is drawing. I usually draw at night in my room. Drawing helps me relax after a stressful day because I can express my emotions on paper. Sometimes, my best friend draws with me, and we talk about our day. I love this hobby because it makes me feel peaceful and confident.

**E. Follow the steps**

- Start with your topic sentence (My favorite hobby is....)
- Explain how often you do it.
- Describe where and with whom
- Explain why you enjoy it
- Write a closing sentence

**F. Join each sentence in a short paragraph**

Handwriting practice area with five horizontal lines and corner brackets.

## POST-WRITING

**A. Exchange your paragraph with a partner**

**B. Use this checklist to review**

Item	Yes	No
The paragraph has a clear topic sentence		
The writer uses at least 2 frequency adverbs		
Ideas are connected with linking words		
Sentences are complete and understandable		
The writer explains why the hobby is meaningful		
The paragraph has a closing sentence		

**C. Provide feedback.**

You can use these phrases:

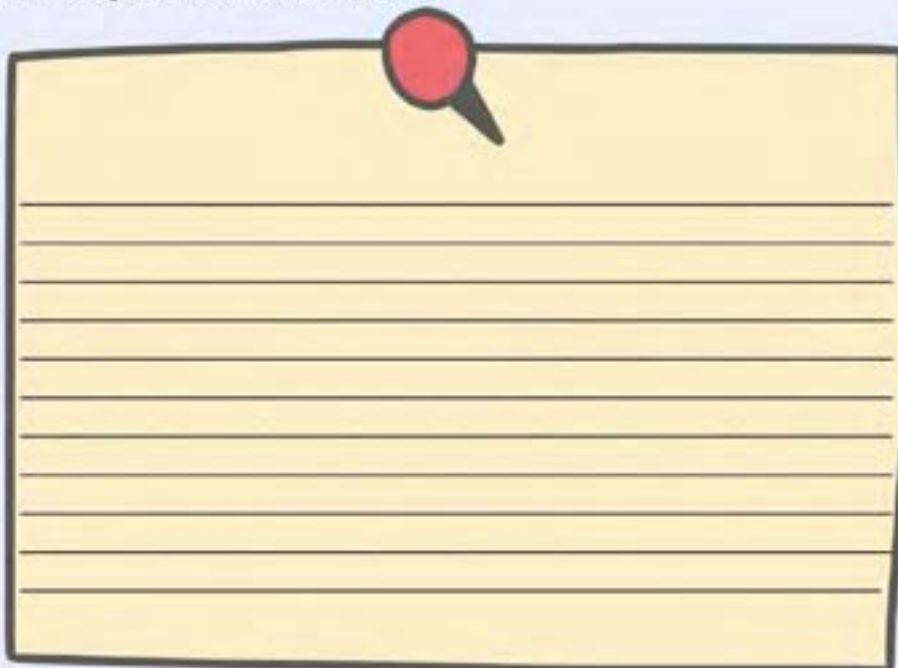
- I like how you described...
- Your paragraph is clear and easy to follow.
- Maybe you can add more details about...
- I suggest checking spelling in...

**B. Read your partner's comment**

**C. Rewrite your paragraph correcting**

- Grammar
- Vocabulary
- Punctuation
- Organization

**D. Submit your final clean version**



A large yellow rectangular box with a red pushpin at the top center, containing several horizontal lines for writing.

## LESSON 2.2

# ENTERTAINMENT AND MEDIA

Objective:

At the end of this lesson, students will be able to create an invitation to an important event by using prepositions.



Mindful listening and time refocus

A. Sit comfortably and close your eyes.

B. Let's listen to a song.

[https://youtu.be/aYKe55LcY8?si=hR6N9co\\_VN6luQRH](https://youtu.be/aYKe55LcY8?si=hR6N9co_VN6luQRH)

C. Now, answer the following questions :

What emotion did you feel?

\_\_\_\_\_

What part of the song made you feel that way?

\_\_\_\_\_

### PRE-WRITING

A. Read the model of an invitation:

Hey Mateo!

I'm writing to invite you to a small get-together I'm planning on Saturday afternoon. It will be at my house, on December 7th, at 4:00 p.m.

We're going to listen to music, play some games, and watch a movie with snacks and drinks. I want you to come because it's been a long week, and it would be great to chill and have fun with friends.

Let me know if you can come!

See you soon!

Lili

B. Sit comfortably and breathe slowly.

C. Imagine a fun event you want to invite a friend to.

D. Think about:

Where is the event?

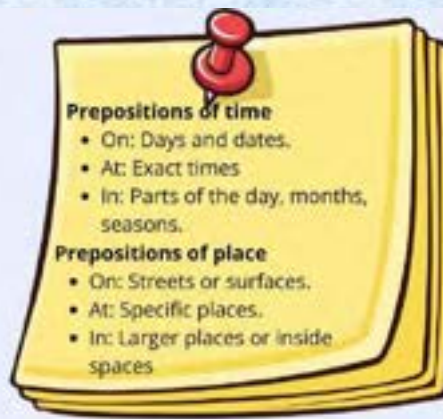
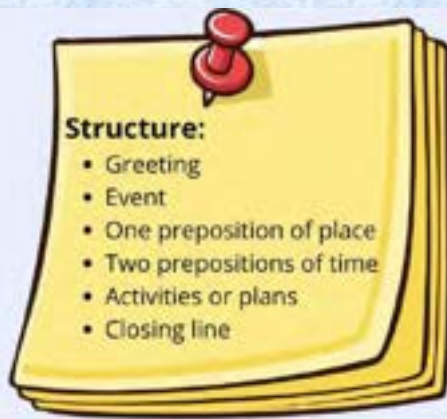
When is the event?

E. Write your ideas:

I want to invite my friend to \_\_\_\_\_

It is \_\_\_\_\_ (Place)

It is \_\_\_\_\_ (Day/Time)



**E. Match each preposition with the correct example.**

- |    |                                       |
|----|---------------------------------------|
| IN | The event is ____ Saturday afternoon. |
| ON | The concert starts ____ 6:00 PM.      |
| AT | We will meet ____ the school.         |
|    | The event is ____ my living room.     |
|    | My house is ____ Main Street.         |
|    | The concert is ____ December.         |

**DURING**

**A. Review the chart about the prepositions.**

**B. Think about your event. Answer the following questions**

What is the event?

---

Where is it happening?

---

What day?

---

What time?

---

What will you do there?

---

**C. Complete the following table**

Event	Place	Day	Time	Activities

**D. Write your first draft.**

\_\_\_\_\_

Greeting

\_\_\_\_\_

Invite your friend

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Add activities or plans, don't forget to use the prepositions

\_\_\_\_\_

Closing line.

**POST-WRITING**

**A. Check your writing**

Item	Yes	No
I used at least 3 prepositions.		
I include time, day, and place.		
My message sounds friendly		
The details are clear		

**B. Correct the possible mistakes and write your final version**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**C. Exchange your writing with a partner**

**D. Highlight with color green the prepositions of place and with color yellow the prepositions of time.**

## LESSON 2.3

# ART AS A HOBBY

Objective:

At the end of this lesson, students will be able to create a mini blog discussing their favorite art hobby using the present simple and adverbs of frequency.



### Mindful coloring

- Choose a mandala from the worksheet.
- Color it slowly and focus on your breathing.
- Pay attention to the colors you choose and how they make you feel.



## B. Answer the following questions

How did the mandala coloring make you feel?

\_\_\_\_\_

Do you usually do any artistic activities to relax?

\_\_\_\_\_

### PRE-WRITING

#### A. Match the picture with the correct hobby.

	Playing an instrument	
	Acting	
	Taking photos	
	Crafting	
	Singing	
	Drawing	
	Painting	
	Dancing	

#### B. Read the model of a mini blog:

##### Art makes my days better

Hi everyone! Today I want to share one of my favorite hobbies: coloring mandalas. I usually color in the afternoons after school because it helps me relax. I always choose bright colors, especially blue and yellow, because they make me feel calm.

I also enjoy drawing. I often draw small flowers or simple patterns in my notebook. Sometimes I paint with watercolors, but I am not very good at it yet. Still, it makes me happy.

Art is very important in my daily routine. It helps me express myself, stay focused, and feel peaceful. If you want to try something relaxing, I totally recommend coloring a mandala!

##### Grammar focus

- We use the present simple to talk about habits and routines
- We use adverbs of frequency to say how often something happens.

### A. Complete the chart with your own information

Item	Information
What is your favorite artistic hobby?	
Why do you like it?	
How often do you practice?	
How does it help you feel better?	

### DURING

#### Structure of a mini blog

- **Introduction**

Present the topic of your blog  
Say what your artistic hobby is  
Mention how often you do it

- **Body**

Explain what you do in this hobby  
Mention why you like this artistic activity

- **Conclusion**

Give a final opinion of your hobby  
Recommended it to others

### A. Build your writing plan

Paragraph 1: Introduction

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Paragraph 2: Body

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Paragraph 3: Conclusion

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### B. Self-checking

- Did I use Present Simple correctly?
- Did I add adverbs of frequency?
- Are my ideas clear and organized in 3 paragraphs?
- Did I include my opinion?

### C. Correct the mistakes

### D. Write your final version and add a title

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## POST-WRITING

### A. Exchange your blog with a partner.

### B. Read and provide feedback using the following checklist.

Reviewer: \_\_\_\_\_

Item	Yes	No
The mini-blog has 3 paragraphs (introduction, body, closing).		
The ideas are clear and easy to understand.		
The writer uses the <b>Present Simple</b> correctly		
The writer uses <b>at least 3 adverbs of frequency</b> (always, usually, often, sometimes, rarely, never).		
The mini-blog includes vocabulary related to artistic hobbies.		
The tone is friendly and appropriate for a blog.		

### Final decision:

- The mini-blog is ready.
- The mini-blog needs small corrections.
- The mini-blog needs more work.

## LESSON 2.4

# DESCRIBING MY FAVORITE INFLUENCER

### Objective:

At the end of this lesson, students will be able to describe their favorite influencer using the present simple and adverbs of frequency to create a mini profile.



### Hand and wrist massage

A. Read the instructions and follow all of them step by step

1. Sit comfortably with your back straight.
2. Place your left hand on your desk, palm facing up.
3. With the fingers of your right hand, press gently in a circle on your left palm for 5 seconds.
4. Now move to the center of the palm and massage slowly for 5-8 seconds.
5. Slide your thumb along each finger, from the base to the tip, breathing slowly.
6. Hold your left wrist and massage it in slow circles.
7. Switch hands and repeat the same steps on your right hand.
8. Finally, place both hands together, take a deep breath, and relax.

B. Answer the following questions

- Who is your favorite influencer?
- 
- What does he/she do?
- 
- Why do you like it?
- 

## PRE-WRITING

### A. Read the profile of a famous Ecuadorian influencer.



## JHONY CEVALLOS

My favorite influencer is Jhony Cevallos from Ecuador. I like him because his videos are funny, positive, and very real. He creates content about daily life, Ecuadorian traditions, and the situations that many people experience every day. I enjoy watching his videos because he always makes me smile and feel relaxed.

I usually watch his content every day, especially in the afternoon. He often shares motivational messages, and I like the way he talks to his audience. He also shows local food, culture, and places from different cities in Ecuador. I think he is very creative, and I admire the way he connects with people.

**B. Complete the paragraph using the words in the chart**

Usually	Favorite	Videos	Black	Tall	Funny
---------	----------	--------	-------	------	-------

This is my favorite influencer. He is very \_\_\_\_\_ and he always makes people laugh.

He has short \_\_\_\_\_ hair and he is medium height, not very \_\_\_\_\_.

He creates \_\_\_\_\_ about daily life and school experiences.

I \_\_\_\_\_ watch his content in the afternoons.

He is my \_\_\_\_\_ influencer because he is positive and creative.

**C. Read the text and complete the words using the clues.**

F \_\_\_\_\_

B \_\_\_\_\_

T \_\_\_\_\_

V \_\_\_\_\_

U \_\_\_\_\_

F \_\_\_\_\_

**D. Read the example and answer the following questions.**

1. Why is Jhony Cevallos considered an enjoyable influencer?

\_\_\_\_\_

2. What type of content does he create?

\_\_\_\_\_

**DURING**

**A. Complete each section with notes. These notes will help form the final mini-profile.**

1. General information

Name: \_\_\_\_\_

Country: \_\_\_\_\_

Type of content: \_\_\_\_\_

2. Physical appearance

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Personality

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Content description

What topics does the influencer usually talk about

What they often show

How they make the audience feel

5. Frequency

How often their videos are watched

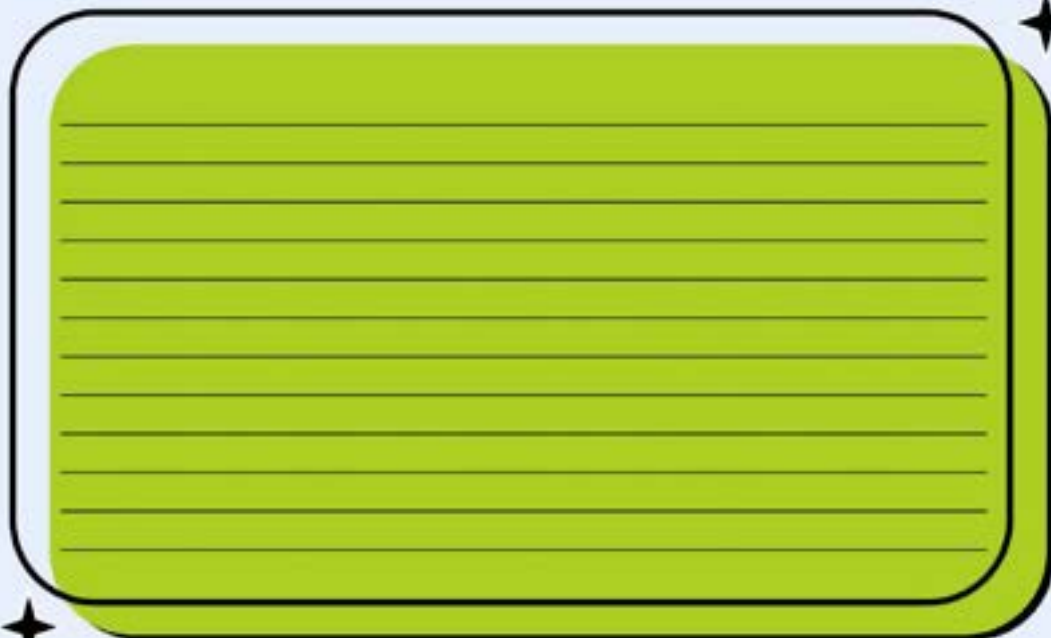
How often does the influencer post

**B. Use the notes above to write six sentences, one for each category.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**C. Use your sentences to create a short paragraph (5-6 lines) describing the selected influencer.**

**Remember to use the Present Simple and frequency adverbs.**



A large green rounded rectangular box with a black border and a star in each corner, containing several horizontal lines for writing a paragraph.

**D. Read your mini-profile to a partner**

**E. Use this checklist to help your partner improve their writing**

Item to check	Yes	No
The profile is written in the Present Simple.		
The writing includes at least one frequency adverb.		
There is a sentence describing physical appearance.		
There is a sentence describing personality.		
The content clearly explains what the influencer does.		
The paragraph is clear and easy to understand.		
The profile includes a personal reaction or opinion.		
Spelling and punctuation are mostly correct.		

**F. Use your partner's feedback to rewrite your paragraph in a cleaner, clearer way.**

**Write your improved version here:**

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### DURING

**A. Form a small group (3 or 4 students).**

**B. Each student reads their final version aloud to the group. While listening, pay attention to:**

1. The influencer described
2. Personality and content details

**C. After everyone reads, discuss the following question:**

Which other influencer from your classmates' profiles seemed the most interesting, and why?

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# FINAL PROJECT

## MY ENTERTAINMENT GUIDE

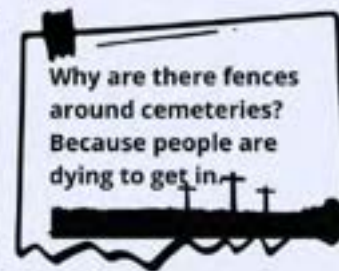
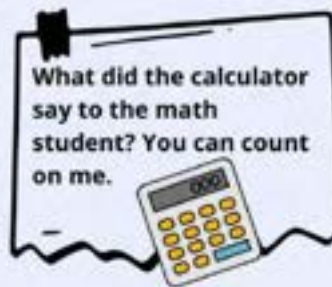
Objective:

At the end of the project, students will be able to organize their personal entertainment guide using Present Simple, frequency adverbs, and descriptive language.



Mindful laughter

A. Read the following jokes



### PRE-WRITING

A. Answer the following questions

- What types of entertainment do teenagers enjoy the most?

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- What information is useful in an entertainment guide?

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---

- Which sections could be included in a personal guide?

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## B. Read the following model about an entertainment guide

### MY ENTERTAINMENT GUIDE



#### Section 1: My Entertainment Recommendation

Title: The Walking Dead

Type: TV Series – Drama / Horror

What it is about:

It tells the story of a group of survivors after a zombie apocalypse. They try to find safe places, build a community, and protect each other.

Why is it recommended:

It is exciting, unpredictable, and shows how people change in difficult situations.



1

#### Section 2: My favorite influencer

Name: Luisito Comunica

Type: Travel & Lifestyle Content Creator

What he creates:

Videos about different countries, cultures, and unique experiences.

Why is it recommended:

The videos are easy to understand, fun, and full of interesting information about the world.



2

#### Section 3: My Weekend Entertainment Plan

If someone wants a simple weekend plan, here is my idea.

First, watch a relaxing movie or series to disconnect from the week.

Then, do a short creative activity like drawing or listening to music.

After that, take a walk outside and enjoy the fresh air.

Finally, spend time with friends or family.

These small activities help create a peaceful and fun weekend.



3

## C. Select 3 sections for your Entertainment Guide

- My Favorite Influencer
- My Favorite Hobby
- Series or Movie Recommendation
- A Fun Weekend Plan
- A Place to Visit
- My Favorite Artist
- Music I Enjoy



## DURING

### Grammar practice

#### A. Complete the sentences using the Present Simple.

- I usually \_\_\_\_\_ (watch / listen to) \_\_\_\_\_.
- My favorite entertainer \_\_\_\_\_ (create) interesting content.
- I never \_\_\_\_\_ (play / watch) \_\_\_\_\_.

#### B. Now write one sentence about yourself using a frequency adverb:

---

#### C. Complete this organizer for each selected section.

### SECTION 1

Section title: \_\_\_\_\_

Name/Title: \_\_\_\_\_

Type: \_\_\_\_\_

What is it about?:  
\_\_\_\_\_

Why do you recommend it?:  
\_\_\_\_\_

### SECTION 2

Section title: \_\_\_\_\_

Name/Title: \_\_\_\_\_

Type: \_\_\_\_\_

What is it about?:  
\_\_\_\_\_

Why do you recommend it?:  
\_\_\_\_\_

### SECTION 3

Section title: \_\_\_\_\_

Name/Title: \_\_\_\_\_

Type: \_\_\_\_\_

What is it about?:  
\_\_\_\_\_

Why do you recommend it?:  
\_\_\_\_\_

D. Read your guide and correct the possible mistakes.

**POST-WRITING**

**Self-Check**

A. Put a ✓ after completing your guide.

- I wrote 3 sections
- I used Present Simple
- I used frequency adverbs
- I used descriptive words

B. Answer the questions.



Which section do you like the most? Why?

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What new words did you learn in this project?

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---

How did laughing help you feel while doing this project?

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C. Work with your best friend or a classmate.

D. Read your partner's Entertainment Guide carefully.

D. Ask and answer

What is your partner's favorite type of entertainment?

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What section do you like the most from your partner's guide?

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UNIT 3

CELEBRATIONS



LESSON 3.1

# CELEBRATIONS AROUND ME



Objective:

At the end of this lesson, students will be able to describe a personal or cultural celebration by writing a short paragraph using time expressions (first, then, after that, finally) and emotion words to show the sequence of events and how they feel.



### Emotion card games

A. Look at the following pictures of different celebrations.

B. Choose one emotion word from the box that shows how you feel.

Happy

Excited

Surprised

Proud

Thankful

Nervous

Tired



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### PRE-WRITING

#### A. Answer the following question

What celebrations do you have in your country or family?

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**B. Students work in pairs and list 3 celebrations.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**C. Share one celebration in class.**

**D. Complete the sentences using first, then, after that, finally.**

- \_\_\_\_\_, we decorate the house.
- \_\_\_\_\_, we eat dinner together.
- \_\_\_\_\_, we open the presents.
- \_\_\_\_\_, we take a family photo.

**E. Check answers as a class.**

**F. Read the model and highlight the time expressions.**

**Time expressions** to talk about sequences:

- first
- then
- after that
- finally

We use these words to show the order of activities in a celebration.



**Celebrations in my family**

In my family, we celebrate different events during the year. First, we celebrate the New Year on January 1st. People visit family and friends, and they feel happy and excited. Then, in February, we have Carnival. Many people dance in the streets and wear costumes. At night, there are fireworks. Finally, in June, we celebrate my birthday. My family usually organizes a small gathering, my mother bakes a chocolate cake, and my favorite food is served.



DURING

A. Complete the following mind mapping with your ideas.

**MIND MAPPING**

WHAT CELEBRATION WAS IT?

WHO WAS THERE?

WHEN DID IT HAPPEN?

WHAT ACTIVITIES DID YOU DO?

HOW DID YOU FEEL?

B. Create a list of vocabulary according to your celebration.

Example: Party, family, balloons, games.

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

C. Using the words that you wrote before, write 8 sentences about your celebration.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

D. Put the events in order using time expressions to show the correct sequence of events.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

E. Combine all the sentences in one paragraph.



A graphic of a web browser window with a pink title bar containing window control icons (minimize, maximize, close). Below the title bar is a light blue address bar with navigation icons (back, forward, refresh) and a search icon. The main content area is white with horizontal lines for writing.



## LESSON 3.2

# INVITING SOMEONE TO A CELEBRATION

### Objective:

At the end of this lesson, students will be able to write a short informal invitation to a celebration including the event, date, time, place, and at least two suggestions using simple and friendly language.



### Mindful movement

- Stand up next to your desk.
- Breathe in and raise your arms slowly.
- Breathe out and lower your arms.
- Roll your shoulders forward and backward slowly.
- Stretch your arms to the sides and relax.
- Sit down quietly and get ready to write.
- Write one word about how you feel; calm/relaxed / ready.

### PRE-WRITING

**A. Think about a celebration you want to invite someone to.**

**B. Write the answers:**

What celebration is it?

---

Who do you want to invite?

---

**C. Read the model**



**D. Underline the suggestions in the invitation.**

**E. Write one new suggestion.**

---

---

**DURING**

**A. Complete the information.**

- Celebration: \_\_\_\_\_
- Person invited: \_\_\_\_\_
- Day/Date: \_\_\_\_\_
- Place: \_\_\_\_\_

**B. Choose three activities for your celebration.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

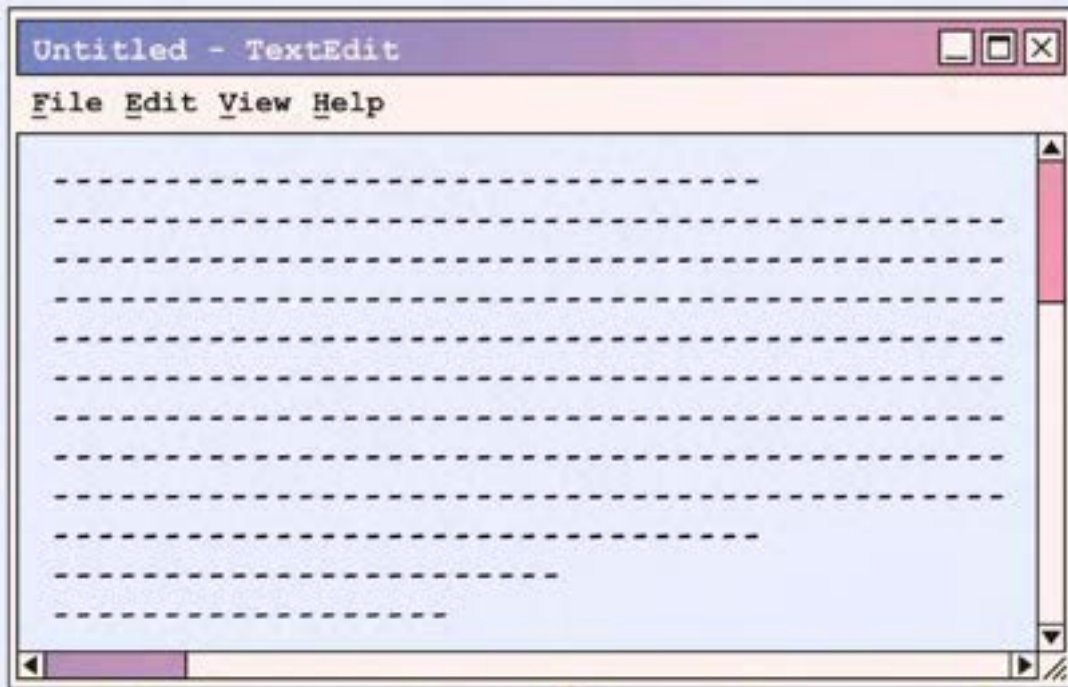
**C. Write one suggestion for each activity.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**D. Order your invitation according to this structure.**

- Greeting
- Invitation sentence
- Time and place
- Suggestions
- Friendly closing

**E. Write a short informal invitation (60-80 words). Include at least two suggestions.**



### POST-WRITING

A. Read your invitation and check using the following table.

Item	Yes	No
Is it informal?		
Does it say what, when, and where?		
Does it include suggestions?		

B. Rewrite one sentence to make it friendlier.

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C. Share your writing with the class.

D. Write a positive comment about one of the most eye-catching invitations.

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## LESSON 3.3

# MY BEST CELEBRATION MEMORY

Objective:

At the end of this lesson, students will be able to write a short anecdote about a personal celebration, organizing events in chronological order using connectors of sequence, and reflecting mindfully on their feelings



### Guided Writing + Mindful Reflection

A. Think about your best celebration memory.

B. Answer these questions in short notes:

- What celebration was it?

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- When was it?

---

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- Who was with you?

---

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- Why was it special?

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### PRE-WRITING

A. Complete the sentences using the connectors of sequence.

- \_\_\_\_\_, my family arrived to the celebration.
- \_\_\_\_\_, we ate traditional food.
- \_\_\_\_\_ that, we danced and talked.
- \_\_\_\_\_, we said goodbye and went home.



#### Important data

##### Connector of sequence

We use connectors of sequence to show the order of events in a story.

- First
- Then
- After that
- Later
- Finally

B. Read the sentences and circle the words that show order.

- First, we prepared the food.
- Next, my family arrived.
- After that, we ate together.
- Finally, we celebrated my birthday.

**C. Highlight the spelling mistakes in the following sentence.**

Last yer, I celabrated my bithday with my famely. We hade a smal party at my hous and ate choclate cake.

**D. Read the model**



*My best birthday*

- My best celebration memory was my birthday last year.*
- First, my family prepared the food at home in the afternoon.*
- Next, my relatives arrived and we talked together. After that, we ate cake and listened to music. Later, we took photos and laughed a lot. Finally, we celebrated my birthday, and*
- I felt very happy.*

**DURING**

**A. Design a timeline about a special celebration, with five important moments.**



**B. For each moment of your celebration, write one sentence.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**C. Write one feeling for each moment and add one detail about these. (Place, people, or food)**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**D. Think of one title for your anecdote.**

\_\_\_\_\_

**E. Put your sentences together and in order. Don't forget to use the connectors of sequence.**



### POST-WRITING

**A. Exchange your anecdote with a partner.**

**B. Read carefully and review using the following checklist.**

Item to check	Yes	No
The paragraph is about one celebration.		
The events are clear and easy to understand.		
The ideas are in the correct order.		
The paragraph uses connectors of sequence.		
The writer mentions a place, people, or food.		

**C. Improve your anecdote in your notebook.**

## LESSON 3.4

# CELEBRATION AROUND THE WORLD

### Objective:

At the end of this lesson, students will be able to write a short article describing a celebration from another country, using basic connectors (and, but, because, also, however) and relevant details in a clear and organized way.



### Basic mindful walking

- A. Stand up and make some space around you.
- B. Walk slowly in the classroom or in one place.
- C. Pay attention to your steps.
- D. Feel how your feet touch the floor.
- E. Walk quietly for one minute.
- F. Stop, take a deep breath, and sit down.
- G. Write one word about how you feel now: calm / focused / relaxed.

## PRE-WRITING

A. Read this information about some celebrations around the world.

### Learning About World Celebrations

#### Carnival

Carnival is a popular celebration in Brazil. People celebrate it every year before Lent, and many people travel to the streets. They wear colorful costumes and dance samba, and the music is very loud. This celebration is important because it shows Brazilian culture. Many people enjoy Carnival, but it can be very crowded.



#### Diwali

Diwali is a special celebration in India. It is also known as the Festival of Lights, and families typically celebrate it at home. People decorate their houses with lights and candles, and they share traditional food. Diwali is important because it represents hope and light. People feel happy and thankful during this celebration.

## Chinese New Year

Chinese New Year is a big celebration in China. Families gather together and have special dinners. People watch parades and fireworks, but some places are very busy. This celebration is special because it is a time for family and new beginnings. Many people also wear red clothes for good luck.



### B. Think of another celebration.

---

### C. Write three ideas you know about it.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



### IMPORTANT DATA

#### Connectors

Connector	Meaning
And	Used to add ideas together.
But	Used to show a contrast or difference.
Because	Used to explain the reason for something.
Also	Used to add another idea (similar to "and").
However	Used to show a contrast or opposite idea (stronger than "but").

### D. Choose the correct connector and complete the following sentences.

- People wear special clothes \_\_\_\_\_ dance in the streets.
- This celebration is important \_\_\_\_\_ it shows the culture.
- It is fun, \_\_\_\_\_ it can be very noisy.
- Families meet together \_\_\_\_\_ share food.

### E. Rewrite the sentences, adding connectors.

- People celebrate together. They eat traditional food.

---

- The festival is popular. Many tourists visit.

---

### F. Read the following model and highlight the connectors.

## Learning about other traditions

Diwali is an important celebration in India. People celebrate it every year in October or November, and families spend time together. During Diwali, people decorate their houses with lights and candles, and they share traditional food. This celebration is special because it represents light and hope.

Many people also wear new clothes, and children enjoy fireworks. The celebration is very colorful, but it can be noisy at night. People feel happy and thankful during this time, and they enjoy being with their family.

Diwali is loved by many people around the world because it brings joy and positive feelings. It is a beautiful celebration, and it shows the culture and traditions of India.

### DURING

#### A. Complete the information.

Country: \_\_\_\_\_

Celebration: \_\_\_\_\_

Date or time: \_\_\_\_\_

two traditions: \_\_\_\_\_

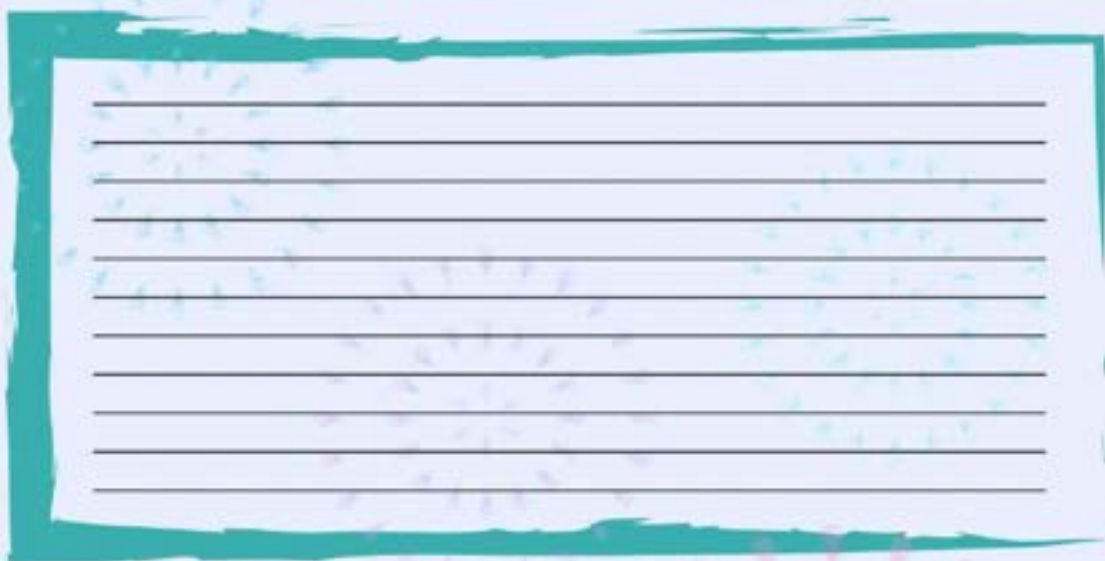
#### B. Write seven sentences about the celebration.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

#### C. Using the sentences, organize your article with the following structure, and don't forget to use the connectors.

- **Introduction:** What and where
- **Body:** Traditions and activities
- **Ending:** Why it is special





**D. Create a creative title for your article.**

\_\_\_\_\_

### POST-WRITING

**A. Reread your article.**

**B. Circle all the connectors.**

**C. Check your writing using the following checklist:**

Item to check	Yes	No
I wrote about a celebration from another country.		
I wrote a short article (about 80–100 words)		
I used connectors to join ideas		
I include important details about the celebration.		

**D. Read your article in class.**

# FINAL PROJECT

## MY CELEBRATION MAGAZINE

### Objective:

At the end of the project, students will be able to write short organized texts about celebrations using simple connectors, appropriate vocabulary, and clear ideas, and present their magazine orally in a short video.



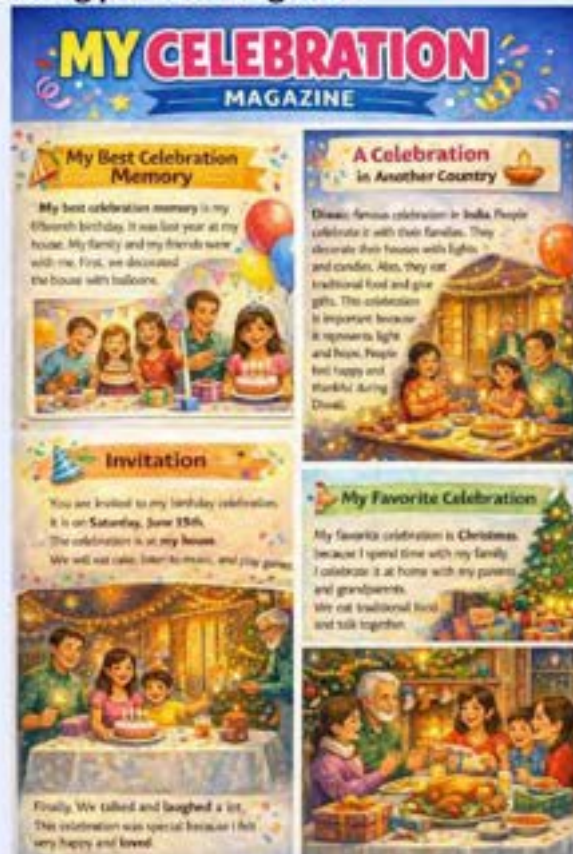
### Five Fingers Relaxation

- Sit comfortably at your desk.
- Put one hand in front of you.
- Use the index finger of your other hand to trace your hand slowly.
- Breathe in when you go up one finger.
- Breathe out when you go down the finger.
- Repeat this with all five fingers.
- Breathe slowly and quietly.
- Think about calm and happy feelings.



### PRE-WRITING

#### A. Read the following part of a magazine





**C. Write another paragraph talking about a celebration in another country.**

**Include:**

- Name of the celebration
- Country
- Activities
- Importance

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**D. Write a short invitation to a celebration.**

**Include:**

- Celebration
- Date
- Place
- Activities

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**E. Finally write your opinion about the festival that you wrote before.**

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**F. Exchange your work with another classmate and do a brief review, taking into account the following aspects:**

- ✓ Check spelling
- ✓ Check connectors
- ✓ Check ideas
- ✓ Check neatness

**G. Write a comment about the paragraphs in which you express what aspects could be improved.**

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**H. Read your partner's comments and improve your paragraphs, taking into account the suggestions made.**

### POST-WRITING

**A. Using a piece of cardboard, design your own magazine; take the following aspects into account:**

- Title
- Author
- Section 1: My best celebration
- Section 2: Celebration in another country
- Section 3: Invitation to a celebration
- Section 4: My opinion of a celebration

**B. Exchange your magazine with at least three classmates and read the information they wrote.**

**C. Write a paragraph about which celebration you found most interesting and explain why.**

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### HOMEWORK



**Record a 1-2 minute video:**

- Show your magazine
- Present each section briefly
- Talk about your favorite celebration



## UNIT 4

# FUTURE PLANS



## LESSON 4.1

# SHORT-TERM PLANS

### Objective:

At the end of this lesson, students will be able to write a short narrative paragraph about their short-term plans using *be going to*, appropriate verbs, and sequence connectors.



### Visualization meditation

- Sit comfortably and close your eyes.
- Take a deep breath in and out.
- Imagine your next weekend.
- Think about these questions:
  - Where are you?
  - Who are you with?
  - What are you going to do?
- Keep imagining for one minute.
- Open your eyes slowly.

## PRE-WRITING

### A. Look at the pictures



### B. Think about the activities you see.

### C. Match the activity with a short-term plan.

**D. Read the sentences and circle the activities you are going to do.**

- I am going to study this week.
- I am going to watch a movie tonight.
- I am going to visit my grandparents.
- I am going to meet friends on Saturday.
- I am going to travel to another city.
- I am going to clean my house.

**E. Read the following paragraph**

This weekend, I am going to be very busy. First, I am going to clean the house in the morning. Then, I am going to meet friends in the afternoon. We are going to talk and have fun together. On Sunday, I am going to travel to another city with my family. Finally, I am going to relax and enjoy my weekend.

**DURING**

**A. Complete the sentences with a verb.**

- I am going to \_\_\_\_\_ tomorrow.
- This weekend, my family is going \_\_\_\_\_.
- Next week I am going to \_\_\_\_\_.

**B. Choose the correct option.**

- I \_\_\_\_ going to play with my brother.  
a) Am  
b) Is  
c) Are
- They are going to \_\_\_\_ friends.  
a) Meet  
b) Meets
- She \_\_\_\_ going to travel to another city.  
a) Am  
b) Are  
c) Is

**C. Answer the following questions with short notes.**

- When is your plan?

---

- Where are you going?

---

**Grammar focus**

We use **be going to** + verb to talk about plans for the near future.

**Structure:**

Subject + am / is / are + going to + base verb



- Who are you going with?

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- What are you going to do first?

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- What are you going to do next?

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**D. Write a narrative paragraph about your short-term plans using be going to and connectors like: first, then, after that, finally.**

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**E. Exchange your paragraph with a partner.**

**F. Read your partner's paragraph.**

**G. Check the following:**

- Wrote a narrative paragraph
- Use be going to correctly
- Talked about short-term plans
- The ideas are clear and in order
- The spelling and punctuation are correct.

**H. Write your final version, correcting the mistakes that your partner made.**



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## POST-WRITING

### A. Read your final paragraph aloud to the class.

- ✓ Speak slowly and clearly.
- ✓ Use correct pronunciation.
- ✓ Follow the order of your ideas.

### B. Listen carefully to your classmates.

### C. Answer in writing:

- What plan did you like?
- Why did you like it?

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### D. Walk around the classroom and ask:

- What are you going to do this weekend?

### E. Complete:

- One student is going to \_\_\_\_\_.
- Another student is going to \_\_\_\_\_.

### F. Think about your writing and answer:

- Did you use *be going to* correctly?  
 Yes  A little  No
- Did you use connectors (*first, then, after that, finally*)?  
 Yes  A little  No

### G. Complete the sentences:

- Writing about my plans was \_\_\_\_\_.
- I feel \_\_\_\_\_ about my weekend.



## LESSON 4.2

# LIFE ASPIRATIONS

Objective:

At the end of this lesson, students will be able to write a personal letter to their future self expressing their life aspirations and goals using want to correctly, after participating in a mindful goal-setting and gratitude activity.



### Mindful goal setting and gratitude pause

- Sit comfortably.
- Close your eyes.
- Take three slow breaths.
- Think about your future.
- Ask yourself:
  - What kind of person do I want to be?
  - What do I want to do in the future?
- Work with a partner.
- Ask and answer.
  - What do you want to be in the future?
  - What would you like to do after school?



## PRE-WRITING

**A. Read the following sentences and mark with X the sentences that are true for you.**

- I want to study at the university.
- I want to have a good job.
- I want to help my family.
- I want to travel to other countries.
- I want to learn other languages.

**B. Complete the sentence with your own idea.**

In the future I want to \_\_\_\_\_, also I want to \_\_\_\_\_.

**C. In pairs, read the clues and guess the aspiration.**

Example:

I want to help sick people.

I want to work in a hospital.

Answer: I want to be a doctor.

**D. Read the following model of a letter:**



**DURING**

**A. Reread the model and underline the sentences with want to.**

**B. Complete the following information:**

One dream I want to achieve: \_\_\_\_\_.

One thing I want to study or learn is: \_\_\_\_\_.

One reason why I want to this: \_\_\_\_\_.

**C. Write a personal letter for your future self, using want to in most sentences, talking about your goals and dreams.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**A. Read your letter slowly.**

**B. Check each point.**

Item	Yes	No
I wrote a letter to my future self.		
I used <b>want to</b> correctly.		
I wrote about my <b>life aspirations</b> .		
My ideas are clear and easy to understand.		
I used correct spelling and punctuation.		

**C. Make corrections if necessary.**

### POST-WRITING

**A. Complete the following phrase:**

One goal I really want to achieve in the future is:

---

**B. Close your eyes.**

**C. Take one deep breath.**

**D. Answer:**

How do you feel after writing your letter?

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What is one goal you want to remember?

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**E. Rewrite your letter on a piece of paper, keep it in a safe place, and review it in seven years.**



## LESSON 4.3

# PREDICTIONS

Objective:

At the end of this lesson, students will be able to write a short blog post making predictions about their personal plans using the first conditional in a clear and organized way.



### Visualization

- Sit comfortably.
- Close your eyes.
- Take one slow breath.
- Imagine one personal plan.
- Think: If I do this plan, what will happen?
- Get ready to work.



## PRE-WRITING

### A. Read the plans and match them with the results

If I study hard,

If I wake up early,

If I save money,

I will travel next year.

I will have more time.

I will get good grades.

### B. Complete the sentences with your own ideas.

If I finish my homework early, I will \_\_\_\_\_.

If I make a plan, I will \_\_\_\_\_.

### C. Read the sentences and answer yes or no.

- If I practice English, I will speak better. \_\_\_\_\_
- If I don't plan my time, I will be more organized. \_\_\_\_\_

### Grammar focus

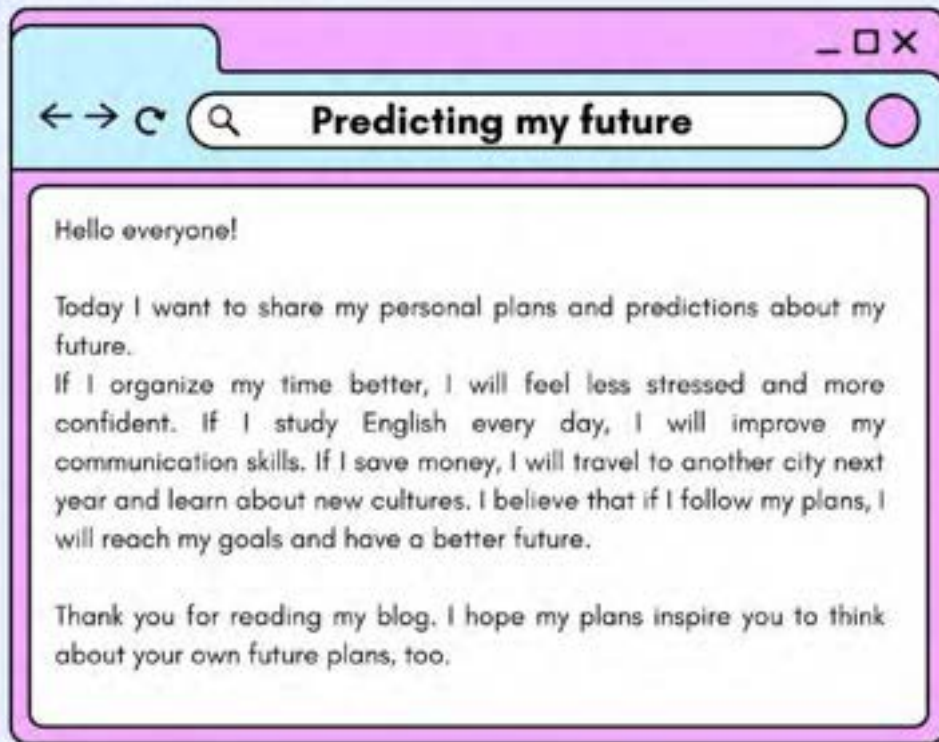
#### First conditional

We use the first conditional to talk about real and possible future situations and their results.

#### Structure:

If + present simple, will + base verb

**D. Read the following model:**



**DURING**

**A. Choose the correct option.**

- If I \_\_\_\_\_ my plans, I will feel confident.  
a) Follow  
b) Follows
  
- If we save money, we \_\_\_\_\_ travel the next year.  
a) Are  
b) Will

**B. Write 4 predictions about your personal plans using the first conditional.**

1. If I \_\_\_\_\_, I will \_\_\_\_\_.
2. If I \_\_\_\_\_, I will \_\_\_\_\_.
3. If I \_\_\_\_\_, I will \_\_\_\_\_.
4. If I \_\_\_\_\_, I will \_\_\_\_\_.

**C. Answer with short notes.**

What personal plan do you want to write about?

\_\_\_\_\_

What will happen if you follow this plan?

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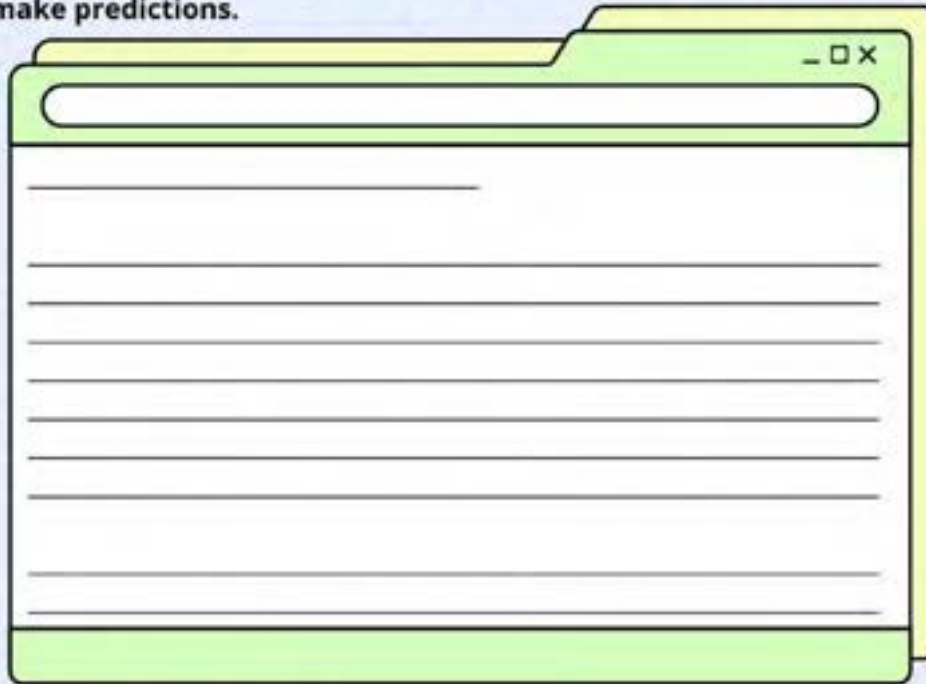
How will this plan help your future?

---

**D. Think about the title of your blog.**

---

**E. Write your blog talking about your future plans, use the first conditional to make predictions.**



### POST-WRITING

- A. Exchange your blog post with a partner.**
- B. Read your partner's blog carefully.**
- C. Review the writing using the following checklist.**

Item	Yes	No
The blog has a <b>title</b> .		
The blog talks about <b>personal plans</b> .		
The first conditional is used correctly.		
Predictions are clear and realistic.		
Ideas are organized and easy to understand.		
Grammar and spelling are mostly correct.		

**D. Use the guide below to write a short comment.**

Use these sentence starters:

I like your blog because \_\_\_\_\_

One sentence you can improve is \_\_\_\_\_

## LESSON 4.4

# FUTURE TRAVEL PLANS

Objective:

At the end of this lesson, students will be able to talk and write about their future travel plans using will by identifying places they want to visit and composing a short e-mail describing their plans.



### Visualization

- Sit comfortably.
- Close your eyes.
- Take one deep breath.
- Imagine a place you want to visit in the future.
- Think about how you feel in that place.



## PRE-WRITING

**A. Look at the travel words and circle the places you want to visit.**

- Beach
- Mountains
- Another city
- Another country
- Tourist places

**B. Complete the sentences**

In the future, I will travel to \_\_\_\_\_.

I will visit \_\_\_\_\_.

**C. Work with a partner. Ask and answer.**

- Where will you travel in the future?
- Who will you travel with?



### Grammar focus

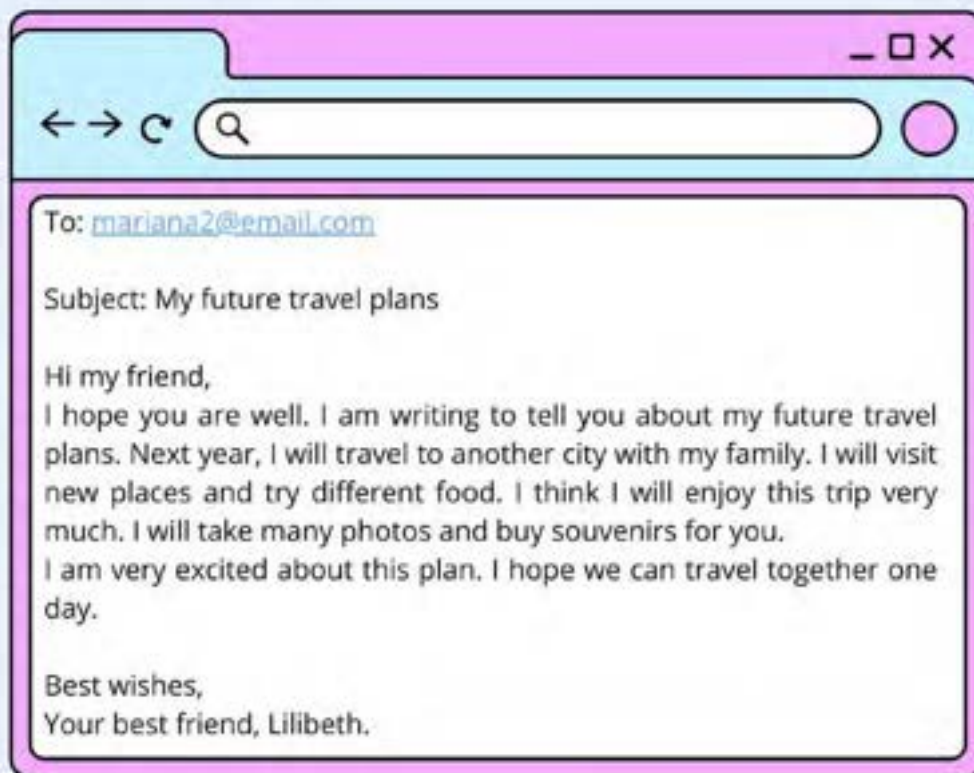
#### Will

We use will to talk about future plans, decisions, and predictions.

#### Structure:

Subject + will + base verb

**D. Read the e-mail model:**



**DURING**

**A. Read and choose the best option for you.**

I prefer to travel by:

- a) Plane
- b) Bus
- c) Car

I prefer to travel with:

- a) Family
- b) Friends
- c) Alone



**B. Change the sentence into an action for the future.**

I visit museums.

\_\_\_\_\_

I try new food.

\_\_\_\_\_



C. Complete the following air ticket with your personal information.

✈️ AIR TICKET			✈️ BOARDING PASS	
Name of passenger	DATE	TIME	NAME	_____
_____	_____	_____	FROM	_____
Class	GATE	SEAT	TO	_____
_____	_____	_____	DATE	TIME
From	FLIGHT		GATE	SEAT
_____	_____		FLIGHT	_____
Destination				
_____				



D. Taking into account the information that you used before, write an email to your best friend using will.

Untitled - TextEdit

File Edit View Help

To: \_\_\_\_\_

Subject: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**POST-WRITING**

A. Exchange e-mails with a partner.

B. Review the email using the following checklist.

Item	Yes	No
The email has a greeting and a closing.		
Used <b>will</b> correctly.		
Wrote about future travel plans.		
The ideas are clear		

C. Write one suggestion to improve.

Comment:

\_\_\_\_\_

\_\_\_\_\_

## FINAL PROJECT

# MY DREAM TRIP

Objective:

At the end of this project, students will be able to create a poster expressing their future travel plans, demonstrating clear ideas and creativity.



### Visualization

- A. Sit comfortably at your desk.
- B. Close your eyes.
- C. Take one deep breath.
- D. Imagine your dream trip in the future.

Think about:

- Where you are
- Who is with you
- How you feel



### PRE-WRITING

**A. Look at the words and check the ones you will use in your dream trip.**

- |                                |                                    |                               |                                  |   |
|--------------------------------|------------------------------------|-------------------------------|----------------------------------|---|
| <input type="checkbox"/> Beach | <input type="checkbox"/> Mountains | <input type="checkbox"/> City | <input type="checkbox"/> Country | <input type="checkbox"/> Tourist places |
| <input type="checkbox"/> Plane | <input type="checkbox"/> Bus       | <input type="checkbox"/> Car  | <input type="checkbox"/> Family  | <input type="checkbox"/> Friends        |
| <input type="checkbox"/> Alone |                                    |                               |                                  |   |

**B. Write 6 new words you learned:**

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**C. Work with a partner. Ask and answer.**

- Where will you travel in the future?
- Who will you travel with?

**D. Complete the sentences with your personal information.**

- In the future, I will travel to \_\_\_\_\_.
- I will travel by \_\_\_\_\_.
- I will travel with \_\_\_\_\_.

- I will visit \_\_\_\_\_.
- I will feel \_\_\_\_\_.

**E. Read the information i the following poster**



**DURING**

**A. Before creating your poster, complete the organizer.**

Poster title: \_\_\_\_\_

Destination: \_\_\_\_\_

Who will I travel with?: \_\_\_\_\_

Activities (2):

- I will \_\_\_\_\_.
- I will \_\_\_\_\_.

**B. Complete with your own information and write your first paragraph.**

- In the future, I will travel to \_\_\_\_\_.
- I will travel by \_\_\_\_\_.
- I will visit \_\_\_\_\_.
- This trip will be \_\_\_\_\_ for me.

Paragraph 1:

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**C. Answer the questions and then write the paragraph.**

- Who will you travel with? \_\_\_\_\_
- Why will you travel with this person/people? \_\_\_\_\_
- What activities will you do? (write 2)
- I will \_\_\_\_\_.
- I will \_\_\_\_\_.

Paragraph 2:

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**D. Complete the ideas and write the paragraph.**

- During my trip, I will feel \_\_\_\_\_.
- This trip will help me \_\_\_\_\_.
- My dream trip will be \_\_\_\_\_.

Paragraph 3:

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**E. Check your work before creating the poster.**

- I wrote 3 paragraphs.
- I used will in all paragraphs.
- My ideas are clear and complete.

**POST-WRITING**

**A. On a piece of poster board, create your poster using the information you wrote in the paragraphs.**

**B. Post your poster in a space in the classroom.**

**C. Walk around the classroom and look at your classmates' posters.**

**D. Choose two posters and complete:**

- Poster 1:  
I like this poster because \_\_\_\_\_.

- Poster 2:  
One interesting idea in this poster is \_\_\_\_\_.

**E. Work in groups of 3 or 4 students.**

Each student will:

- Show their poster.
- Read one paragraph aloud.
- Answer this question from the group:  
• Where will you travel and why?

**F. Think about your work and complete the sentences.**

- Today, I learned to \_\_\_\_\_.
- Using will was \_\_\_\_\_.
- I feel \_\_\_\_\_ about my poster.

**G. Complete the sentence.**

In the future, I will \_\_\_\_\_.  
(This can be about travel, study, or personal goals.)

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## Impact analysis

This research generated academic, cultural, and social impact. It contributed directly to strengthening the teaching-learning process, particularly in the development of writing skills. The levels of impact are shown numerically below:

**Table 4**

*Measure level*

<b>Quantitative measurement</b>	<b>Qualitative measurement</b>
3	High positive impact
2	Mid positive impact
1	Low positive impact
0	No impact
-1	Low negative impact
-2	Mid negative impact
-3	High negative impact

Source elaborated by (Posso, 2011)

**Table 5**

*Academic impact*

<b>Indicators</b>	<b>Impact levels</b>						
	<b>-3</b>	<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Attitudes	X						
Values							X
Attitudinal skills	X						
Procedural skills	X						
Cognitive skills	X						
Writing levels	X						
Behavior							X
Academic assessment							X
Spelling							X
<b>TOTAL</b>							<b>23</b>
	$\sum$ / Number of indicators 23/9= 2.56 above medium positive impact						

Source: Researcher elaboration

## Analysis

The implementation of mindfulness strategies to improve writing skills may have a significant impact on students' attitudes because they promote attentiveness and

encourage students to adopt a positive attitude when participating.

Furthermore, it encourages the practice of values considered fundamental to educational development, such as responsibility, respect, and perseverance. Students assume their role by demonstrating their commitment to the learning process and respecting the opinions of their peers consistently. This shows that using mindfulness strategies contributes to their academic development and, in turn, to their personal development.

Attitudinal skills are greatly strengthened through these proposed strategies, as the main objective of mindfulness is to promote sustained concentration and the development of self-confidence in one's own abilities. During the writing process, students demonstrate greater emotional control, which leads to better conscious learning.

The impact on procedural skills is remarkable, as students show an improved ability to organize their ideas clearly and logically. In addition, mindfulness strategies allow students to complete their writing assignments by following each step, thus avoiding compulsive writing and producing coherent and orderly texts.

Through the application of mindfulness strategies, cognitive skills such as attention, memory, comprehension, and reflection are strengthened. These skills are essential, as they allow students to understand information, connect ideas, and reflect on the content of their texts.

The writing level indicator is a fundamental axis of educational impact in research. This allows us to highlight significant advances in writing, reflected in structured, clear texts with appropriate use of language. Students carry out their writing work reflectively and consciously.

Academic assessment is directly enhanced by reflecting better results in students' writing performance. In addition, it is worth mentioning that the implementation of mindfulness strategies contributes to a more formative assessment, which focuses on the individual process and progress, reducing the stress associated with assessments.

In terms of behavior, there is a noticeable decrease in problematic behaviors, and it also contributes significantly to emotional self-regulation. Students learn to recognize and manage their emotions, which leads to a better classroom environment conducive to learning, especially during activities that require high levels of concentration, such as writing.

With regard to the impact on spelling, there is an indirect benefit throughout the process as a result of increased attention and revision of texts. By writing consciously, students identify spelling mistakes and correct them more easily.

**Table 6**

*Cultural impact*

Indicators	Impact levels						
	-3	-2	-1	0	1	2	3
Customs	X						
Language	X						
Writing habits	X						
Free time use	X						
<b>TOTAL</b>	<b>11</b>						
	$\sum$ / Number of indicators						
	11/4= 2.75 above medium positive impact						

Source: Researcher elaboration

**Analysis**

Educational and social customs undergo a gradual transformation through the practice of mindfulness. This promotes more reflective habits, such as dedicating time to writing in a planned manner, and also promotes emotional self-regulation. These practices could be integrated into students' daily lives.

Language plays a fundamental role in cultural identity, which could be strengthened through mindful writing. The application of mindfulness strategies allows students to value language as a form of personal and cultural expression, directly promoting the appropriate use of vocabulary and respect for linguistic norms. This strengthens cultural identity and recognition of language for communication.

Writing habits, as a cultural practice, are strengthened through conscious writing promoted by mindfulness. Students learn to produce texts with greater attention, interest, and understanding, ceasing to perceive writing as a compulsory activity and instead embracing it as a meaningful practice. This change contributes to the development of a culture that transcends the classroom and extends into the family and social environment.

The use of free time is a relevant indicator of cultural impact, as it reflects the practices, habits, and decisions that students adopt outside of school. In the context of this research, the application of mindfulness strategies geared toward the writing process positively influences the way students use their free time, promoting more conscious, reflective, and

formative activities.

**Table 7**

*Social impact*

<b>Indicators</b>	<b>Impact levels</b>						
	<b>-3</b>	<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Interaction	X						
Cooperative learning	X						
Empowerment	X						
<b>TOTAL</b>	<b>7</b>						
	$\sum$ / Number of indicators						
	7/3= 2.33 above medium positive impact						

*Source: Researcher elaboration*

### Analysis

Interaction between students is one of the aspects that can be strengthened through the application of mindfulness strategies, as these promote respectful participation and active listening. During writing and reflection activities, students have the opportunity to interact empathetically, expressing their ideas and feelings, contributing to the creation of a positive social environment in the classroom.

Furthermore, collaborative learning goes hand in hand with the implementation of these strategies, as it promotes shared responsibility and respect for the opinions of others. Students work as a team with greater willingness and responsibility. In addition, collaborative work could improve group cohesion and be used as a tool for resolving potential conflicts.

Finally, within the aspect of empowerment, which is considered one of the indicators with the greatest impact, it is through the implementation of these innovative strategies that students have the opportunity to develop characteristics such as self-confidence, autonomy, and the ability to express their thoughts and emotions. In turn, students will learn to value their ideas, allowing them to feel confident in their active participation in the different contexts of their lives.

**Table 8**

*General impact*

<b>Indicators</b>	<b>Impact levels</b>						
	<b>-3</b>	<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Academic							
Cultural							
Social							
<b>TOTAL</b>							
	$\sum$ / Number of indicators						
	6/3= 2 medium positive impact						

Source: Researcher elaboration

**Analysis**

A comprehensive analysis of the impacts generated by research on the implementation of mindfulness strategies to improve writing skills shows that this can directly benefit the teaching-learning process, producing significant impacts in the educational, social, and cultural spheres. These impacts are interrelated, resulting in the strengthening of students' comprehensive development and contributing to educational development.

## **CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Conclusions**

The findings of this research reveal that freshman students at El Playón High School present notable difficulties in developing writing skills in English, particularly in coherence, organization of ideas, motivation, and sustained attention during writing tasks. These challenges are influenced by contextual factors such as limited instructional time, lack of writing habits, and students' perception of English as a compulsory subject rather than a meaningful learning opportunity.

The results obtained from student surveys and teacher interviews indicated that emotional factors, stress, and low motivation significantly affect students' performance in writing activities. Many students tend to feel neutral or insecure about their writing abilities and show a preference for personal and creative writing tasks over formal academic texts, which highlights the importance of addressing emotional engagement in the writing process.

The study demonstrates that mindfulness strategies have strong potential to positively influence the cognitive and emotional processes involved in writing. Techniques such as focused attention, emotional awareness, planning, and acceptance can help students reduce anxiety, improve concentration, and approach writing tasks with greater confidence and clarity.

Teachers acknowledge the need for innovative strategies to enhance writing instruction, especially due to limited class hours and large class sizes. Although most teachers have little or no prior training in mindfulness, they recognize its value as a tool to foster a calmer classroom environment and to support students' emotional regulation during writing activities.

Based on the theoretical framework and the analysis of the data, it can be concluded that the integration of mindfulness strategies into EFL writing instruction represents a viable and effective pedagogical alternative. These strategies not only contribute to improving writing skills but also promote students' overall well-being, creativity, and communicative competence.

### **5.2 Recommendations**

It is recommended that English teachers incorporate mindfulness strategies regularly into writing lessons, especially short and guided activities such as breathing exercises, mindful planning, emotional check-ins, and reflective writing, in order to enhance students' focus and reduce writing-related anxiety.

Educational institutions should provide professional development opportunities for teachers focused on mindfulness in education, enabling them to understand its principles and apply these strategies effectively within the EFL classroom.

Writing activities should be designed considering students' interests and personal experiences, gradually guiding them from creative and personal texts to more structured academic writing. This approach can increase motivation and help students build confidence in their writing abilities.

Teachers are encouraged to use flexible and engaging materials adapted to the students' context, combining curriculum requirements with innovative strategies that promote attention, emotional awareness, and meaningful learning.

It is recommended to guide students in the responsible and pedagogical use of digital tools, emphasizing writing as a cognitive and reflective process rather than relying excessively on translators or artificial intelligence, which may hinder skill development.

Finally, future research could explore the long-term impact of mindfulness-based writing instruction and its application in other language skills such as reading, speaking, and listening, as well as in different educational levels and contexts.

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## APPENDICES

### Annex 1. Instrument Validation



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACION CIENCIA Y TECNOLOGIA**  
**PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS**

Ibarra, 21 de enero del 2025

Magister

Franklin Fernando Narváz Vega

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar las entrevistas y encuestas de Investigación del Proyecto Mindfulness Strategies to Improve Writing Skills in Freshman Students at El Playón High School. Previo a del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Almeida Huera Lilibeth Estefania  
C.C.: 040184812-2



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACION CIENCIA Y TECNOLOGIA**  
**PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS**

**Survey for students**

- **Instructions:** Dear students, Please read each question carefully. Answer honestly; Your answers will be used to develop the research work so that each answer will be of great help.
  - Mark with an X to select your answer.
  - Just choose one answer.

**1. Age**

13-14 ( )

15-16 ( )

16-17 ( )

**2. Gender**

Male ( )

Female ( )

**3. How confident do you feel with your writing skills?**

Very confident ( )

Confident ( )

Neutral ( )

Not very confident ( )

**4. Do you enjoy doing the activities assigned by your teacher as he teaches writing?**

Yes ( )

No ( )

**5. What type of texts do you like to write?**

Cards ( )

E-mail ( )

Essays ( )

Personal experiences ( )

**6. What helps you stay focused and keep your attention during a writing activity?**

Taking deep breaths before starting the task ( )

Listening to calming sounds or background music ( )

Recognizing and letting go of any stress or distractions ( )

Taking time to check in with how I'm feeling emotionally before writing ( )

**7. Do you think that the materials used in your writing classes are engaging and useful?**

Yes ( )

No ( )

**8. What motivates you the most to improve your writing?**

Receiving positive feedback from teachers ( )

Seeing progress in my work ( )

Writing about topics I enjoy ( )

**9. Does the syllabus include activities to reduce stress and improve focus while writing?**

Yes, frequently ( )

Yes, occasionally ( )

Rarely ( )

Never ( )

**10. How often do you use the internet to improve your writing skills?**

Daily ( )

Weekly ( )

Monthly ( )

Rarely ( )

Never ( )



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**Interview for teachers**

**Questions:**

1. Do you feel that your students' main motivation for completing writing activities is simply to pass the subject?
2. Do you think your students misuse the Internet when working on their writing assignments?
3. How do you ensure your materials for teaching writing are engaging and accessible for all students?
4. What strategies do you use to keep your students' attention during writing activities?
5. How flexible are you in adapting the syllabus to better address the specific writing needs of your students?
6. Do you think the course load is adequate to develop writing skills in your students?
7. Do you know about mindfulness strategies?
8. In what way do you think mindfulness strategies contribute to improving writing skills?
9. Would you agree that material focused on mindfulness be implemented?



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**Test:**

- **Instructions:** Write about a significant personal experience. Describe a moment when you felt truly happy or calm. What were you doing, and how did it make you feel?

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

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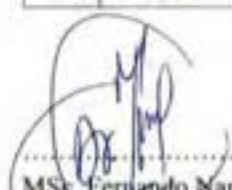
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A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACION CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Item	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			

  
.....  
MSE Fernando Narváez  
Firma del Evaluador  
C.C.: 1001758026

Apellidos y nombres completos	NARVAEZ VEGA FRANKLIN FERNANDO
Título académico	MAGISTER EN EDUCACIÓN Y DESARROLLO SOCIAL
Institución de Educación Superior	UNIVERSIDAD TECNICA DEL NORTE
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Teléfono	062651856

## Annex 2: Instruments Authorization



**UNIVERSIDAD TÉCNICA DEL NORTE**  
Acreditada Resolución Nro. 173-SE-33-CACES-2020  
**FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA**  
**DECANATO**



Oficio nro. **UTN-FECYT-D-2025-0007-O**  
Ibarra, 24 de enero de 2025

**PARA:** Lic. Mariana Estacio  
**RECTORA DE LA UNIDAD EDUCATIVA "EL PLAYÓN"**

**ASUNTO:** Trabajo de integración curricular Srta. Almeida Huera Lilibeth Estefanía

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle su autorización para que la Srta. **ALMEIDA HUERA LILIBETH ESTEFANÍA**, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: **"MINDFULNESS STRATEGIES TO IMPROVE WRITING SKILLS IN FRESHMAN STUDENTS AT EL PLAYÓN HIGH SCHOOL"**.

Por su favorable atención, le agradezco.

Atentamente,  
**CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO**

**JOSE**  
**LUCIANO**  
**REVELO RUIZ**  
MSc. José Revelo  
**DECANO DE LA FECYT**

Firmado digitalmente  
por JOSE LUCIANO  
REVELO RUIZ  
Fecha: 2025.01.24  
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**JLRR/M.Báez**

*Recibido  
11/01/2025  
Mariana Estacio*



### Annex 3. Student's Survey and Test



## Annex 4. Proposal Socialization Certificate

 **UNIVERSIDAD TÉCNICA DEL NORTE**  
Acreditada Resolución Nro. 173-SE-33-CACES-2020  
**FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA**  
**DECANATO** 

Oficio Nro. UTN-FECYT-D-2026-0065-O  
Ibarra, 23 de febrero de 2026

**PARA:** MSc. Mariana Estacio  
**RECTORA DE LA UNIDAD EDUCATIVA EL PLAYÓN**

**ASUNTO:** Socialización de la propuesta del Trabajo de integración curricular Srta. Lilibeth Estefanía Almeida Huera

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita LILIBETH ESTEFANÍA ALMEIDA HUERA, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la propuesta con el tema: "WRITE WITH CALM, WRITE WITH PURPOSE" correspondiente al trabajo de integración curricular: "MINDFULNESS STRATEGIES TO IMPROVE WRITING SKILLS IN FRESHMAN STUDENTS AT EL PLAYÓN HIGH SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,  
**CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO**

 UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA  
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JLRR/M.Báez

*Recibido  
24/02/2026  
Mariana Estacio*



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**Annex 5. Evidence of Socialization**

