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**PRIOR TO OBTAINING THE DEGREE MASTER IN PEDAGOGY OF
ENGLISH AS A FOREIGN LANGUAGE**

**THESIS TOPIC “MNEMONICS AND MIND MAPPING TEACHING-
LEARNING TECHNIQUES TO DEVELOP WRITING SKILLS IN
EIGHTH GRADERS AT JUAN PIO MONTUFAR HIGH SCHOOL”**

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Resumen

Esta investigación fue centrada en evaluar técnicas de enseñanza-aprendizaje sobre mnemotécnica y mapas mentales para desarrollar la destreza escrita en estudiantes de octavo año del Colegio Juan Pío Montufar. El estudio empezó con la observación a los estudiantes, quienes tenían problemas en la destreza escrita. La investigación fue cuantitativa y cualitativa. El primer instrumento usado fue una prueba preliminar cuyos resultados numéricos mostró que los estudiantes tenían dificultades en la calidad de la escritura como organización, coherencia, ortografía y gramática. Esto permitió que el investigador implemente la propuesta basada en acrónimos, acrósticos y mapas mentales. La planificación fue elaborada para trabajar en cuatro actividades, los estudiantes desarrollaron verbos para expresar rutinas diarias; adicional, actividades en el tiempo libre a través de mapas mentales. Ellos se sintieron comprometidos y motivados a escribir una simple composición al final de su tarea. Después de la implementación de la propuesta una prueba fue aplicada para verificar la eficacia de las técnicas. Los resultados mostraron que la organización, coherencia y vocabulario fueron incrementados cuyos porcentajes fueron satisfactorios; sin embargo, la propuesta necesitaba continuar siendo aplicada por más tiempo. En conclusión, los estudiantes de octavo año mejoraron las cualidades de la destreza escrita; como consecuencia, mnemotecnica y mapas mentales fueron innovadores. Los educadores deberían utilizarlas para cambiar la manera que los estudiantes aprenden el Inglés como lengua extranjera no solamente en un A1.1; pero también en niveles avanzados para organizar las ideas previas antes de producir composiciones escritas más complejas.

Palabras claves: mnemotécnica, mapa mental, destreza escrita, cualidades escritas.



Abstract

This investigation was focused on evaluating mnemonics and mind mapping teaching-learning techniques to develop writing skills in eighth graders at Juan Pio Montufar High School. This study started with the observation to the students, who had some problems in writings skills. The research approach was quantitative and qualitative. The first instrument used was the pre-test; thus, numerical data showed that learners had difficulties in the writing qualities, such as organization, coherence, vocabulary, spelling and grammar. It permitted that the researcher implemented the proposal based on mnemonics; for example, acronyms, acrostics, also mind mapping techniques. Additionally, eighth graders answered a survey in order to know their opinions of the importance about write simple sentences in English. The lesson planning was elaborated to work in four activities, where students developed verbs to express daily routines; moreover, free time activities throughout mind mapping technique. They felt engaged and motivated to write a simple composition at the end of the written assignment. After working with the implementation, the pos-test was applied in order to verify the effectiveness of the techniques. The final findings showed that organization, coherence and vocabulary were increased, whose percentages were satisfactorily; however, the proposal needed to be worked for more time. In conclusion eighth graders improved their writing skills; as a consequence, mnemonics and mind mapping techniques were innovative, contributing to the English teaching-learning. Educators should utilize them to change the way of students grasp English as a foreigner language not only with A1.1, but also in high levels to organize better the previous ideas before start producing more complex written compositions.

Keywords: Mnemonics, mind mapping, writing skills, writing qualities.



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Introduction

English is one of the most important languages around the world, as it is well-known that English is a lingua franca, either the native or non-native speakers use it in order to communicate in the business field. Also, in education students need to know the importance to study English, if they want to travel to another country in order to study a new career. There are books of information, technology, medicine, tourism which are written in English. According (Rao, 2019) there is 85% of the scientific journals which are published in that language. The written materials, books and research of higher education are accessible for teachers, learners of all countries in order to increase the language skills, knowledge and learning of English as a subject.

The Ministry of Education has developed a scale of English learning according to The Common European Framework References where the students of eighth graders must reach the level A1.1, it means basic users. Related to writing skill, learners have to develop the correct of spelling names, numbers, nationality address, age, date of birth, school. Thus, the main aim of this proposal is working with mnemonics and mind mapping techniques where students feel engaged to improving their abilities during the pre-writing stage that permits students to organize correctly simple sentences and they have coherence. Additionally, these two techniques were worked in class by the learners in their notebooks, white card, or even on the board developing either a collaborative or individual learning.

This investigation was done to know the benefits that mnemonics and mind mapping have into the class in order to develop the writing skills of A1.1 level students. According to the pre-



test that eighth graders took, the results showed some difficulties in the grammar, spelling, vocabulary but the main problems were the lack of organization and coherence into a simple sentence. They had confusions in the subject, verbs, there are two verbs without sense; as a result, the final meaning is misunderstood. Although they knew vocabulary related to food, professions, they write uncomplete sentences without sense and any connector. Finally, they have difficulties to produce personal information, daily routines, free times activities. It was the main reason that it is vital to make the research question: How effective is the application mnemonics and mind mapping techniques to improve writing skill in eighth graders?

This research about mnemonics and mind mapping teaching-learning techniques to develop writing skill in eighth graders is essential for the education, which aligns with the lines of pedagogy, **didactics and management of education** aspects established by the Universidad Bolivariana del Ecuador. Moreover, this research proposal is **focused on innovative methodology, techniques and strategies to permit English** will be taught as language for real written communication, not only where students copy sentences without organizing their thoughts. Additionally, English teachers should apply mnemonics and mind mapping techniques into the classroom and students achieve their learning process in different contexts throughout the technological resources; thus, it is important that the pedagogical innovations be used in an appropriate way.

There are some writing difficulties in eighth graders of public education which are going to be analyzed for that reason, the **object** has been taken as teaching of learning process of writing skill in students of eighth graders, who have some trouble in connection of ideas, misspelling of words, verbs, content, language and uncomplete sentences; as a result, they develop partially this



skill; so, this research is going to help students to improve their ability at the moment to write using throughout mnemonics and mind mapping techniques.

General objective

To create a methodological proposal throughout mnemonics and mind mapping techniques to improve the writing skills in eighth graders.

Specific research objectives

- a. To diagnostic the current techniques used in the classroom to determine the writing difficulties.
- b. To elaborate mnemonics and mind mapping techniques in order to improve the writing skills.
- c. To implement mnemonics and mind mapping techniques to get a meaningful learning in the writing skills in eighth grader students.

Independent variable; Mnemonics and mind mapping teaching-learning techniques

Mnemonic techniques are a useful way to learn large amounts of information, according (Putnam,2015) who gives an opinion that these techniques help students to be more critical and it is important to use into the classrooms as an education resource. On the other hand, mind mapping helps students to analyze, collect, remember and make up new ideas, (Alqasham & Al-Ahdal,2022).

Dependent variable; Writing skills

The writing skills, which (Anggraini, 2020) defines when someone needs to communicate their ideas, thoughts, opinions by an announcement, a letter, or any written resource.



The main objective is to elaborate any kind of written text to give information of different fields such as science, technology and education, in the case of A1.1 learners simple messages.

Research approaches

The methods used in this research were a mix-methods in order to verify the usefulness of mnemonics and mind mapping techniques to improving the writing skills of eighth graders whose level is A1.1. The mixture of quantitative and qualitative methods gave the main scope of this investigation; additionally, some methods such as theoretical, inductive, deductive and empirical methods, which permitted to develop all the steps of the investigation.

The quantitative method included collecting numerical data in order to check how beneficial are the mnemonics and mind mapping techniques. The instruments were a pre- and post-test to measure the students' writing skills. Additionally, the survey's results guided how the students worked with the two techniques mentioned. The data results were analyzed by statistical methods for knowing the different aspects of writing skills.

On the other hand, the qualitative method had collecting data to have the teachers' opinions related to the teaching methods used and if the two teaching- learning techniques had been developed into the class, this result was utilized throughout an interview.

Research instruments

The research instruments were quantitative and qualitative data collection to verify both reliability and validity data of the use of mnemonics and mind mapping to develop the writing skills.



Quantitative Instruments

The pre- test was assessed if the students had difficulties on writing skills to implement the research proposal and the pots-test gave results about how useful were the two techniques. These tests were elaborated to measure grammar, spelling, vocabulary, organization and coherence. The questionnaire allowed to collect data related to the organization and coherence while they wrote. It had multiple-choice questions and development of sentences using some verbs and finally the survey instrument was part for noticing whether the students have written throughout mnemonics and mind mapping techniques.

Qualitative Instrument

The qualitative instrument was the interview, where the English teachers answered some questions to evaluate what kind of methodologies they utilize during their class; additionally, if the use mnemonics and mind mapping techniques could improve the writing skills.

This proposal based on mnemonics and mind mapping assist eighth graders from Montufar High School to continue improving their abilities, also the beneficiaries will be the English teachers to have better techniques to continue developing each stage of writing skills. The students can write sentences with coherence and organization permitting that each one makes sense; consequently, they feel engaged during the process of writing and they feel secure of producing a message, a letter without any problem. Learners are from twelve and thirteen years old and belong to eighth graders of basic education. There are fourteen courses in total, The class was “G”. There are 17 girls and 15 boys in total thirty-two students.



The research context was at Juan Pio Montufar High School, it is located in The Napo Avenue and Cárdenas Street in Quito-Ecuador AMIE 17H01225, it belongs to the district 6. The building is big and old. There are around 140 teachers in total. There are eight English teachers from eighth to tenth basic education. Also, there are 12 classes for eighth graders. They are in the afternoon section; they took English as a subject three hours each week. Although this institution is one of the most important in the capital, there is not neither Internet nor English laboratory because the institution belongs to public education. The resources are not focused completely to develop the teaching-learning process for English. The main methodology used is active focuses on the learning process of the students who develop their own knowledge during all life.

The practical methodological proposal is going to be a tool in the English teaching-learning which permits to know techniques like mnemonics and map mappings that students can organize their ideas before to start writing short sentences. When the learners are in basic level like A1.1, they need to start thinking key words, after put into a brainstorm that permits them to practice the writing skills. These techniques should become like an instrument that students have to acquire to structure correctly sentences without making errors.

Moreover, this research could guide to the teachers to apply different methodological techniques which will have a big impact into the classroom; as a result, the meaningful learning is real and practical. But also, the authorities and the community will know the advances that students have in English, which give advantages to learn a new language with simple and effective techniques.



Description of the contents of each chapter

The research includes three chapters, each part of the investigation was explained, the procedure of mnemonics and mind mapping to develop the writing skills.

Chapter I

The literature review helped the researcher to analyze previous studies, the methodology and the instruments used for collecting data and the main objective is verifying if the research proposal suggested was achieved totally. Moreover, it is important the conclusions and recommendations done in previous researches.

Chapter II

The aim of this chapter is using a mix method such as quantitative and qualitative for collecting data, also the instruments either quantitative or qualitative for realizing the main difficulties of the students on writing skills and the teachers' opinions.

Chapter III

In this part the researcher put in practice mnemonics and mind mapping techniques to develop the writing skills on eighth graders by a lesson plan that will last around four weeks. Finally, the conclusions and recommendations showed insights about how effectiveness were the techniques used.



Chapter I: Theoretical Framework

The chapter one is divided in three parts, the first is related to research background, some previous investigations were analyzed to see the type of methods, instruments and the results of the proposal based on mnemonics and mind mapping techniques. In some cases, the findings were successful after applying peg words, Lucy mnemonics to improve the writing skill. However, in other investigations the two techniques need to be utilized into the class for more time because the mean was similar either at the beginning or the end of the project.

In the second section the Scaffolding theory has been seen as a meaningful bridge in order to assist the students in the English teaching- learning. The first independent variable based on techniques were developed. On one hand, mnemonics with their definitions and their classification such as peg-word, acrostics, acronyms were written to explain how they might improve the writing skills. On the other hand, characteristics and type of mind mappings were explained to organize the ideas before start writing a draft.

The writing skills as dependent variable was the third component in this chapter. It has five different steps where pre-writing is the beginning of the writing process; thus, the importance to organize correctly the previous ideas by mind mappings and mnemonics are essential to enrich the brain with productive key words and phrases. Furthermore, the quality of a written text might cause that the audience feel engaged to read it, for that reason organization, coherence, spelling, grammar and vocabulary are aspects that learners need to use during their work.



1. Research background

The first investigation was made by Risa (2020), the title is “The effectiveness of mnemonic technique to improve students’ English vocabulary at the eighth-grade main objective was to discover if the mnemonics may boost English vocabulary. Moreover, quantitative and qualitative methods were used throughout The Classroom Action Research. This kind of methodology starts with some questions in the class in order to the teacher explores the teaching-learning process, analyze the problem and give a solution to increase any knowledge of the students related to the language. In this part the researcher did two four cycles to control the vocabulary’s problem. Four steps were made in each cycle, planning, action, observing the action and reflection. The students could improve their vocabulary throughout mnemonics as a technique which is appropriated to use in Classroom Action Research.

On the other hand, related to the population the researcher worked with 24 students who belong to eighth graders of SMP Negeri 6 Prepared, the instruments were the observation checklist, which is utilized for collecting data information about the teaching-learning progress of the students with mnemonics. There were some activities based on flash cards, lyrics, where the students developed their knowledge about vocabulary. The research had four cycles which lesson planning was made for two months. In the first, the researcher observed to the students for applying the proposal, also the materials and assessing tools were prepared. The peg word, acronyms and Loci techniques were used in class throughout the games. In the three cycle the students worked in groups and did activities based on the key word and musical mnemonics. The researcher explained what a mnemonic is, after she showed an example of how to memorize vocabulary by



this technique. Learners filled with the meaning of a word in a white card and finally each member of the group read it, permitting interact each other, be creative and to learn in a fun way.

As a result of this investigation in the first cycle the students' score was less than 70%; consequently, some of them could not explain at the end of the class their new word. In the second cycle, the research encouraged students to engage their activity throughout a lyric, where they have to find the meaning of some words and fill into the spaces. The winners were who did the activity quickly. This class was interesting because students sang, they looked very delighted to learn new words, their score was 86.04%. In the final cycle, feedback was given related to how useful the mnemonic was for learning new words.

The author developed step by step all the important aspects such as the methodology which analyze the problem and how class by class the students can boost their leaning. In order that learners write better they needed to have a range of vocabulary for improving the writing skills; as a result, the findings showed that mnemonics as a technique seems to be beneficial for the students because of the better scores on the post-test.

Another contribution was made by Naghmeh-Abbaspour & Rastgoo (2020), which investigation was “Analysis for finding the effect of mind mapping technique on the Iranian English as Foreign

Language learning writing skills”. The methodology was focused on the experimental research design, which was used in order to answer the research questions, also it permitted to measure the two variables throughout two groups. One group was assigned as the control group where the intervention was not applied. The other was used as the experimental group. Moreover,



related to the population, the participants were 30 language students whose level was intermediate level of English who belonged to an English Institute. They were female and their age were from 15 to 20 years old. The researcher explained about the objectives and how they were going to be asked to participate voluntarily and of course all the results were confidential.

In this research both the experimental and control group took the pre-testing, they wrote a paragraph, all the indications were on the test instructions, the scores were based on a rubric and for ensuring reliability a research assistant was the evaluator.

The results were 13.96 for the first group and 13.40 for the others, it did not have a significant difference. Then, the two groups took 20 sessions of the writing class. The differentiation was that the control group learned by traditional teaching, whereas the experimental received by mind mapping technique as a proposal. The post-testing was applied; however, the final scores did not have a significant difference among the two groups. the score was 15.26 for the experimental and 14.33 for the control group. Thus, the use of mind mapping needs to be used in more specific activities where students develop concrete ideas before start writing.

Latacunga (2022), the investigation was “Grammar focused activities to improve writing production: an error analysis study”. The quasi-experimental qualitative and quantitative methodology was utilized in order to gather information related to the errors and level A2 written production that tenth graders make in morpho-syntactic. The sample was 40 students from 12 and 14 years old at Cumbayá High School during the school year 2021-2022 and the convenience sampling or opportunity, it was because the researcher could choose the participants in order to obtain the sample size. Additionally, two instruments were useful, a pre-test and post-test which were checked by some professors in order to show the validity for the investigation. There were



two activities, the first was to write a simple email with around thirty words and a short story with almost forty words. It is important to mention that the researcher asked the parents for permission, so students took the pre-test during their first semester of the academic year 2021-2022. After all the mistakes were analyzed and the proposal was applied between March and April, where the students developed some activities focused on grammar. After the written composition was assessed by Ellis's four stages such as to gather all the students' activities, recognize and report the mistakes, and finally to define the errors.

The final findings were analyzed by computer programs such as Excel, where the researcher made a comparison between a pre-test and pos-testing which the components word order, subject-verb agreement, morpheme word omission, morpheme word addition. For example, the students made 16% of errors related to word order in the first part, but in the post-testing was 15%; as a result, learners can write correctly sentences. Moreover, the students had trouble in the subject-verb agreement, because they probably did not utilize the grammar rules like the three forms of the verb to (am-are-is). They made around 85 errors in this part at the beginning of the research; however, they decreased in the post-testing with 31, when they developed the email and the short story. Thus, the most important conclusion in this investigation was the improvement of their writing skills and make fewer mistakes throughout grammar exercises which can assist to them with the correct way of writing and finally they possibly are be capable of obtaining the Cambridge (A2) Key for Schools examination.



Another investigation was made by Al Kamli M. (2019), the title was “The Effect of Using Mind Maps to Enhance EFL Learners’ Writing Achievement and Students’ Attitudes towards Writing at Taif University”, the objective was to explore the effect of using mind mapping in pre-writing achievement and also the proposal in this investigation was helping students to improve their problems in writing sentences with both grammatical and syntactical inside the mind mapping. In this investigation the kind of investigation was quasi-experimental in nature, but also either qualitative or quantitative approach were utilized, it is known as a mix method to collect and analyze with the objective to examine, gather the findings and conclusions.

The sample was 128 students from 18-23 years who belonged to the first -year EFL course at Tai University. In order to accomplish the proposal, the sample was divided in two groups. The first was the control group, which had 71 students and the experimental group with 57. According to the researcher the process of the methodology had three phases. In the pre-experimental both the control and experimental group took the pre-test and a questionnaire about writing attitudes, the next step was in the experimental part in which the control group received traditional instructions, whereas the experimental group developed mind mappings sessions. Finally, the post-testing was taken in the post-experimental phase to evaluate the writing achievements, writing attitudes, questionnaire.

In addition, some interviews were applied to ten students, who were chosen at random, because it was important to know deeply the results related to their writing problems as well as their attitudes with the mind mapping technique. On the other hand, the control group took the post-test, but the difference was that they work the writing skills without any proposal and also the interviews were not made for them and the lesson planning were made for eleven weeks. In the



final results the means among the two groups were not significantly distant each other. For example, the experimental group had 21.193 as a mean and the other was 19.197; however, the students answered that the mind mapping assisted them in three aspects such as organization of ideas, vocabulary related to verbs, but also grammar, because they might manage the sentence structure when write sentences.

Moreover, one of the independent variables is the use of mnemonics in the present investigation, it is important the two authors (Jamik & Soeharno,2020) whose research was “The Implementation of Mnemonic Method to Improve the Primary School Learner’s English Writing Skills”. The quasi-experimental approach was utilized; on one hand the 5A class was the experimental group and 5B class was chosen as the control group, both took the pre-test.

The proposal was focused on musical and narration mnemonic, which were applied with the experimental group and the others worked without these two methods; additionally, the researcher was done in two stages. The first was basically the observation, how the students learn and the research instrument validation. Also, they received four classes and either the or final skill test was covered by the quantitative stage. In the final findings the averages scores were 67 in the pre-testing for the two groups. After the control group obtained 72 in the pot-test, but the experimental group had 80, the two results were based on the English simple sentence writing skills.

The researcher explained that the use of mnemonics might help the students to make simple sentences throughout the creativity because at the end of the application the 5B class only wrote simple sentences but 5A class achieved the minimum standard mastery because they understood



the questions and they wrote the sentences which made sense. Thus, the implementation of the mnemonic method might assist the students to enhance the vocabulary which it is necessary to develop the writing skills and the English teachers should use like a tool in their classes to enhance the active learning. Another contribution is given by Chiluisa (2021), which topic is “Mnemonic Keyword Method in the development of vocabulary in EFL in fifth year of basic education at Once de Noviembre High School”. As the objective was to enhance the learning process of vocabulary in English through the Mnemonic Keyword Method. In addition, the descriptive investigation was part, where the researcher focused on the questions such as “What was this? In order to identify the specific population and sample that was fifth years basic education at “Once de Noviembre” High School. and the problem situation; for example, to obtain results about the students’ problems in vocabulary in a writing composition. Also, the correlational research was utilized to gather the independent and dependent variable and establish a relationship among them to demonstrate the hypothesis; additionally, the investigator wanted to obtain either numerical or textual information to collect and analyze data so the mix- method was part of this work.

The proposal was to implement the booklet on Mnemonic Keyword Method in the development of vocabulary. There were 12 weeks where the students did activities related to the family vocabulary by Locy, Acronyms, Peg system mnemonics and at the end the students were asked to write a simple composition about free time activities and were evaluated with a pre-test. The findings were analyzed in three vocabulary levels. In the first level the students obtained 75.2, it is 49% in the pre-test and 77.1 that is 51% in the post-test, which had increased. The second level was not totally improved because in the post-test decreased 7.9 which percentage is 47%, whereas in pre-test was 8.9 that was 47%; however, the final level was a significant development,



in the pre-test the students acquired 25% but in the post-test was 75% as a result. As a conclusion, according to the researcher's findings, the use Mnemonic Keyword Method might help students to develop the vocabulary and it could implement when learners apply in simple sentences.

1.1 Theoretical Framework

1.1.2 Scaffolding theory

In order to students could develop their learning into the classroom, it is necessary to mention a theory, it is scaffolding. According to Rizal, D. (2011) the term "scaffolding" appeared with the American psychologist and educator Jerome Bruner. The important contribution is that teachers are guides to support the students during all their learning process to master each ability, the author emphasizes that at the beginning the learners are not able to obtain the skills by themselves, so they need a bridge to construct their knowledge. Then, with this definition the educators should utilize different methodologies, strategies, techniques which students grasp and achieve the English language's skills like writing. In addition, Rizal (2011) states that the English learning should be more effective with the use of styles of teaching and teaching techniques; for example, graphs, charts, maps, these resources could be more beneficial and assistant the development of learning styles.

On the other hand, Ikawati (2020) also explains that all information and feedback given in the class should be by the teachers with the main objective that students can clarify all the doubts to complete the tasks, it could be either individual or workgroup. To achieve this aim, it is necessary that educators monitor during their learning process, if the students have made mistakes, taking notes about their strengths and weaknesses and give the correct feedback focused on the difficulties that they might have. In this part Collis (1996, as cited Ikawati, 2020) explains that



scaffolding is a provisional pillar, while the students are being prepared for developing independently the higher levels. In addition, scaffolding is necessary to apply in all fields of education to achieve the tasks, and acquire a knowledge, for that reason teachers should focused on two aspects, to assist the students to complete their abilities and they can use the techniques without assistance.

1.1.3 Approaches and methods in language teaching.

There are teaching-learning English methods that have permitted to develop this language for many years. According to Richards, & Rodgers (2014) the different teaching methods have changed throughout the history because of the necessities of learning a new language; for example, in some cases to achieve oral proficiency has been a priority, or to develop the reading skills, like the main aim. One of the following methods was grammar translation, which was based on the grammar rules, the translation of the language in the mother tongue and the memorization rules.

The direct method was also part of the list, the oral interaction was the main ability to be developed totally taught in the target language. On the other hand, the audiolingual method which principles are focused on listening skills, so the students need to memorize dialogues and drills in order to correct the pronunciation and intonation in the language teaching.

Additionally, there are current methods and approaches such as Total Physical Response, that appeared to develop the oral proficiency from basic levels, where the physical movements are the main teaching tool. Learners are who listen to and perform all the verbal input given by the teachers into the classroom. Also, The Communicative Language Teaching or Communicative Approach, it was created basically for teaching English as a Foreign Language. Moreover, it was



the base for evolving communicative syllabuses for language teaching where the students have to grasp and communicate in the second language. Moreover, there are range of types of learning and teaching activities, where the students participate actively in the process of the information shared, negotiating the meaning, and interacting each other. For example, students might do social interaction activities, how to complete a map, solving problems and accomplish with the objectives that have the Communicative Approach; thus, there are three types of materials such as text-based, task-based and realia for promoting communicative language.

1.1.4 Teaching-learning techniques

After that some methods have been explained, it is necessary to mention the techniques which students can develop and achieve the abilities, learning, knowledge, for the authors Hasanova et al. (2021) a technique is a variety of systematic variation of a method. According to this definition, the method is the way that educators want to start teaching a new learning, or knowledge; whereas, techniques are the way or the process of how the students do the different tasks or activities with the main purpose to achieve one aim; for example, to develop correctly the writing skills. Furthermore, when learners utilize techniques, they encircle the particular way of the teaching style or pace that a teacher has at the moment of applying the teaching -learning process.

To continue The Merriam-Webstar Dictionary (2023), states that a technique is the mode that practical aspects are managed, it means either intellectual performance, such as writers can produce a new book, or physical actions; for example, a dancer, a soccer player. Another definition, is that it is a specific manner for doing a task; additionally, technique is considered as one ability,



it could be in different fields such artistic or sporting, or any kind of practical activity where people evolve by training and practice (Collins Dictionary, 2023). Related to teaching techniques, Hasanova et al. (2021) have given some ideas such as pair work, discussions, snowballing, collaborating in order to build a new learning, but also to be objectivist lectures, talks, conferences are part of this classification.

1.2 Independent variable

1.2.1 Mnemonic techniques

One technique focused on developing the writing skills are mnemonics, Akpan & Beard (2021), who state that mnemonics are tools to support, recollect, memorize and remember information from the long-term memory. Before continuing, it is necessary to come back to the History, the word mnemonic is originated from the Ancient Greek which meaning was related to the memory and also the Greek goddess called Mnemosyne , it is “*remembrance*”; thus, they are associated with “*remembrance memory*”. They are based on visual short routes, they could be some graphs, pictures and organizational devices which might improve the progress of the students while they are developing all the steps of the writing skills.

1.2.2 Use of Mnemonics

Mnemonics are used like a strategy by the teachers to assist learners to boost to memorize any kind of information. The main benefit is that they are utilized as a technique, they can permit to join new knowledge throughout acoustic cues. This process could be explained when the visual picture is joined with the information that needs to be recalled, it might be only one word or even a sentence. For Sobirovna (2023), it is important to focus on the children what they learn in their



first education years, their brains are like sponges, which receive and recall all information given by the teacher. In addition, the brain aging process should be avoided with unnecessary activities that block the capacity of maintain active the brain' development.

Related to the learning languages, one of the successful techniques is the use of mnemonics, the reason is that human beings 'brain develops thoughts in a sequency of images, in this way people remember their lives. So, mnemonics are used in the teaching-learning English with a game of pictures which permit learners recollect vocabulary related to verbs, adjectives that they associate with their daily life and routines. Moreover, Chiluisa (2021) states that in order to learners envelop any knowledge throughout this technique, it might be suggested to apply both the sound and creativity, these aspects are important because students recollect information related to learning a new language; for example, they listen to, write, or read without any problem. In addition, there are types of mnemonics, such as spelling mnemonics, others can be added with name expressions, model, word.

1.2.3 Types of mnemonics

There are types of mnemonics that might be part of the English class, according Kurniati et al. (2020) explains five categories such as linguistics, spatial, visual, physical responses and verbal methods. Another classification is related to apply images and sounds, produce mental linkage, review well and employ action, (Oxford 1990 was cited in Chiluisa,2021). Analyzing the two different groups of mnemonics, they are utilized throughout pictures, key words which permit the connect of the information with the memory, and remember it. However, the following kind



of mnemonics are the simplest techniques to practice activities that start producing the writing skills. (Qahhorov et al., 2023).

- **Mnemo-rhymes**

This technique according to Risa (2020) is the transference of information such as vocabulary of countries, memory verses, and even Math equations are doing well. If the teachers have music like a resource, which the brain grasps correctly the new knowledge, one of better examples is “A-B-C” song or rhymes like Twinkle, Twinkle, little star”, “fly, fly the butterfly”. Moreover, students can develop some parts of language learning throughout lyrics; for example, improve vocabulary, grammar, pronunciation. In addition, they are beneficial for the memory due to learners are more interested in repeating the lines and the rhythm, they are memorable (Yin, 2022).

- **Peg word**

One of the productive mnemonics is called Peg word, Qahhorov et al. (2023) states that it is about a group of rhyming words, which are associated with the numbers, one example might be for “one” is “bun”. Additionally, when the students utilize this technique in their learning process, they can recall a series of information in correct order. This sequency might start with “one” = “bun”; “two” = “shoe”; “three” = “tree”; “four” = “door”. There some different ways that words and numbers can be combined, but the main part is the creativity of doing new mixes (Heerema , 2022).



- **Letter**

According to Heerema (2022), letter is formed for two types of mnemonics such as acronyms and acrostics.

Acronyms basically are letters to represent each word. There are some examples such as NASA, UNICEF, NBA. On the other hand, Qahhorov et al. (2023) gives one idea, HOMES which permit that students remember lakes. H: Huron O: Ontario M: Michigan E: Erie S: Superior. Thus, working throughout acronyms in the classroom might be apply with vocabulary such as HAPPY and the students add others adjectives with each letter.

- **Acrostics** are the other part variation of letter; however, the difference is that learners have to write down a sentence in order to recall information, but the first letter of each word needs to correspondent with a particular event. Qahhorov et al. (2023) shows the sentence Sara's Hippo Must Eat Oranges to achieve that students memorize the names of the lakes given in the previous example, but with acronym technique, learners remember in order of size: Superior, Huron, Michigan, Erie, Ontario.

- **Chunking**

This strategy is useful to organize a set of information, students can learn some words, their ID and cellphone number. However, the memorization should be in small parts to achieve a successful learning. If this cellphone number appears in this way 0995445238, they probably have some difficulties, but it is divided like this example 0995 445 238, the brain associates easily the codes (Heerema,2022).



- **Method of a chain**

In order to utilize this mnemonic, the educators need to focus on the specific images, which are going to be the beginning of the vocabulary list, creating a story that students have to develop. After another important image is added that links with the previous item like a chain and continue with another image. It is the reason that this technique is also known like link method (Chiluisa,2021).

1.3 Mind mapping techniques

On the other hand, mind mapping, according to Guerrero (2022) it is considerate as a graphical technique, which shows and order some items of information. One of the first philosopher who utilized a mind mapping was Porphyry of Tyros at the third century A.D. He wanted to do simpler the study of Aristotle Categories. Then, this technique had the appearance like a line or a chain and it was known as “The porphyrian tree”.

However, Tony Buzan implemented the study of mind map in 1960, the main aim reason was to assist all learners, who had learning disabilities to foster both their score and memory. There were around 20 books, which have been currently translated into many languages and published in approximately 50 countries. The content was based on different thinking, Mind map, Mind mapping, they have been applied in some fields, like personal, educational, professional, etc. (Wang, 2019) Moreover, in the teaching-learning language mind mapping is considered one of the useful techniques, permitting to acquire information either in or out of the learner’s brain. Additionally, when students are acquiring a new language, they probably do more creative and



suitable due to the lines, colors, images that they create with the mind mappings, permitting to develop their imagination. (Buzan was cited in Asjhari, 2022).

1.3.1 Characteristics of mind mapping

There are some main features which could be distinguished in a mind mapping, one is bright or brilliant thinking, it encompasses some aspects such as, colorful, imaginative and analytical, multi-faceted, pictorial verbal. Another part is focused on the images that a mind mapping should have; for example, they have to be clear, keyword focused, it means, that photos, pictures need to have connection with the titles, subtitles and also understandable for someone, who looks briefly them. Moreover, the keywords might be in capital letters, it is essential to have their own branches which should be joined with arrows and lines. These characteristic permits that readers could catch better the main idea into a mind mapping (Metivier,2023).

The explanation of how a mind mapping works is that each part is written down, after it is connected throughout lines to other part generating a tree of correlation. A mind mapping is related to all the knowledge, opinions that someone wants to add; consequently, these ideas are not totally wrong due to they are personal point of view (Guerrero, 2022). Finally, it is advisable to combine the appropriate balance of colors with the images, keywords and branches keeping enough blank spaces among them (Metivier,2023).

1.3.2 Types of Mind mapping

To develop different activities, the author Metivier (2023) gives some mind mappings, that should be useful for students to apply their learning process.

- Spider diagrams, these kinds of diagrams assist to students to develop the main idea and continuing others like a sequence.



- Pyramid diagrams, they are utilized in a triangle, the main purpose is writing some steps or topic according to the importance, for example, The Maslow's pyramid.
- Concept maps where students write key words of a specific topic of any subject.
- Fishbone Diagrams, these type diagrams are utilized when a problem is given and learners need to find causes and effects.

Furthermore, in order to organize all the information, the mind mappings are a great tool where learners develop their tasks, projects with creativity and imagination. Hajric (2023) who states that throughout this technique the thoughts are drawn in two ways.

- **Software**

Currently, the use of technology is vital, because fields such as investigation, education need to be explained with technological tools; thus, students create and organize successfully their ideas. MindMester, Mindomo, Miro are some of the software mind mappings, which are the guide to summarize, brainstorm in a visual form. In addition, images, videos, audios are included as a consequence final works or presentations achieve a better comprehension by the audience. (Hajric,2023)

- **Manually**

On the other hand, there are some materials such a sheet of paper, pen, and paintings to create a manually mind mapping. However, it is necessary that students have a clear idea related what topic they are going to develop. After the key words and branches will be drawn which are the basic of skeleton. Then, there are some samples of mind mappings. (Hajric,2023)



- **Tree map**

This mind map begins with the main idea which is the central idea, after the secondaries are expanded throughout branches with the purpose of developing some particular points. The name of this map is due to the similarity to a tree with all its parts without the root. It is advisable to order information the parts of a book, or make a past event such as The First World War.

- **Flow map**

When students need to work with this kind of technique, they should know that it is necessary to represent by some paces or steps. The progress is visible throughout how the ideas flow in the task, finishing with a conclusion. For example, learners, might represent a fairytale called the Cinderella to show the different parts of the story.

- **Dialogue map**

The most important characteristic is that is a graphical representation where the members of a conversation develop their questions and answers related a specific topic like a dialogue, debate or a speech. For example, two students talk to their favorite sports; thus, they start writing down What sport is the funniest for you? And the other one might say “The funniest sport is tennis”, this conversation is explained by the dialogue map being simpler and more understandable the activity.

- **Bubble map**

The bubble map could be similar to small circles, the main topic goes in the center and other bubbles are connected to the one, which are explaining or describing the features of the specific theme. It is suitable working the brainstorming, where the first ideas, key words and



organization are important before start writing. As one example the topic could be “fast food” and the ideas have to flow by the smaller bubbles that will be advantages and disadvantages for people in their daily lives. However, if the English teachers need the students compare two topics such as fast food and healthy food they can use “The double bubble map” in order to give specific details and contrast what is better to avoid eating.

2. Dependent variable

2.1 The writing skills

In the English teaching-learning, the writing skills are important, students need to express their thoughts by written text, it depends on the level of the language; furthermore, there are two ways that people might can write. On one hand, if they need only communicate in general form, with their friends and relatives, it is common to utilized contractions, time expressions due to the confidence of message. On the other hand, academic writing could be part of projects, scientific articles which generally are on web pages such as Google Scholar in order that everybody can investigate them; consequently, this information should be totally clear and understandable. (Aranea & Armijos, 2023).

Moreover, writing is one part of the language that needs to be built in a verbal way or graphical recorded, it means students have to go creating this skill on base their ideas, thoughts. When learners are developing writing, they incorporate either process or production permitting that the assignment be able more real and clear (Emig, 2020). Another contribution is given for Nordquist (2019), who states that human beings can transmit, definitions, explanations throughout systematic graphic symbols; for example, the alphabet, letter is part of the writing skills; also



writing is when someone produces a text such as an academic article, basic writing, prewriting, technical writing.

Currently, learning of English is very important as a foreign language, because areas such as business, technology and education are developed in this language. Thus, writing assists learners to produce the different ways of thinking by their own ideas; however, the written messages should be clear and understandable where the audience can grasp correctly the final text message (Mulis was cited in Aranea & Armijos, 2023). In addition, Tarin & Yawiloeng (2022) state writing is seen as a cognitive process where the organization of thoughts needs to have a connection between the general ideas and the main one to achieve an only system. It is essential that students learn this skill throughout the strategies of self-regulating cognitive activities in a collaborative learning environment, where they can realize better results.

2.2 The writing process

As a productive skill, writing should be guided from the beginning to the end of the process; thus, the teachers need to show their students with the correct stages during all the stages. In the receptive skills such as reading and listening, learning is assimilated, whereas in writing learners construct a new text. According to Zakime (2018) a writer applies drafting, revision, edition, feedback and finally he presents the final writing production. It indicates that there are some preliminary versions, where the isolated ideas, misspelling words, punctuation, lack of organization be corrected and achieve a good text.

However, writing process for Schmidt (2022) starts with paraphrasing with many words that come to the mind, even it is necessary to re-read twice the topic before elaborating a preliminary version. It is not easier to do suddenly, only the experience of practicing gain



confidence and security that a written text is done satisfactory. Learners should not be afraid of making mistakes above all when they are beginners, because of writing is producing new ways to think. To explain more, it is seen as a product, it means that students need to think profoundly until have critical ideas about their work. On the other hand, the process is the way of achieving the product; consequently, both have a relationship, either writing or process are only one.

Prewriting

In this first step the writing starts when the ideas, thoughts come to the mind, the writer should investigate about what he wants to produce for continuing creating clue words. Also, it depends on the difficulty of the document; for example, in a basic level could be a simple letter, message. Whereas, the knowledge of English learning has increased, an essay or a research paper are the appropriate assignments. Nevertheless, either basic or high levels, the initial questions and make notes are necessary to organize what is the main purpose of the writing; additionally, the title, quotations, publications dates, are the base of academic writing. (Caulfield, 2020). Finally, Zakime (2018) states that students can gather previous ideas about the specific assignment which is going to develop, they should support throughout lists, graphs and mind maps.

In addition, there are four parts into the pre-writing such as brainstorming, planning, organization and the selection of ideas. Thus, it is necessary to analyze the main intention of the text, the audience who is going to read, the way of the sentences, connectors could be included to obtain a logical outline; otherwise, it needs to be improved. In this stage teachers can involve students to interchange the writing learning by collaborative technique, where the production of ideas permits them to create a clear guide. This activity could be done in two ways either into the



class or outside with a sheet of paper and a pen and also by a technological tool like Mind -mapping, Padlet Go-conquer.

Planning and outlining

Before thinking the topic and ideas of what is going to write, the next stage is planning the organization in sentences and where they have to be put similar to a puzzle in order to acquire both coherent paragraphs and an excellent text. One way to construct is categorizing the order of the sentences in a list; for example, the thesis statement is the main guide of the written work, followed by both the main and secondaries ideas. This order is mainly necessary when the academic writing is used because the audience has to understand correctly the message of the project; consequently, the logical structure will communicate the information in the way that the writer wants to transmit. An outline is vital to develop in this part of the writing process for verifying the possible mistakes in the document to continue creating the desired text. (Caulfield, 2020)

Also, outlining is seen as a guide to avoid writing redundant thoughts; as a result, readers probably do not understand the main purpose of the author. When students use this stage, they can organize better the structure in a hierarchical map with the title, subtitles, definitions and additional information. It permits that learners join the main parts of their written work; for example, the elaboration of an essay could be previously checked by the outline, whether the introduction, body and conclusions are connected each other with the key statements. The outlining aids students to analyze how well they are advancing in the writing. It does not depend on the complexity of the level, because either basic or high learners might utilize for improving the English language learning. (Aranea & Armijos, 2023)



Writing

The next step is the addition between the previous ideas and the organization of them in one point, Zakime (2018) states that learners start doing their first or total piece of writing known as a draft. However, mistakes in punctuation, accuracy and vocabulary are partially permitted, because a complete written work needs to be completed. After with the revision and edition students will correct these points to achieve that each sentence makes sense. There are two ways of working, individually if someone wants to writes alone; otherwise, a workgroup can contribute a draft collaboratively. The most important aspect is leaners in general have the opportunity to create the assignments with totally freedom where their ideas flow.

To develop writing, outlining should be used as a main structure where the organization of the paragraphs have to be connected with all the work. One suggestion is to write the body part to have a guide of the text, after the introductory paragraph could come easily to the mind for completing the written draft. To reach coherence paragraphs in this stage, it is necessary to combine different and appropriate conjunctions, transitions words and phrases according to the ideas that the writer wants to express. One thing that learners need to remember is that they have to complete the draft because they only know what are the possible thoughts that have to be edited. (Caulfield, 2020)

Revising

After doing the draft, it needs to be checked in order to eliminate, improve or reorganize some statements which have been written on base the learners' ideas. In this part of the writing process feedback is one important point, because it permits that the teacher tells their students an opinion; for example, the sentences should be re-written, or the explanation is ambiguous. Another



comment could be given by peers where they take notes related the most interesting ideas of the draft or if they need to be improved. (Zakime,2018)

On the other hand, Caulfield (2020) says that the objective of redrafting is evaluating how good the arguments and the structures are made in the written work. To analyze carefully these aspects, it is advisable to stop working the document for one day to have a clear idea the possible changes with total clarity. In this period could appear information which has to be removed in different order, also some passages have incomplete ideas, they need to add extra information. However, the writer should check that the new details should not cause a possible big impact in the draft.

Editing

In the fifth stage of writing the final draft is ready to expose; nevertheless, some points such as grammar, spelling, punctuation need to be checked and correct the mistakes. As in the revising feedback was part to know the different points of view either the teacher or the rest of the students. The edition part is vital because the last version is going to read for the audience; thus, all the work has to be done in a clear way. (Zakime,2018) Moreover, editing means achieving a concise content where grammar errors have to be corrected. Avoid using repetitive words or phrases above all those sentences which contain poor meaning could be more powerful if they make sense. Caulfield (2020)

2.3 The importance of writing

English learners should manage a good level related to writing because it is seen as one of the vital as a language skill, before writing it is necessary that students have acquired all the subskills. That is the reason that this skill more complex than speaking, where the English language could be more



informal.; therefore, a good writing is achieved in a high level of English learning in order to develop academic written assignments. Related to academic writing there are two parts such as accuracy and correctness, which need to be mastered; however, grammar, punctuation, vocabulary, word order, spelling is involved during the process of acquiring the main writing skills. (Ismiati & Pebriantika, 2020)

The importance of writing according to Yusuf et al. (2019) is essential due to students need to analyze and think different trouble while developing this skill; for example, issues such as environment, advantages and disadvantages of social media, etc. Then, this process of creating a new text needs to be checked sometimes in order to correct the possible mistakes and having a final product. But also, the students should feel engaged to use the accurate language in each part of their compositions, which could be a letter, an essay, an article. Thus, learners have to utilize proper intellectual skills, verbal information, language rules; as a result, writing is seen as a harder cognitive skill. Additionally, the teaching writing should not seem like a problem; on the contrary, with the use of different methods, strategies and techniques cause that learners feel satisfied with their progress.

Moreover, it is well-known that writing is a productive skill, which means after that all information taught by the receptive skills such as listening and reading, students construct by themselves their own result throughout writing. But this process needs to be assisted with the correct guide that only the English teacher could give to his pupils. Some points of good writing are punctuation, vocabulary, the structures of the sentences, it means the subject, verbs, have to be established in the suitable position; otherwise, they could not make sense. Other important elements



are the organization and coherence that give the idea how well the sentences are written; consequently, they are as a set will show a significant paragraph. (Haseeb, 2022)

2.4 Qualities of Good Writing

The quality of writing is according to the writer's level; for example, beginners produce short text whose structures and vocabulary are basic. On the contrary, students, who have a high level in English language will acquire both a lexical knowledge and a high writing competence. But any kind of written work should be understandable for the audience, this is the main point at the moment of assessing a text quality. (Aranea & Armijos, 2023) In some cases learners usually face on writing skills problems, then teachers should apply different methods, strategies and techniques improving their writing qualities. It means that all the stages are important to develop and the correction of the mistakes; as a result, the final text will be a good version; otherwise, the readers might not understand the meaning of the written work. (Din et al., 2021)

According to Jan & Aziz (2022) the quality of writing is learnt throughout the stages of the writing process, which should be guided by their teachers. During the correction of each draft students are able to produce different ideas, opinions, criteria throughout sentences and paragraphs. But the quality is only reflected when the final written text is logical, the structures are elaborated with a variety of sentences, enough vocabulary and the reader is interested in knowing the content of the work. It means that learners have applied the components of writing such as grammar, spelling, punctuation and organization which enhance a good writing version.

Organization

According to Cambridge (2022) when learners present a piece of work, one point to be evaluated is organization, all the written ideas on the text has to be totally clear and in the correct



order. One example, could be the beginning of text does not connect with the title; as a result, the content of the written task probably will cause that readers have some difficulties to grasp because one of the main parts has not been logical followed. Additionally, Donovan (2021) refers that the importance of this quality is not only writing the ideas in a specific order, in some essays the thesis statement is set in the middle of the work not at the beginning, but the objective is that the audience clearly feels engaged to read the essay, story, letter, etc.

Spelling

Spelling is one of the basic components of the writing skills, it is the use of orthography in the different written texts, that is the reason of joining the letters and syllables should be seen like an art by the learners, because they are creating a new composition inspired in their thoughts. Thus, it is essential that the vowels and consonants are in the correct position of the words in order to not misunderstand the final idea in statements or paragraphs. Another important part of spelling is punctuation which permits that simple or complex sentences give the continuity or the final of a phrase. The mistakes are easily visible at the moment to read not only in the writing language, but also in other skills such as listening or reading. As a result, spelling errors could be seemed as students have not developed successfully a meaningful learning related to the writing English. (Fitria, 2020)

Coherence

According to Khan (2022) the audience should comprehend the main points written in a text, due to the clarity of writing expression which is synonym of coherence. This quality encompasses some aspects that learners need to take in account; for example, thoughts and concepts



explained into the sentences have to flow naturally without cause any confusions to the readers. On the contrary, all the ideas should be connected each other with suitable grammar and terminology, which are the manners of achieving coherence. Also, when the meaning of the concepts is understandable for the reader that is coherent, according to Latifah & Triyono (2020) it is possible if a text has the unity and the organization; otherwise, this relationship is not possible because the content could be illogical.

Grammar

The structure and regulations in an English assignment is guided by grammar, it could be with writing or even speaking skill. The use of grammar enhances the value of a written task for the readers, because one way of communicating something meaningfully is clearly, this point is represented in phrases, sentences, and paragraphs used into a text. (Aranea & Armijos, 2023) On the other hand, Khan (2022) states that in order to acquire the best results in a piece of writing is necessary to adapt all the grammatical knowledge with Standard English. This is taught as a foreign language in many countries and it is accepted around the world. Also, it is advisable writing in academic way with the appropriate accuracy. Although, learners could master the use of grammar, it does not mean a good development in a piece of writing because the writer should be clear and effective in their works.

Vocabulary

Vocabulary is one of the key parts during the writing process, learners should be able to manage a range of words depending of their level in order to achieve a satisfactory final written work. However, if a student has a low knowledge of vocabulary probably the quality of the writing will not the necessary. Thus, writers need to take in account that knowing enough vocabulary



enhances the sentences; for example, a variety of words, adjectives immersed in a text, it is more attractive for reading. Then someone, who wants to express their different thoughts in a piece of writing, with the use of vocabulary, it is seen as an instrument to improve the writing language skills. One way to continue enriching meaningfully the brain is reading educative, scientific articles or magazines and write sentences with new words, it will help to remember easily them. (Dhuli et al. ,2023)

In addition, the importance of vocabulary in writing skills plays a huge role when students are learning English as foreign language. When they are capable of understanding a range of vocabulary, it guarantees comprehension and they can communicate without problems; otherwise, due to the lack of vocabulary learners will have difficulties to transmit the written message. Although, grammar is one component, which increases the quality of writing, it is not the only one; on the contrary, the more students learn vocabulary and expressions, the more they focus and write their ideas. Chiluisa (2021)

2.5 Common European Framework of Reference

The CEFR (2020) is an international standard, which is approximately written in forty languages, it has been utilized in order to assess the knowledge of a foreign or second language, highlighting both important aspects in the teaching-learning. Thus, students should be reflective and use the language in the daily life. For example, English might not be learned by memorization; on the contrary, writing could be practiced when a message is developed. This organism has six scales from A1 to C2, promoting educational values, a model based on language competences and help teachers with useful strategies to permit the curricula teaching- learning be developed by illustrative descriptors. As a consequence, language education is expanded in different manners



taking in account that learners are the main part of education, and they are constantly in communication with their context.

The objectives of the CEFR are to aid all the language qualifications not only learners and teachers, but also the instruments of preparation, there are courses, designers, examining bodies and academic professionals. Therefore, it encompasses all the ways to guarantee that language's acquisition be satisfactory, encouraging the co-operation with educative organizations around the world. To achieve a meaningful learning, CEFR has a macro skill called "can do", analyzing this phrase it means that all the activities are based on real-life due to a language is learned to communicate in different places like a restaurant, a hospital, etc. In addition, the syllabus is designed to assist education in both aspects plurilingual and intercultural being a main guidance for the teachers, who will have the necessary methodologies to use in the assessment process.

2.5.1 CEFR descriptor scales

As it was mentioned the CEFR has six scales to measure the learning of a language, they go from A1-A2 basic users of the language, B1-B2 independent users and C1-C2 proficient users. In Ecuador English is taught as a foreign language in the middle education. The Ministry of Education has supported in CEFR the teaching- learning of English. The National Curriculum Guidelines (2014) is the official document where has been adapted to the local needs. It is divided in six levels: A1.1 from eight graders until B1.2 which is achieved by students from 3rd baccalaureate.

In this research students are in eighth course, so the level is A1.1, according to curriculum A1 language competence has been evolved and there are some specifications related to the writing



skills:

Learners who are in this level are capable to make very simple informational text, it means that they only know basic structures with simple sentences, and the knowledge of vocabulary is limited. As a result, it could cause the final meaning does not have particular information because students often make errors at the moment of writing their assignments.

In addition, the specific indicators for writing skill are given

- For example, related to personal information learners should be able to write names, age, date of birth. Another aspect is that they write vocabulary about their educative institutions such as subjects, different places, etc.
- Although students are basic users, they could write a short text by a dictation or their English teacher could record an audio with questions like What's your name? What do you do in the morning? However, the punctuation marks such as commas, periods are some details that a writer needs to take in account from the beginning of the writing process, even if he only produces simple sentences or phrases.

The aim that CEFR is achieving written production, it goes with reading skill, because learners support their development with texts, enriching their lexicon with new words to apply into statements. Making a creative writing according to A1.1 is to use simple sentences, joining them with connectors and, but, including likes, dislikes, family related of students' information. Moreover, the teaching language is based on real life, experiences; for example, daily routines, using vocabulary such as take a bath, make the bed, etc. Also, they are able to think about a



cinema outing, hobbies, free time activities, emphasizing in learning needs to be practiced by a productive writing skill.

2.6 Brief conclusion

As a conclusion, of the theoretical framework explained, the researcher has grasped the importance of describing both independent and dependent variable. The different definitions, classifications and importance clarified the idea of developing mnemonics and mind mapping techniques for eight graders at Juan Pio Montufar High School. The main structure in this chapter was the scaffolding theory, which as a bridge permitted to connect with the Communicative approach for starting the English teaching-learning focused on real contexts. On the one hand, the independent variable established for the utilization of acronyms, acrostics, mind mapping, bubble maps during the production of writing skill fostering a meaningful learning. However, producing written texts require that learners develop each stage such pre-writing where they can organize their thoughts with the aid of mnemonics and mind mapping to achieve coherence in their sentences. To conclude, CEFR scales gives a specific scope of A1.1 learners can do, for example, writing simple sentences related to real life, but it is necessary to achieve a productive and creative writing.



Chapter 2: Methodology for the Investigation and Initial Diagnosis

In this chapter the researcher has applied the different steps of the investigation in order to achieve the established objectives, which permit to continue working in the proposal. The development in this chapter has components such as the methodology, methods, and instruments. In addition, the population and sample are the main parts to gather information by data collection methods and data analysis. All these components are important, they need to be connected each other when the methodological research is put in practice; as a result, it guarantees better results. (Asenahabi, 2019).

2.1 Research approach

The research approach was utilized in this investigation by the mix methods design. It is an integration between qualitative and quantitative research, it means to collect and analyze either qualitative or quantitative data in order to interpret correctly the problem related to “Mnemonics and mind mapping teaching-learning techniques to develop writing skills in eighth graders at Juan Pio Montufar High School” and answers both general and specific objectives.

Quantitative Research:

The quantitative method was part of this investigation because, it was applied for knowing a numerical data; thus, the techniques were analyzed and used into the classroom. As the first phase of the research study the students took a pre-test which results allowed to quantify the mistakes made in the writing skills before the implementation of the proposal. The second aspect was examined by a survey related students' opinions. Finally, after that the researcher developed the



research proposal the pos-testing gave a quantitative data; as a result, the findings were visible to know if the two techniques were beneficial for students' learning.

Qualitative Research

Furthermore, the qualitative research as a complementary method focuses on collecting information and analyzing non-numerical data, in this case the interview whose results allowed to know if the English teachers use mnemonics and map mapping techniques during the English class. The other aspect is about how the process of writing skill is carried on and the importance of innovative methods.

One example, of these two methods were used by Latacunga (2022), who states that quantitative research converts all kind of information such talks, situations in numerical results at the moment when someone wants to apply it. Therefore, the researcher found the percentage and the rate of morpho-syntactic errors that students made during the process of the writing skills. In addition, qualitative method assists no statistics findings like opinions that students have related to their mistakes; consequently, the researcher obtained a clear and reliable investigation.

2.2 Conceptualization of variables

In the development of this chapter, conceptualization and operationalization are the main base to continue the investigation. It is necessary to obtain results of writing skills' problems and apply the implementation of the proposal. However, each component of the matrix needed to be defined by the conceptualization to understand their characteristics and have a clear meaning.



Thus, in this part there are two main categories in order to start elaborating with all the instruments either quantitative or qualitative to verify the impact of mnemonics and mind mapping techniques to develop the writing skills in eighth graders at Juan Pio Montufar High School.

The main categories in this investigation are:

Mnemonics and mind mapping teaching-learning techniques: They are defined as techniques, that allow students to be analyze, create and develop information for elaborating a complete written assignment. Also, they are useful for learners, who need of practical tools to continue their writing process with the assistance of their educators, they form education as an only component.

Writing skills: This productive skill is defined when students express their thoughts throughout a written text, it might be in academic or informal way. The complexity of the document developed depends of the students' level.

2.3 Operationalization of the variables

Operationalization permits to measure both the independent and dependent variables and how the instruments were utilized, one is pre-testing that was taken by the eighth graders at Juan Pio Montufar High School to diagnostic the specific weaknesses in writing. The other was post-test to verify the progress based on mnemonics and mind mapping techniques for obtaining a quantitative data. Additionally, a qualitative method was utilized with the interview for the English teachers in order to have a holistic the research.

The operationalization of the matrix has both independent and dependent variable, they have divided in five parts, which are explained one by one and its function.

1. Mnemonics and mind mapping: As the independent variable, they are the two techniques that were part of the proposal as the solution for the development of the qualities of



writing skills.

2. Conceptual definition: The concepts written by three authors addressed with clarity the concrete ideas of how the researcher designed the activities on base mnemonics and mind mapping for the students' progress.

3. Dimensions: As a third part are dimensions, two components were considered, the type of methods used by the English teacher that guide English language as well as the teaching-learning techniques, how the students utilize them .

4. The indicators: This part is composed for two specific methods, Communicative Approach, it is the main support during the English teaching-learning, according to Curriculum Guidelines given by the Ministry of Education; however, Soft-CLIL is connected at the moment of using English. Also, mind mapping, acrostics and acronyms represent the techniques as the proposal in this study, all of them were in the instruments of evaluation.

5. Scales: The Likert scale was utilized to collect quantitative information throughout the survey, that had five answer options: Strongly agree, agree, undecided. disagree and strongly disagree. Eighth graders were familiarized with these alternatives because they know the meaning of them. In addition, the scale allowed to know the frequency of mnemonics and mind mapping techniques used in the English class.

The second part of the matrix is about the dependent variable, that is explained in the following parts:



1. **Writing skills:** The dependent variable, it represents the problem investigated to implement mnemonics and mind mapping techniques as a proposal to improve this ability.
2. **Conceptual definition:** Focused on the importance of writing in order to communicate a meaningful written text, it might be a letter, a message or an announcement.
3. **Dimensions:** They were considerate two main aspects of writing skills, one is the knowledge, it implies whether students manage correctly the qualities at the moment of start writing. The other is production of simple sentences according the A1.1 level
4. **Indicators:** The components were: grammar, spelling, vocabulary, organization and coherence. They are qualities developed during the writing, that are essential to achieve a better written assignment.
5. **Scales:** The evaluating rubric, that the English teacher utilized to measure the level of writing skills and verify whether learners had the A1.1 level throughout a pre-test and also posttest based on Cambridge evaluation. It has excellent, satisfactory, acceptable, not acceptable.

As a conclusion, how important it is when a researcher has the operationalization matrix, it is a compass, which addresses the investigation from the beginning until to the end. It permits to make some changes if the components need to be adjusted or replaced for others, according to the stablished objectives.



In the following matrix are all the components explained in the previous pages:

Table 1. Independent variable

INDEPENDENT VARIABLE	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Mnemonics and mind mapping teaching-learning techniques	Mnemonic techniques are a useful way to learn large amounts of information, according (Putnam,2015) who gives an opinion that they help students to be more critical and it is important to use into the classrooms as an education material. On the other hand, mind mapping helps students to analyze, collect, remember and make up new ideas. Related this previous concept (Alqasham & Al-Ahdal,2022).	Methods	Communicative Approach	Strongly agree Agree Undecided Disagree Strongly disagree
			Soft-CLIL-Approach	
		Teaching-Learning Techniques	Mind-mapping	
			Bubble map	
			Mnemonics	
			Acronyms	
			Chunking	

Note: Elaborated by: Cortez, M (2024)



Table. 2 Dependent variable

DEPENDENT VARIABLE	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Writing skills	<p>The writing skill, which (Anggraini, 2020) defines when someone needs to communicate their ideas, thoughts, opinions by an announcement, a letter, or any written resource. The main objective is to elaborate any kind of texts to give information of different fields such as science, technology and education.</p>	Knowledge	Grammar	Rubric criteria and scales
			Spelling	
			Vocabulary	
		Writing production (Simple sentences)	Organization	
			Coherence	

Note: Elaborated by: Cortez, M (2024)



2.4 Research Scope

On the one hand, this research was descriptive, it was used to describe the main characteristics of the phenomenon or the problem. Hence, knowing what was the level of writing in eighth graders at Juan Pio Montufar was the initial stage, allowing to analyze the lack of qualities in writing when they start organizing their ideas. These explanations were defined in the description of both independent and dependent variables; therefore, they were presented in order to find their categories, dimensions and indicators were detailed. In addition, explanatory research was a support to seek the relationship between the two variables and the students; as a result, this link allowed to have a clear perspective related to the writing abilities. Answering the question how the mnemonics and mind mapping techniques could improve the process in A1.1 learners throughout the findings. It will be a tool for English teachers enhance the teaching-learning in the class.

2.5 Statement and Justification of the Research Approach

Empirical approach

The use of this method involves collecting information by observation in order to analyze and explain the phenomena and can conclude with the solution. Thus, a classroom group is going to practice the writing skill with the mnemonics and mind mapping techniques to compare if they have grasped better this productive skill.



Theoretical approach

This method is going to be part for explaining, predicting and knowing the problem. The theoretical framework will be the main structure that can support the techniques studied as a theory to describe all the research problem. This method permitted to make a systematic study of the techniques used into the English classroom, whether they can develop better the writing skills; otherwise, it is necessary to improve them.

Inductive and Deductive approach

The inductive approach starts with the observation and theories of the problem in order to search the patterns from observation. The research was guided with this approach because these two mnemonics and mind mapping techniques could help to contribute the English as Foreign Language (EFL) and to know how effective they are in the learning development. It generated the main conclusions throughout the observation for identifying the problem at the moment that students start writing the sentences. These results gave the correct use of the mnemonics and mind mapping to improve their capacities to continue writing according their level.

2.6 Justification of data collection methods

The investigator chose these types of data collection methods in order to gather information, measure and analyze either numerical and non- numerical results. Additionally, the techniques used in the process of the investigation were quantitative throughout the pre-test, where the students develop their writing skills, obtaining a scope about the reality of their learning. Moreover, the survey contributed to acquire a robust quantitative data that contributes to achieve reliable research. The complement is the use of qualitative data by the interview as a technique, the English teachers were freely to answer the questions about the teaching-learning methods and



techniques. It is important to mention that quantitative and qualitative data collection methods allowed the opportunity to achieve a triangulation data and the product was a holistic and reliable research.

2.7 Research techniques

The quantitative technique according to Bhandari (2023), is necessary to collect and analyze numerical data, as the first stage to know the level of eighth graders at Juan Pio Montufar High School, after applying a survey and finally how mnemonics and mind mapping techniques like a proposal were useful to improve the writing skills.

Pre- and post-testing: The pre-test was applied in order to check the main problems. The main aspects of writing, they were analyzed according to the writing productive of A1. 1 level, related to pre-writing focused on organization and coherence of ideas. After working in the implementation of mnemonics and mind mapping techniques, the students took the post-test in order to make sure their progress in the development the writing skills.

Survey-questionary

The survey according (Story & Tait 2019) provides both evidence and knowledge, in order to make a good survey, researchers should be clear in the questions which will interest the target population. Moreover, it has to provide reliable results. Thus, a questionnaire, which is an instrument of survey has to have essential high-quality items and it should take around ten minutes to answer. It helped to know the students' opinions related to the importance of writing, if they can write simple sentences or it is necessary to improve throughout mnemonics and mind mapping.



The interview as a qualitative instrument, where the two English teachers asked about the methods used in their English class. Their answers permitted to the researcher to understand if they are using active methods such as Communicative Teaching Approach, Soft CLILL or maybe another.

2.8 Population, Sample and Sampling

The population according to Bhandari (2023), refers to the total group of a research. It could be an institution, a city, undergraduate students, countries of America, where the researcher draw conclusions. Thus, in this investigation the population was 440 students in eighth courses and two English teachers from “Juan Pio Montufar High School”. On the other hand, Bhandari (2023), states if the population is bigger, it is important to have the sample, which is a particular group. To apply the different instruments for collecting data information and put it into practice the proposal, the sample chosen was 32 students from eighth course, class “G”, there are 17 girls and 15 boys.

2.8.1 Justification for using Convenience Sampling

The selection of the sample was based on The Convenience sampling technique, because the students of class “G” are part of the English courses of the researcher, also their parents have signed all the requirements in order to permit all the steps of this research for obtaining the final results about how useful mnemonics and mind mapping were useful in the writing skills process avoiding bias by the researcher.



2.9 Implementation of mnemonics and mapping techniques: Improving the writing in EFL students.

The methodological proposal was based on mnemonics and mind mapping techniques, they were generated for eighth graders at Juan Pío Montufar High School to increase their ability when they produce simple written texts; for example, messages related to real life. According to Curriculum Guidelines (2016), the objective of the English teaching -learning be seen as a tool, where the students are equipped to communicate with people from other cultures. Following with this aim of the Ministry of Education, learners will be capable express their ideas by simple sentences. On the one hand, they need to be enriched with vocabulary, before start writing a sentence that represents an appropriate organization and coherence. The mnemonic technique by acronyms and acrostics enhances the way how to recall new words, because they are group of letters that generate a chain of new words; as a result, the productive language skill appears with more facility (Jamik & Soeharno, 2020).

On the other hand, the pre-writing process is the initial step that needs to be develop with key words, key ideas designed throughout a mind mapping. This graphic representation organizes the ideas and thoughts; consequently, the students have a clear concept about what they might express in sentences and short paragraphs. A mind mapping could be done with a sheet of paper, pencil; then, start gathering all the preliminary words related to topics such as free time activities, personal information and continue working in the following stages of writing. The idea of using mind mappings for Scheiner (2023) is beneficial because leaners could draw a visual diagram to collect information, they can be concepts, definitions. When the writing skill is worked by mind



mapping the eighth graders at Juan Pio Montufar High School have the opportunity to re-write their draft and improve with appropriate words enhancing their production.

Furthermore, the methodological proposal was worked with the Scaffolding Theory, where the students were guided by the English teacher with examples of acrostics, acronyms and mind mapping, after they continue making new ones, contributing their writing process. To complement this research study, Communicative Approach was the guide to implement the techniques with students. According the English Curriculum (2016) this approach is well organized to assists learners to grasp a language effectively. This principle was reflected during the use of the techniques that improve the knowledge of vocabulary and organization of their thoughts presenting statements with appropriate organization and coherence; as a result, communication is effective, it means that writer can hook the reader 's attention. In addition, the activities were followed according to A1.1 level; although, the students from eighth year are considered basic users, they should learn to write meaningful sentences.

2.10 Diagnostic needs analysis

In this investigation needs analysis model is based on ESP learning-center- approach, according to Otilia & Brancusi (2015) state that it is focused on all the materials, methodology contents and the main purpose is paying attention on the students' needs. This model could be adapted into the context of eighth graders at Juan Pio Montufar High School, because hand, Li (2014) mentions that need analysis is related to the future of the students, what they need to acquire. Moreover, a learner -centered need analysis is basically what the pupils can do when they have started the course and all the difficulties found during the learning process; consequently, the writing skills has been identify as the problem and it is necessary to improve by the students.



The first stage of the diagnostic needs was to support information by official documents such as the ministerial article (2016) number 1, the teaching-learning English from 2nd EGB to 3rd baccalaureate is compulsory for public, fisco-comisional and private institutions in middle education. Learners of eighth grade, who are part of this study research, take general English classes based on CEFR. Related to the writing, they are able to produce messages, with basic English sentences, even complete personal information.

The second stage was the design and plan of the instruments of evaluation for the stakeholders, they were 32 eighth graders class “G”, 19 girls and 15 boys. The pre-test was created to measure the writing skills; additionally, a survey with ten questions addressed to mnemonic and mind techniques. On the other hand, an interview directed for the two English teachers at Juan Pion Montufar High School.

In third stage, the researcher collected, and processed the results by quantitative-qualitative methods. Quantitative data from pre-testing was analyzed with a rubric, the qualities assessed were grammar, spelling, vocabulary but above all organization and coherence, it was adapted from assessing writing of Cambridge, (2022). Additionally, the survey, whose numerical results in percentages answered by the students about mnemonics and mind mapping. Excel software was useful in both pre-test and survey for knowing the final results. The qualitative data was part in the non-numerical answers given by the teachers to analyze their opinions of techniques.

2.11 Experts validation

The author presented the instruments such a survey, both pre and post test, also the interview for the experts in order to validate the research study. One was the thesis tutor, who previously checked the operationalization of the variables, the other was a research professor, both



gave some suggestions for improving the dimensions, indicators and scales; for example, related to survey, it was better with only one option model of answers to process the data interpretation.

The changes were made, and the thesis tutor approved it throughout a cover letter sent by the researcher, ensuring the application of a reliability and validity proposal.

2.12 Ethical Considerations

Data quality and accuracy, they are primordially reliability and validity at the moment of collecting information from the pre-test, the survey and the interview. They were analyzed with the appropriate exactness to process data avoiding mainly biases. The results permitted the implementation of mnemonics and mind mappings and the impact of the improvement of the writing skills. The author took in account data privacy and security, it means the protection of information of all the participants in the research. The students, parents and teachers' personal information. For example, the parents gave their informed consent, the teachers wrote their names to answer interview. Also, eighth graders at Juan Pio Montufar High School are minors, it was important to keep on mind the legal protection that they have; thus, their identities were carefully protected. Data interpretation and bias are synonym of clear analysis data of pre-and post-testing, survey and interview, taking account the different answers avoiding bias, which manipulates the findings. Otherwise, interpreting wrongly the data information could cause that the proposal research be unreliable; as a result, the prejudice to the student's learning could appear.

Ethics and values basically mean the researcher should be show trust at the moment of developing this investigation. Because all the knowledge to improve the writing skills will be



contributed for all the English teachers, who see mnemonic and mind mapping techniques as a useful tool into their class, engaging students in a variety activity fostering their abilities at the moment to produce written assignments. Additionally, values such as create a respectful environment into the classrooms, where students work in a collaborative learning.

Data Feedback consists on give extra improvements in the effectiveness of the mnemonics and mind mapping techniques to the beneficiaries and the community. On the one hand, the explanation of how to answer the survey, pre-test. On the other hand, the outcomes gotten after the proposal to the English teachers to inform how the benefits of mnemonics and mind mapping techniques contribute the English teaching- learning.

2.13 Analysis of diagnostic stage

The diagnostic study has permitted to obtain the findings, which support the implementation of the proposal focused on eighth graders at Juan Pio Montufar High School. They have some problems at the moment of answering their personal information, lack of vocabulary, spelling. Additionally, the simple sentences are disordered, they do not have subject, the use of the verb to be is not incorrect; for example, students write “ I is, are ”, or the complement at the beginning. As a consequence, the diagnostic part guided that mnemonics and mind mapping techniques are important to work in the writing needs. In addition, the survey permitted to know that students are conscious about learning writing correctly and traditional methods and techniques should be replaced by new ones.



2.14 Brief conclusion

In the chapter 2, the development of the different stages of the methodological research gave a robust idea of how to do the development the scheme of the proposal in the chapter 3. As a first point, the conceptualization and operationalization of the variables guided to the author to elaborate the necessary dimensions, indicators and scales. The next aspect was to choose data collection methods either quantitative or qualitative, followed by sampling and the opinion of the experts who approved the application of pre-test, the survey and the interview to all the participants. After, the students took the pre-test, the findings showed that there are weaknesses in the writing skills; as a result, the application of the proposal related to mnemonics and mind mapping techniques is necessary to improve the qualities of writing, such as vocabulary, organization and coherence. Finally, the advances will be assessed in order to prove the effectiveness of these techniques in the eighth graders at Juan Pio Montufar High School.



Chapter 3: Presentation and Validation of the Proposal

The chapter 3 is related to the presentation and validation of the research proposal. It is explained acronyms and acrostics, they are a kind of mnemonics; additionally, mind mapping, they are the techniques to improve the writing skills in eighth graders at Montufar High School. This section was developed the importance and the benefits for learners when they are producing simple sentences. As a consequence, organization, coherence show a significance advance. The findings of the pre-test, survey, the interview and post-test permitted to prove how beneficial is the application of the proposal in order to expose the final conclusions and recommendations.

3.1 Modeling of the Proposal

3.1.1 Foundation of the proposal

In this investigation the main basis to develop the proposal is to encourage the writing skills of eight graders at Juan Pio Montufar High School. The benefits of mnemonics and mind mapping techniques were investigated in previous researches whose reliable results gave a holistic criterion of the application during pre-writing. It is necessary that learners really focus on improving their ability with active techniques similar to the Curriculum Guidelines exposed in the official document. The English teaching-learning is based on real contexts; thus, writing should be practiced with examples related to real experiences of the students.

Moreover, the foundation of this proposal is based on writing is not an easy skill to accomplish, one of the requirements is organization; therefore, a way to support this ability is the use of a kind of mnemonic called acronyms. They are considered a word and each letter has a new word formed, it is seen as key information which makes possible to recollect vocabulary promoting



a comprehensive learning. These words formed could be given with verbs whose initials have adjectives; as a result, they might be used in written texts like daily activities, increasing the facility to express their ideas. In the case of pre-writing RAFT acronym should be utilized, with its four initials; for example, Role when the writer needs to focus on persuading, informing by the text. Audience is another component related to the type of public that is directed, so the content, the voice, tone is important to include during the development of writing. Format as the third part, has margins, headers, footers chosen in a piece of paper and finally topic where the writer has to decide the title and also the content explaining and expanding in the draft. (Sneddon, 2020).

On the other hand, to enhance the process of writing acrostics are used into the class to remember new meanings of words, verbs and adjectives. Its initial letter can join more extended information that learners can practice to reinforcement vocabulary; on example, acrostic poems can facilitate that students recollect different definitions. Acrostics are seen a useful technique at the moment to produce a new written text because ideas, and thoughts might be placed into a new sentence in order to produce step by step the writing skills. (Jamik & Soeharno, 2020)

The other technique to complete this investigation is mind mapping, A1.1 learners use it in order to start brainstorming their ideas, and hierarchizing concepts. This tool is seen as visual diagram where the organization of information does simple presentations not only for beginners, but also in high levels, it depends on the complexity of a task. The main purpose is simplifying the compound idea, it becomes easy to understand and explain to the audience throughout basic terms or sub components. (Scheiner, 2024) Thus, in the writing skills, key words go with their definitions and images that facilitate to the brain to divide all the content which is going to be produce in a



specific written activity according to the topic. To conclude, the sum of acrostics, acronyms and mind mapping makes possible that students foster the writing skill, due to the information is remembered and organized step by step, with the possibility to check and correct some mistakes; as a consequence, a final written production be more successful.

3.1.2 Characteristics and Characterization of the Proposal

The study of this proposal was characterized mainly by the scaffolding theory, which is a structure utilized into the classroom. Thus, when the students are learning a new language, the English teacher is the guide in order to assist them to acquire it; in this research eight graders at Juan Pio Montufar High School need to be in A1.1 related to the writing skill; therefore, they need such as mnemonics and mind mapping techniques which are considering the scaffolding to continue improving their ability (Rizal, 2011). Additionally, Communicative Approach, which is part of the English teaching- learning, students interact and communicate actively each other, throughout written texts, such as personal information, free time activities, emails according to their level, this is mentioned into the Curriculum Guidelines.

3.1.3 Objectives

General objective

To improve the writing skills of students by mnemonics and mind mapping techniques in which the activities will develop the A1.1 Level in eighth graders at Juan Pio Montufar High School.

Specific objectives:

To develop mnemonics and mind mapping techniques that increase the use of the writing skills into the English class.



To enhance interest in the students of eighth graders at Juan Pio Montufar High School during the process of writing skill.

3.1.4. Structure and Dynamics of Proposal Components

The structure of this proposal had some components, which allowed to create a reliable and affordable resource for assisting educators to improve the teaching of the writing skills. One component was the pre-test whose results were essential to determine the weaknesses on writing from eighth graders and design the implementation of acronyms, acrostics, mind mapping as a proposal. To complement the effectiveness of the techniques the pos-test was utilized to verify the progress of this ability. The components had a meaningful connection for enhancing and boosting the learning process.

3.1.5 Methodological Requirements

As a methodological requirement, the researcher incorporated mix-methods including both quantitative assessments such as the pre-test and post-test with the combination of the survey to gather a valid data collection. The qualitative method was part throughout the teachers interviews to analyze the findings which be aligned the general and specific objectives in order to acquire an efficient, coherent and accurate proposal.

3.1.6 Closing remarks

To conclude, the researcher designed a robust and effective proposal that connects with the writing skills improvement of eighth graders at Juan Pio Montufar High School. The foundation explored scaffolding theory which was the support to start the progress of learners in the writing language. It complemented with the communicative approach achieving an interaction into the



classroom. In addition, the characteristic and objectives were aligned with active techniques; as a result, the main benefit is for English language acquisition.

3.2 Validation of the Proposal

In order to validate the proposal, there were some important aspects such as theoretical foundation, practical applicability and seek feedback to ensure feasible and beneficial investigation.

3.2.1 Theoretical validation

The theoretical validation in this research proposal was based on the review of different definitions related to theory, approach, writing skills and techniques. The first point is that, an English teacher is seen as the scaffolding theory, it is a connection, where educators and learners establish communication and interaction to develop the learning of writing (Rizal, 2011). Thus, mnemonics and mind mapping are the steps for producing the writing language. Additionally, the Communicative Approach is a methodology focused on activities done for students can practice their knowledge on real contexts to communicate effectively throughout written texts. They might be improved by the rapidly collection of vocabulary throughout mnemonics (Akpan & Beard, 2021) and the organization of information by the mind mapping in the pre-writing. All this theoretical validation was aligned with the proposal enhancing the English teaching -learning in public education.

3.2.2 Empirical validation

Empirical validity was utilized to compare and measure the knowledge about the writing skills. It included class observation as empirical evidence to start with the preliminary criterion of making a proposal. Later, a quantitative data, whose instruments pre-test and the survey gave a



clear idea that was necessary to improve the students' needs in the writing skills. The interview, as a qualitative data was the complement to design and implement mnemonics and mind mapping. As a final step, the post-test was utilized to make comparisons verifying the benefits of the proposal's impact.

3.2.3 Seek Feedback

Another aspect of the validation of a proposal is to seek feedback, this was given for the two English teachers. The main suggestions were that the techniques should be mandatory to continue using into the class for improving qualities of writing. The planning and implementation of mnemonics and mind mapping needed to be worked with different kind of vocabulary such as professions, adjectives and new words learned throughout the readings. Students be able to manage easily the process of writing skills, these thoughts were respected because the constructive criticism allowed that the proposal be useful for eighth graders.

3.2.4 Application of Expert Methods

The research proposal was guided by the thesis tutor, who contributed with her suggestions in order to validate and approved the methods and instruments. Her important criteria allowed to validate the proposal and the implementation to improve the writing skills. It contributed to the field of education ensuring that students boost and grasp and correct their mistakes in the qualities of writing process.

3.3 Benefits

Improved Writing Skills: This research has been developed mainly for assisting eighth graders at Juan Pio Montufar High School. Encouraging English language writing might conduct that



students have a clear idea of their development during the writing process. They improve the qualities such as organization, coherence which are more understandable a statement.

Motivation to produce and understand English: Although, eighth graders are A1.1 level, they should be motivated to write and express their thoughts, only in short messages; however, if they feel confident and secure with effective techniques, they are ready to continue progressing their ability.

Development of pre-writing: Eight graders have the opportunity to start brainstorming their first ideas with acronyms, acrostics and mind mapping; as a result, is having a solid starting of point in pre-writing to introduce in a preliminary assignment.

Better Communication: When students learn to write correctly, they could feel more confident to communicate their written messages because they know vocabulary and the sentences are in a clear manner; thus, their thoughts flow more naturally either writing or speaking skills.

Innovative Teaching-learning techniques: The mnemonics and mind mapping techniques are useful for teachers encouraging new ways to produce the writing skills and also students have the opportunity to experiment with different learning techniques where they grasp better the ability.

Moreover, the authorities from Juan Pío Montufar High School might share these techniques with the rest of co-workers engaging the teaching-learning.

3.4 Feasibility

Feasibility in this investigation refers to the possibilities in order to accomplish with the study of the proposal and its implementation. It means the assessment that the research should review; for example, the advantages that these techniques can generate in some aspects such as budgets, human and legal educative articles.



3.4.1 Financial feasibility

This investigation is affordable, because both teachers and learners are able to search mnemonics and mind mapping techniques by this thesis. On the one hand, students could utilize into the classroom to accomplish with their tasks according to the level. On the other hand, teachers apply these techniques either individual or in groups activities in order to start developing vocabulary, writing, reading, speaking ensuring an interaction among all learners; as a result, English as a foreign language will be satisfactory acquired.

3.4.2 Human feasibility

A1.1 learners need to improve the writing skills, so mnemonics and mind mapping techniques assist them work actively in the process of learning. They feel engaged and self-confident of making their written texts, correct some possible mistakes by a draft and they will be more secure to deliver a better written production.

3.4.3 Legal feasibility

According to The Ministry of Education (2016), in the ministerial article number 1 it says English teaching-learning from 2nd to 3rd baccalaureate is compulsory for public, fisco-comisional and private institutions in middle school. Thus, all the improvements made for students are well accepted to boost an active learning with techniques focused on new ways of improving education in the country.

3.5 Presentation of Results



The following pages show the final findings obtained from the survey, interview pre and post test done either to 32 eighth graders or the two English teachers at Juan Pio Montufar High School. These results allowed to know not only the problems in writing skills, but also verify the increase after the application of the proposal on mnemonics and mind mapping techniques throughout the post-test.

3.5.1 Analysis of Survey to the students

In the present investigation the survey was utilized to collect data focused on Mnemonics and mind mapping techniques, 32 eighth graders at Juan Pio Montufar High School answered ten statements with five multiple choice options, such as strongly agree, agree, undecided, undecided, disagree. The findings allowed to obtain quantitative information related to different opinions of the importance of writing sentences in English, the use of the two techniques and whether learners had known them during the development of writing skills.

Statement 1: I think learning English is useful.

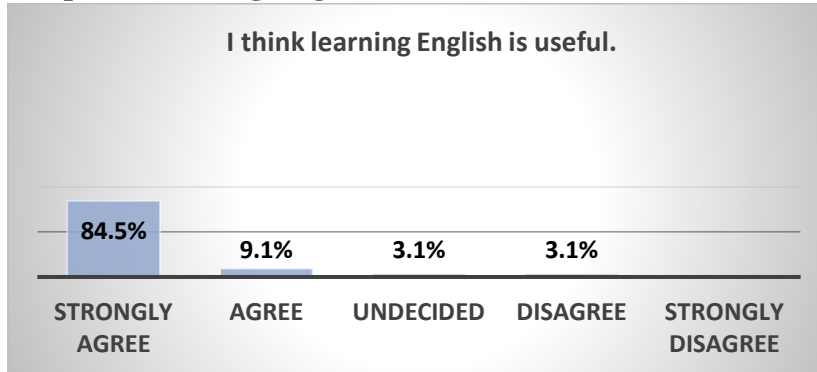
Table 3. Learning English

answer options	Frequency	Percentage
strongly agree	27	84.5%
agree	3	9.1%
undecided	1	3.1%
disagree	1	3.1%
strongly disagree		
Total	32	100.00%

Note: Elaborated by Cortez, Marcia (2024)



Graph 1. Learning English



Note: Elaborated by Cortez, Marcia (2024)

The importance of English was mentioned in the question, with 84.5% of the students which represents the majority of the participants, they strongly agree that English is useful in different fields. On the other hand, there were only 3.1% of them who think it is not necessary. It means that they are conscious about the teaching-learning English is essential in the class.

Statement 2: I can write simple sentences in English.

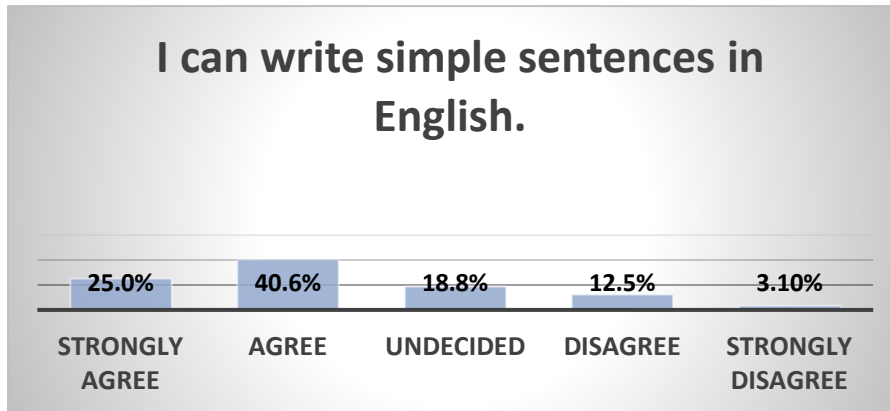
Table 4. Write simple sentences.

answer options	Frequency	Percentage
strongly agree	8	25.0%
agree	13	40.6%
undecided	6	18.8%
disagree	4	12.5%
strongly disagree	1	3.1
Total	32	100.00%

Note: Elaborated by Cortez, Marcia (2024)



Graph 2. Write simple sentence



Note: Elaborated by Cortez, Marcia (2024)

This graph shows the results of the students' opinion about the ability to write simple sentences in English. The 40% of students agree with writing sentences, the other important percentage is 25% with strongly agree, these two results show that they are sure about developing simple statements. However; 18.8% of the participants had an unclear answer, they need to reinforce their ability.

Statement 3: I am confident about improving my writing skills in English.

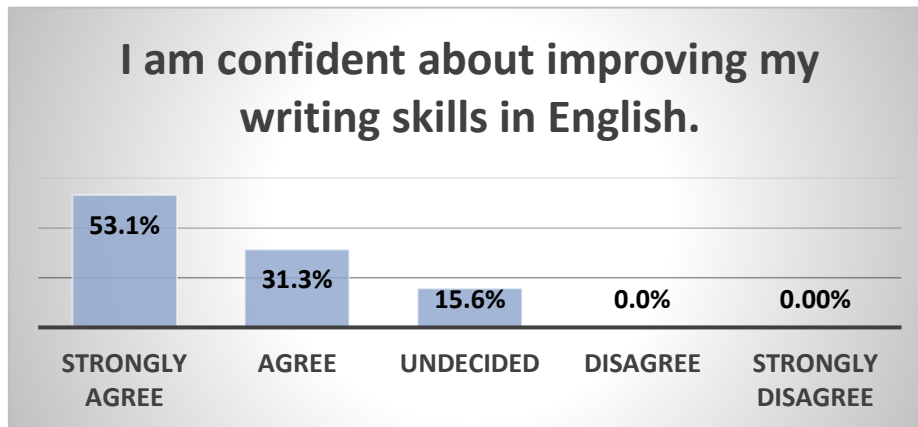
Table 5. Confidence about improving English

answer options	Frequency	Percentage
strongly agree	17	53.1%
agree	10	31.3%
undecided	5	15.6%
disagree		0.0%
strongly disagree		0.00%
Total	32	100.00%

Note: Elaborated by Cortez, Marcia (2024)



Graph 3. Confidence about improving English.



Note: Elaborated by Cortez, Marcia (2024)

According to the graph four, 15.6% of the students are undecided of improving the writing skills. However, 53.1% of them are totally confident to improve it. These results show that learners understand the importance to correct their mistakes when they are writing in order to have a better knowledge that permits to achieve satisfactory the A1.1 level.

Statement 4: I like to represent graphically the words- verbs and adjectives given in the English class.

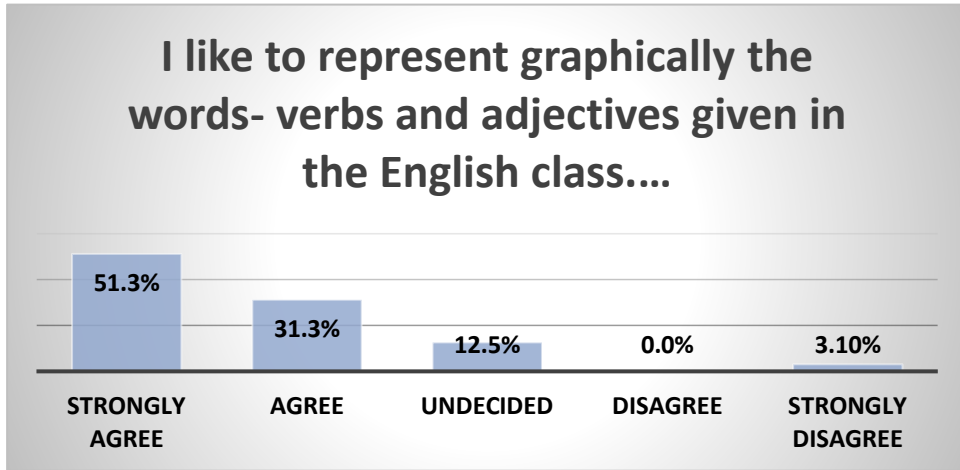
Table 6. Graphic representation

answer options	Frequency	Percentage
strongly agree	17	51.3%
agree	10	31.3%
undecided	4	12.5%
disagree		0.0%
strongly disagree	1	3.10%
Total	32	100.00%

Note: Elaborated by Cortez, Marcia (2024)



Graph 4. Graphic representation



Note: Elaborated by Cortez, Marcia (2024)

In the question number four, the use of graphics was mentioned, 51.3% of the students like to use them for showing words-verbs and adjectives, while only 3.1% of the participants disagree with these questions. These results are the guide to work easily in activities focus on developing vocabulary, organization by mind mapping as a technique.

Statement five: I know about the **bubble map** in my English class.

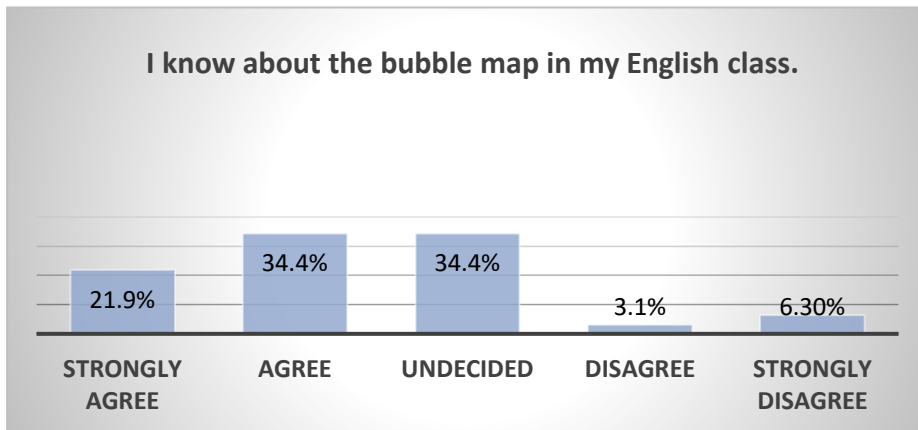
Table 7. Use of bubble map

answer options	Frequency	Percentage
strongly agree	7	21.9%
agree	11	34.4%
undecided	11	34.4%
disagree	1	3.1%
strongly disagree	2	6.30%
Total	32	100.00%

Note: Elaborated by Cortez, Marcia (2024)



Graph 5. Use of bubble map



Note: Elaborated by Cortez, Marcia (2024)

One technique to represent is bubble map, 34.4% agree with knowing this kind of mind mapping; however, with the same percentage of 34.4% of the students are undecided of using it in their class. It should be necessary to increase during the process of writing skills in order to have more resources that permit to achieve better results.

Statement six: I understand what mind mapping is.

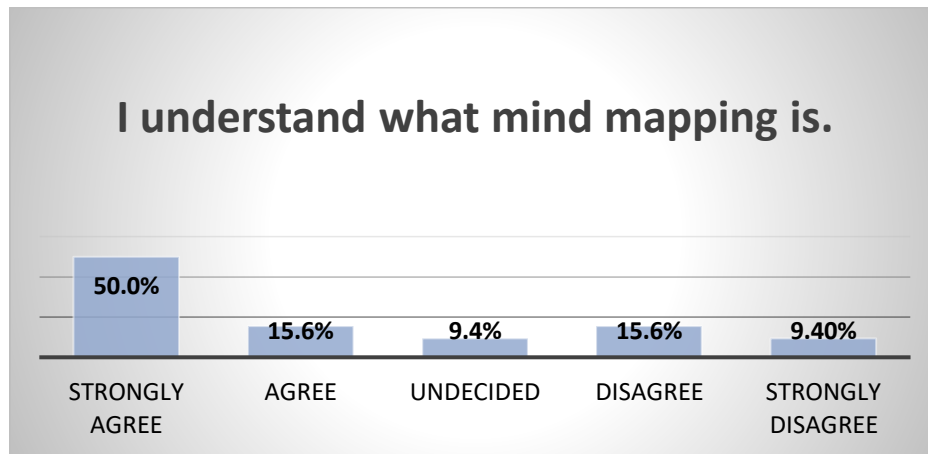
Table 8. What mind mapping is

answer options	Frequency	Percentage
strongly agree	16	50.0%
agree	5	15.6%
undecided	3	9.4%
disagree	5	15.6%
strongly disagree	3	9.40%
Total	32	100.00%

Note: Elaborated by Cortez, Marcia (2024)



Graph 6. What mapping is



Note: Elaborated by Cortez, Marcia (2024)

The graph gives information related to the use of mind mapping, 50% of the students strongly agree of doing activities with this technique, it means that they have utilized in activities before; however, either 9.4% are undecided or 15.6% disagree of using it in class. It shows that participants should apply more mind mapping to start pre-writing by key words that join new ideas to use in simple sentences.

Statement seven: I think I can write English vocabulary better If I use acronyms

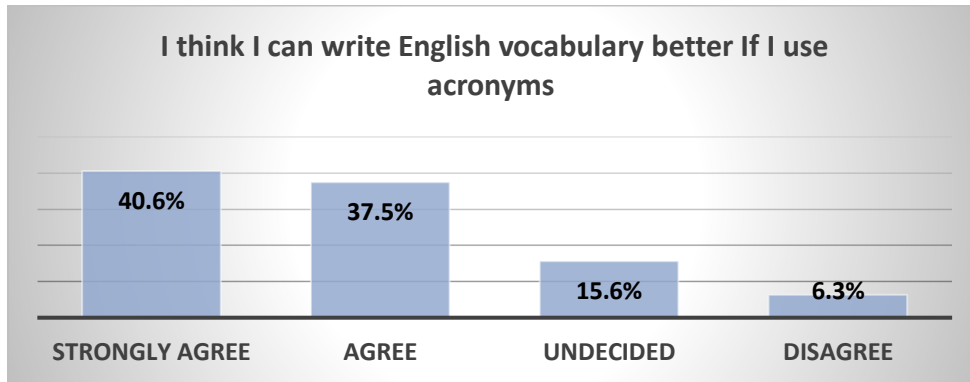
Table 9. Use of acronyms

answer options	Frequency	Percentage
strongly agree	13	40.6%
agree	12	37.5%
undecided	5	15.6%
disagree	2	6.3%
strongly disagree		0.00%
Total	32	100.00%

Note: Elaborated by Cortez, Marcia (2024)



Graph 7. Use of acronyms



Note: Elaborated by Cortez, Marcia (2024)

The graph indicates that students strongly agree with 40.6% in learning vocabulary by acronyms, this answer and also 37.5 % agree with this technique. On the other hand, only 6.3% disagree on using into the class. These results demonstrate that learners are willing to work written

activities; thus, it should be explained by developing simple sentences that enhancing their learning.

Statement 8: I can write small sentences in English.

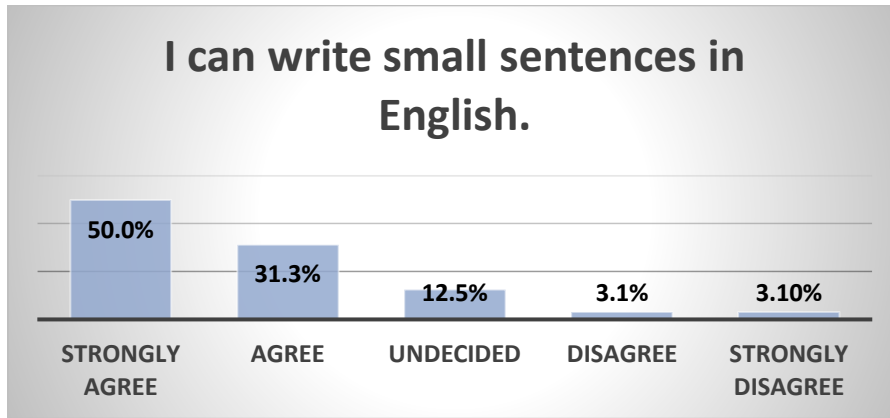
Table 10. Writing small sentences.

answer options	Frequency	Percentage
strongly agree	16	50.0%
agree	10	31.3%
undecided	4	12.5%
disagree	1	3.1%
strongly disagree	1	3.10%
Total	32	100.00%

Note: Elaborated by Cortez, Marcia (2024)



Graph 8. Writing small sentences



Note: Elaborated by Cortez, Marcia (2024)

The major percentage is 50 % related to the students strongly agree to write sentences, followed with 31.3% agree to be able to develop simple statements. On the other hand, with 3.10% strongly disagree in this question. These findings demonstrate that learners feel engaged to produce this productive skill, although they are in a basic level. Thus, it is necessary to continue adding more activities that students can improve all the qualities of writing.

Statement 9: I write the ID number or cellphone number of my partner in English easily.

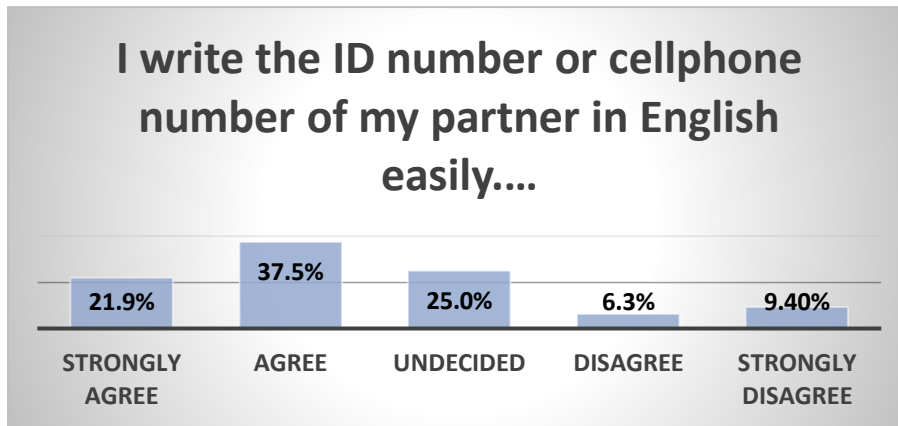
Table 11. Writing the ID number or cellphone number.

answer options	Frequency	Percentage
strongly agree	7	21.9%
agree	12	37.5%
undecided	8	25.0%
disagree	2	6.3%
strongly disagree	3	9.40%
Total	32	100.00%

Note: Elaborated by Cortez, Marcia (2024)



Graph 9. Writing the cellphone number



Note: Elaborated by Cortez, Marcia (2024)

The results of this graph are 37.5% of the students agree, 21.9% strongly agree to write numbers in English; whereas, 25% are undecided. It means that they might have some difficulties at the moment of writing, numbers from one to ten are easy, but the others are more complicated to identify. It is important to improve the writing of numbers with two digits.

Statement 10: I describe a picture using adjectives, verbs or words and write down them in English without problem.

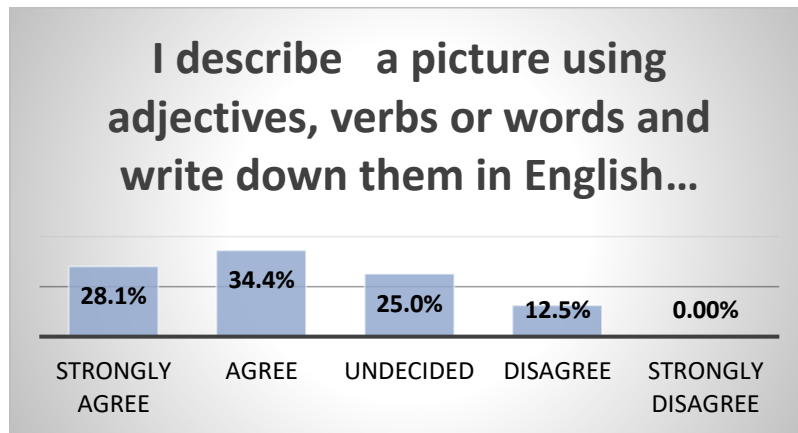
Table 12. Using adjectives

answer options	Frequency	Percentage
strongly agree	9	28.1%
agree	11	34.4%
undecided	8	25.0%
disagree	4	12.5%
strongly disagree		0.00%
Total	32	100.00%

Note: Elaborated by Cortez, Marcia (2024)



Graph 10. Using adjectives



Note: Elaborated by Cortez, Marcia (2024)

In this graph the findings have 34.4% of the students agree, 28.1% strongly agree. It demonstrates that they can analyze different pictures and describe according to the images. However, 25% of participants are undecided, they need to add more vocabulary in order to increase their knowledge and produce new ideas, thoughts and use them with sentences.

3.5.2 Analysis of the interview with the two English teachers.

The main aim of this interview was to achieve insights that the two English teachers who are part of eighth graders from Montufar High School. The researcher needed to know their opinions related to the teaching-learning focuses on not only the type of methodology but also mnemonics and mind mapping are utilized for developing the writing skills and the importance of them.

According to the findings, the English teachers think that , the methodology should be changed with a new active approach, it means to work in developing skills like speaking because



students are afraid of expressing in English. There are some factors such as vocabulary and language transfer that interrupt the teaching-learning; for example, learners translate some words in their mother tongue. The techniques used in class are workgroup, ABP and Flipped Classroom. One question was related to the application of mind mapping technique into the class, they do not use it; however, they think that the students can organize their ideas in a better way. On the other hand, one of them has applied mnemonics into the English classroom. Additionally, the writing skills are not developed correctly, the sentences have errors in the words-verbs, or they are not able to produce simple sentences; as a result, they are not in A1.1 level.

3.5.3 Description of the Pre-test.

The Results Analysis permits to the researcher knowing what are the problems that the students have in their learning process. In the field of English teaching-learning could be focused on each skill such as speaking, writing, listening or reading. The following analysis there were two instruments utilized with the thirty-two eighth graders class “G” the pre-test and a survey in order to identify possible weaknesses in the writing skills. Additionally, two English teachers gave their opinions related to the methods and techniques applied into the classroom. The main aim was gathering data and triangulate the information in order to get a whole result which conducted to develop and implement the research proposal.

As a first part, the pre-test was designed to evaluate the writing skills of eighth graders at Juan Pio Montufar High School, it was focused on assessing grammar, spelling rules, vocabulary, organization, coherence. There were five questions where the students have to answer demonstrating their ability according to A1.1 level and with the contents of the Curriculum



Guidelines. The first question was basically personal information; for example, name, age, country, city, neighborhood; therefore, eighth graders needed to express simple details in simple sentences. In the second question, it was important spelling quality, there two sentences about daily routines, where only one was correctly written. To continue assessing vocabulary in the questions three and four were useful to recognize the knowledge. Finally, in the question five, they had to write about their free time activities, the aim was to verify organization and coherence.

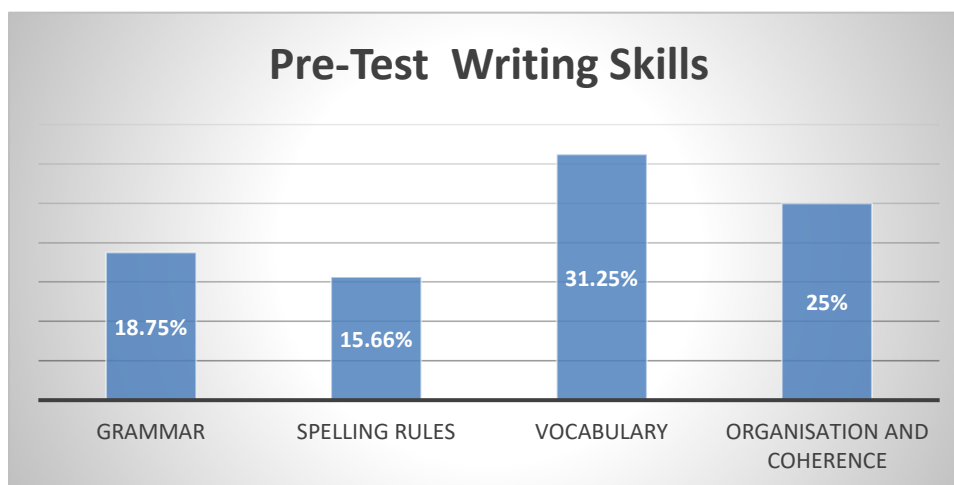
3.5.4 Description and Analysis of the Pre-test Results

Table 13. Pre- Test

Questions	Results
Grammar	18.75% of the students answered correctly (6 out of 32)
Spelling rules	15.66% of the students answered correctly (5 out of 32)
Vocabulary	31.25% of the students answered correctly (10 out of 32)
Organisation and Coherence	25% of the students answered correctly (8 out of 32)

Note: Elaborated by Cortez, Marcia (2024)

Graph 11. Pre- Test Writing Skills.



Note: Elaborated by Cortez, Marcia (2024)



In the final results of the pre-testing, the question number one related to grammar 18.75% of the students only answered correctly. They had to complete their personal information, the verb to be forms were important to understand. However, twenty students have problems in recognize the different parts. On the other hand, 15.66% learners know correctly the spelling rules in third person when they have to use Present Simple, and the others need to improve this knowledge. In the third and fourth questions about vocabulary 31.25% of students have answered correctly about adjectives; consequently, they need to foster the ability for developing their lexicon and writing them into a simple sentence. Finally, the students asked to write sentences in the fifth; however, only 25% of students could write them correctly, but twenty- four had problems in two aspects organization and coherence at the moment they wrote the sentences. They had confusions with the verb to be and other verbs, also they use the verbs at the beginning of a sentence, the subject at the middle or at the end of a statement; as a result, it causes lack of coherence in a whole sentence. To sum up the students need to improve the writing skills and how to organize correctly the part of a sentence with enough vocabulary and the sentences make sense. Those were showed in the final scores 'students.

3.5.5 Analysis of the Post-Test Results

The post-test was taken by 32 eighth graders at Juan Pio Montufar High School to assess of efficacy of mnemonics and mind mapping techniques. The application of this instrument had the same rubric that was used in the pre-test. There were some improvements such as grammar, organization and coherence, but qualities like vocabulary is necessary to improve more.

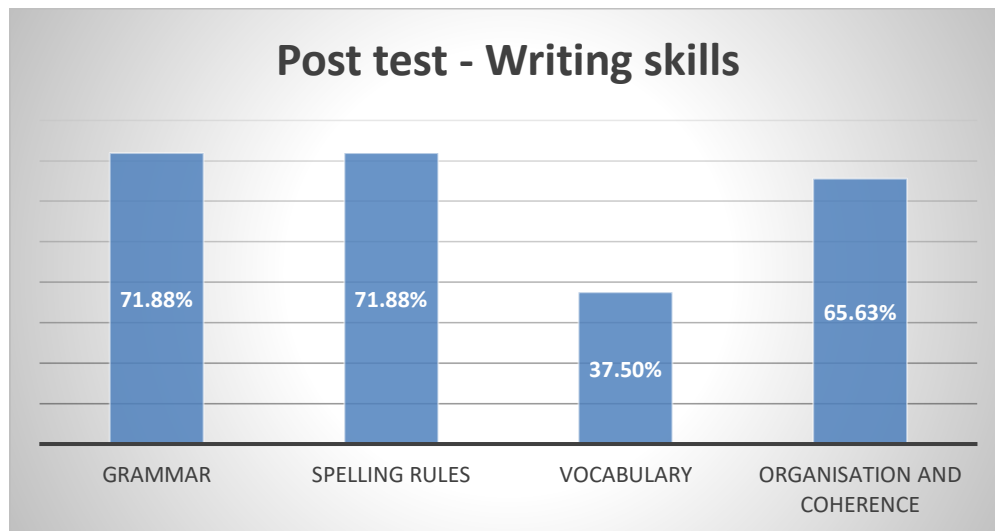


Table 14. Post-Test

Questions	Results
Grammar	71.88 % of the students answered correctly (23 out of 32)
Spelling rules	71.88 % of the students answered correctly (23 out of 32)
Vocabulary	37.5% of the students answered correctly (12 out of 32)
Organisation and Coherence	65.63 % of the students answered correctly (21 out of 32)

Note: Elaborated by Cortez, Marcia (2024)

Graph 12. Post-Test Writing Skills.



Note: Elaborated by Cortez, Marcia (2024)

Students took the post-test, the findings showed improvements; for example, in the questions one, 71.88% of the students used satisfactory grammar in personal information such as name, age, nationality. Similarly, with 71.88% of learners answered the questions two related to spelling rules. Additionally, 37.5% of eighth graders answered questions 3 and 4 related to vocabulary. Finally, with 65.63% in the question number five the qualities evaluated were organization and coherence. Learners wrote sentences focused on their free time activities. It



means that after eighth graders at Juan Pio Montufar High School received four classes with acrostics, acronyms, and mind mapping techniques, they improved the writing skills in each quality. However, their advance should be increased in parts like vocabulary, it was not satisfactory because there were some students who need to reinforce them lexicon.

3.6 Description of the proposal

The elaboration of this proposal was made by lessons planning, where eight graders worked in activities related of the improvement of the writing skills. Learners focused on pre-writing stage and the qualities such as organization, coherence and vocabulary. At the beginning of each unit one objective was elaborated to achieve at the end of the task. During the four units, acrostics, acronyms and mapping techniques were used in order to develop simple sentences, showing the progress of their ability. Additionally, these statements were assessed by the teacher, who gave the appropriate feedback based on the rubric created to evaluate the pre-test.

Unit 1: This unit contains activities related to verbs such as play, run, eat and students had to create new words with each letter, they utilized the English dictionary as a resource.

Unit 2: Learners continued doing sentences, they needed to use the previous verbs; however, the difference is that they had to create new ideas, thoughts not only isolated words.

Unit 3: In this part, the mind mapping technique was used to start writing personal information. The key words like age, favorite color, music, students joined their own information, after they wrote a short and simple paragraph.

Unit 4: The students had to create their mind mapping related to free time activities, the verbs like play, hang on, chat were the base to connect with phrases to express their hobbies.



3.7 Comparison between the Pre-test and Post-test.

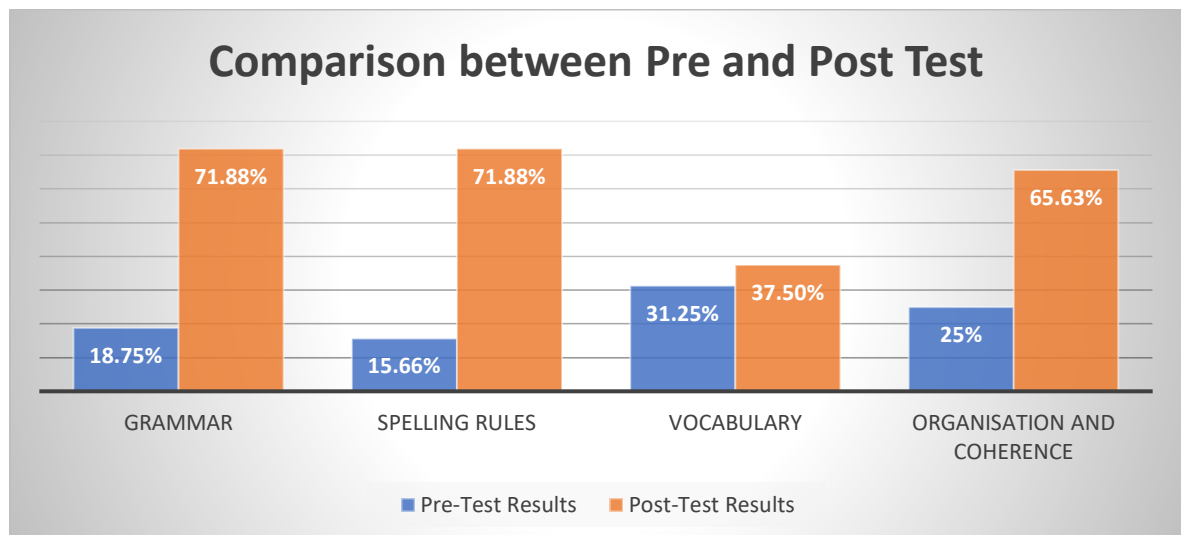
After applying the proposal on mnemonics and mind mapping techniques for four classes with 32 eight graders at Juan Pio Montufar High School, it was essential to compare either the pre-test or the post, to obtain reliable findings. The percentages of the post-test had a significance advance in the qualities of writing skills. The first comparison was done among the five qualities evaluated, and the other was measured the two total means, that clearly had an increase of three points in the post-test.

Table 15. Comparison Pre-test and Post-Test

Questions	Pre-Test Results	Post-Test Results
Grammar	18.75%	71.88%
Spelling rules	15.66%	71.88%
Vocabulary	31.25%	37.50%
Organisation and coherence	25%	65.63%

Note: Elaborated by Cortez, Marcia (2024)

Graph 13. Comparison Pre-test and Post-Test



Note: Elaborated by Cortez, Marcia (2024)



After applying the proposal, it is necessary to contrast the two tests. In the first question, according to the grammar results of the pre-test a significant improvement of 53,12 %, it means that students could conjugate correctly the verb to be in order to answer related to their personal information. They made mistakes with the conjugation am, are, is in the pre-test; however, there was a progress in the post-test understanding the use in each personal pronoun. A noticeable advance was possible in the question two with 56,22 in spelling rules, one topic that eighth graders learned was third person using in the present simple; thus, they recognized the verbs in third person. Questions three and four were focused on the knowledge of vocabulary about adjectives and places, but the development in the pre-test was 31,25% and with 37,50% in the post-test given a difference of 6,25%, this percentage was not significant because it represents only 12 students achieved correctly this quality of the writing skills. Additionally, organization and coherence were an important part into the question five, learners developed sentences related to free time activities, with 65,63%, there were 21 students achieved these two essential points at the moment of producing written texts. The improvement was of 40% approximately in the post test being the most two qualities increased.

The comparison of these two results have permitted to verify significant insights with the use of mnemonics and mind mapping techniques. The application of the proposal had a positive impact in the development of the writing skills with eighth graders at Juan Pio Montufar High School. The benefits could be better if the percentage would be around 80%, but the proposal should be worked for more weeks to achieve completely the qualities this important productive skill.



Table 16. Pre-test and post-test scores of students

Students	Pre test	Post test
Student 1	6	8
Student 2	3	7
Student 3	7	7
Student 4	3	6
Student 5	3	8
Student 6	4	9
Student 7	5	8
Student 8	3	4
Student 9	4	8
Student 10	3	7
Student 11	3	6
Student 12	3	6
Student 13	3	7
Student 14	4	7
Student 15	4	9
Student 16	5	6
Student 17	3	7
Student 18	3	6
Student 19	3	4



Student 20	6	8
Student 21	5	7
Student 22	4	6
Student 23	2	3
Student 24	3	7
Student 25	3	6
Student 26	7	10
Student 27	5	8
Student 28	2	6
Student 29	2	8
Student 30	5	5
Student 31	5	7
Student 32	5	7
Average	4	7

Note: Elaborated by Cortez, Marcia (2024)

Comparing the final scores from seven to ten, there were only two students who obtained a score of seventh in the pre-test, but increase was adequate in the post-test because twenty-one students increased their ability even with mistakes which have to continue working. It means that eleven learners need to improve significantly their level of writing skills. Additionally, the post-tests scores had three or four points of development in contrast with the pre-test and it was showed with the two final means; for example, in the pre-test got 4, and 7 in the pos-test giving satisfactory numerical results of the progress of the writing skills. However, these techniques either mnemonics



or mind mapping is recommendable to continue using in class to achieve better findings which permit eighth graders express their written ideas with good qualities as a base for the next level.

3.8 Triangulation of Data Sources

The triangulation of data has been crucial to obtain reliability, validity and a holistic investigation which findings showed how useful were mnemonics and mind mapping techniques.

The instruments utilized for the eighth graders at Juan Pio Montufar High School were pre-test, survey and post-test to develop the writing skill; additionally, one interview directed to the teachers to consolidate the application of the proposal.

As at first part, it was necessary to verify the real knowledge of the writing skills, the pre-test showed that learners had problems because of their score was lower; on the other hand, after the implementation of the activities, the post-test permitted to contrast the quantitative data

to evidence the effectiveness of mnemonics and mind mapping to develop the writing skills. As a second part, the interview showed numerical results related to the importance of improving the writing skills throughout the two techniques. Finally, to consolidate all the data, the interview made for the two English teachers gave a complete vision of changing with new ways to teach English as a foreigner language. The triangulation of all these kinds of data allowed to analyze how useful the application of mnemonics and mind mapping techniques was, fostering the teaching-learning of the writing skills in A1.1 learners.

3.9 Impact of Mnemonics and Mind mapping techniques on developing The Writing Skills.

The impact of mnemonics and mind mapping techniques on developing writing skills with eighth graders at Juan Pio Montufar High School was a process of positive advances in their



abilities. For example, one result was focused on organization and coherence with 40% of improvement in the pre-test, students could write better sentences connecting their ideas more satisfactory. It implies that they understood each part of the components into a statement, it has to be in the correct place in order to the audience read a clear idea of a written text. In conclusion, the activities based on mnemonics and mind mapping were innovative for the students who improved their academic development; additionally, this proposal was increased as an education source for the English teachers where the qualities of the writing skills were worked to enhance the final text produced by eighth graders.

3.10 Limitations of the Research

After making this research, the outcomes obtained could contribute with the improvement in the English teaching-learning with techniques that enhance the writing skills; however, there were some limitations that did not probably cause not to achieve the best results with eighth graders at Montufar High School.

- **Limited hours to apply the proposal:** Currently, students who belong public education take only three hours per week; thus, the implementation of the proposal lasted two weeks, there were more activities that needed to continue practicing. On of them could be a list of verbs useful to write in topics related to the daily life; additionally, some vocabulary words to write in the complement of the sentences.
- **Feedback by the English teacher:** It also was necessary to correct more mistakes made by the learners and above all they grasped the reason of their errors and they could improve the way of writing the sentences. In addition, peer feedback could be part among students,



where they could give their opinion about individual written works; for example, if they understand clearly the main purpose of the assignments, what qualities need to be changed or re-written.

- **Limited English Level:** There are students who come from public schools, some of them did not take English as a subject. One reason is they did not have an English teacher; consequently, they needed to acquire more vocabulary, grammar, spelling rules to apply in simple sentences.
- **Limited access to technology:** Currently, technology is seen as the useful tool in education; however, Juan Pío Montufar high school belongs to public education, where there is not access to Internet. The students cannot search the meaning of different words on virtual dictionaries. Moreover, they will probably develop their writing in applications such as Grammarly, they only do the activities on their notebooks.

3.11 Connections between Findings and Central Objectives

This research findings align satisfactory with the research question, general objective and specific objectives during the all the process of the investigation.

Research question. - How effective is the application mnemonics and mind mapping techniques to improve writing skill in eighth graders? After the application of the proposal, the response is that these techniques had a positive impact in the development of the A1.1 learners in their English learning. Although, the mean in the post-test should be better, the advances were beneficial because students feel more confident to express in written assignments.



General Objective. -To create a methodological proposal throughout mnemonics and mind mapping techniques to improve the writing skills in eighth graders: After applying either the pre-test and post-test, it was achieved, the final findings showed that students had a significantly developed in the progress in this ability.

Specific Objective 1.- To diagnostic the current techniques used in the classroom to determine the writing difficulties: The instrument utilized to analyze the possible problems was the pre-test, it was the basic tool to verify the lack of organization and coherence at the moment of producing simple sentences. Moreover, both the survey and the interview were essential to analyze the opinions of students and English teachers gave related to the importance of improving the writing skills with innovative techniques.

Specific Objective 2.- To elaborate mnemonics and mind mapping techniques in order to improve the writing skills: This objective was reached throughout the lesson planning, whose four activities were implemented for four weeks in the English class. In addition, the post 'test findings were the real example that students considerably improved their performance in two qualities such as organization and coherence.

Specific Objective 3.- To implement mnemonics and mind mapping techniques to get a meaningful learning in the writing skills in eighth grader students: Finally, the researcher achieved this important aim; on the one hand, the mean was four in the pre-test; on the other hand, seven was the average in the post-test, permitting students have real progress in their writing learning process.



3.12 Brief conclusion

In conclusion, Chapter three is the main part in the investigation, it was vital to analyze the pre-test to verify the difficulties that eighth graders had in the writing skills. After knowing the findings, the researcher could notice that mnemonics and mind mapping techniques were required to develop basically organization and coherence into sentences. The post-test was the significant instrument to compare with the pre-test the effectiveness of the proposal; furthermore, both the survey and the interview were the additional resources to make the triangulation of the data; as a result, the application of the activities improved the writing skills specially in grammar, organization and coherence. It is important to mention that limitations of hours, technology and proficiency of English were factors to achieve better scores. However, the researcher could accomplish with general and specific objectives, research question, completing the investigation totally. This research gave eighth graders at Juan Pio Montufar High School the opportunity to feel engaged to continue improving their abilities when they produce written texts, contributing that A1.1 level be increased with useful techniques.



Conclusions

1. There were some kinds of mnemonics; for example, Mnemo-rhymes, peg word, letter that could be used in English class to improve different qualities of the writing skills such as organization, coherence. They are vital at the moment of producing written assignments, learners have to keep in mind that the audience have to understand the correct idea or message.
2. Acrostics and acronyms are utilized in order to develop vocabulary. On the one hand, acrostics are given by one word and create new words, verbs, adjectives. On the other hand, when students require to write sentences from one word; however, they need to be more creative and the statements should have coherence throughout acronyms. These two techniques are resources that improve the lexicon in A1.1 learners, who need to have a range of vocabulary to start writing their own assignments.
3. The mind mapping technique is used to develop pre-writing, students start thinking ideas to connect to the total topic that they are going to write. It permits learners to re-do their works sometimes and have a better result during their process. One advantage is it could be done only in a piece of paper and pen or pencil without an extra technological tool.
4. A good writing product is based on the qualities, they need to be correctly acquired. One component is spelling related to well written words, also grammar represents some rules like the verb to be forms; however, vocabulary is essential to know and add a variety of



different words like complement in sentences, paragraphs. Additionally, two important aspects are organization and coherence to complete and enhance the writing skills.

5. The pre-test is an instrument which is the guide to know the possible difficulties that students have in the teaching-learning English. In this case it showed problems in writing skills, they had incomplete ideas in the sentences, also disorder in the words; as a consequence, statements were required to re-write in a better way.
6. After the comparison between the pre-test and post- test, the final findings showed that the mnemonics and mind mapping techniques were effective for developing the writing skills. There were some advances in grammar, coherence and organization. It implied that the proposal could be part of a solution for eight graders to improve their writing skills.



Recommendations

1. The English teachers should apply these techniques in the classroom, to investigate how each kind of mnemonic works. The students could be motivated to try more ways to practice their abilities, even they make some mistakes. They need to write simple sentences not only learn isolated words that do not help to connect concrete ideas.
2. One way to add more creative techniques is with acronyms and acrostics, English teachers might show how to create more vocabulary. For example, they can give one word "friend", ask their students to think other words related to it, also, create sentences with each letter and tell their ideas, enhancing not only writing skills, but also speaking skills.
3. Using mind mapping as a technique helps students develop easily written assignments; thus, A1.1 learners need to know the benefits. They can expose their ideas and thoughts throughout a graphic; as a consequence, they feel more confident to produce the writing skills, due to they have the key words and pictures that guide a better organized work.
4. The qualities of writing skills should be learned from basic levels; for example, eighth graders produce simple sentences. However, they have to be correctly written and contain good vocabulary, one way to improve it is that students learn adjectives, professions, time expressions, etc. It has to be understandable and each component has to be in the correct place.
5. In the investigation, the instruments of evaluation have to be developed with the correct parameters. Thus, it is important that the researcher analyze carefully the exact questions



directed to the target group. Another aspect is not believed that other pre-test could function with the current group of investigation.

6. Mnemonics and mind mapping techniques might be part in the English class, where teacher has as an educative resource that students learn to write topics related to their level such as messages, letter or personal information. Whether they make mistakes, they have the chance to correct them and follow to foster their level of writing skills.



RESEARCH SCHEDULE

Task	Star Day	End Date	Duration
Virtual meeting to discuss academic issues related to the title of the research proposal	2023-04-18	2023-04-18	one day
Virtual meeting to address the designation of the research tutor	2023-05-08	2023-05-08	one day
Research and Literature Review	2023-05-25	2023-06-25	4 weeks
Develop Research Questions	2023-07-10	2023-07-20	10 days
Design Methodology	2023-08-03	2023-07-24	3 weeks
Develop Chapter 1	2023-09-01	2023-10-08	5 weeks
Conduct Survey	2023-10-16	2023-10-20	1 week
Conduct Pre-Test	2023-10-24	2023-10-27	1 week
Data Analysis and Interpretation	2023-11-06	2023-11-17	2 weeks
Develop Chapter 2	2023-11-20	2023-12-20	4 weeks
Develop Lesson Plans	2023-12-26	2023-12-29	1 week
Implement Lesson Plans	2024-01-02	2024-01-26	4 weeks
Conduct Post-Test	2024-02-05	2024-02-10	1 week
Develop Chapter 3	2024-02-11	2024-03-20	5 weeks
Revise and Finalize Thesis	2024-03-22	2024-03-31	2 weeks
Submit Thesis	2024-04-02		



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Annexes

Annex 1: Student's survey



UNIDAD EDUCATIVA "JUAN PÍO MONTÚFAR"

Av. Napo 56-381 y Cárdenas

AMIE: 17H01225 – Correo: 17H01225@gmail.com – Telf. 3130303

OBJECTIVE: To know the thoughts and ideas of students of using the teaching-learning techniques related to writing skill.

Dear students,

The purpose of this survey is to collect data information of my research. The final result will permit to me to apply the correct techniques which develop the writing skill. Your participation is voluntary.

I appreciate your cooperation in advance. Your name and answers will keep confidentially.

1. I think learning English is useful.

strongly agree	agree	undecided	disagree	strongly disagree
----------------	-------	-----------	----------	-------------------

2. I can write simple sentences in English.

strongly agree	agree	undecided	disagree	strongly disagree
----------------	-------	-----------	----------	-------------------

3. I am confident about improving my writing skill in English.

strongly agree	agree	undecided	disagree	strongly disagree
----------------	-------	-----------	----------	-------------------

4. I like to represent graphically the words- verbs and adjectives given in the English class.

strongly agree	agree	undecided	disagree	strongly disagree
----------------	-------	-----------	----------	-------------------



5. I know about the **bubble map** in my English class.



strongly agree	agree	undecided	disagree	strongly disagree
----------------	-------	-----------	----------	-------------------

6. I understand what mind mapping is.

strongly agree	agree	undecided	disagree	strongly disagree
----------------	-------	-----------	----------	-------------------

7. I think I can write English vocabulary better if I use acronyms.

strongly agree	agree	undecided	disagree	strongly disagree
----------------	-------	-----------	----------	-------------------

8. I can write small sentences in English.

strongly agree	agree	undecided	disagree	strongly disagree
----------------	-------	-----------	----------	-------------------

9. I write the ID number or cellphone number of my partner in English easily.

strongly agree	agree	undecided	disagree	strongly disagree
----------------	-------	-----------	----------	-------------------

10. I describe a picture using adjectives, verbs or words and write down them in English without problem.

strongly agree	agree	undecided	disagree	strongly disagree
----------------	-------	-----------	----------	-------------------



Annex 2: Pre-test and Post-test Writing Skills



UNIDAD EDUCATIVA "JUAN PÍO MONTUFAR"

Av. Napo S6-381 y Cárdenas

AMIE: 17H01225 – Correo: 17H01225@gmail.com – Telf. 3130303

Name..... Course..... Date.....

Writing Test

1. Write your personal information. (2 points)

What is your name?

How old are you?

Where are you from?

Where do you live?

2. Look and choose the correct sentence. (2 points)

a. My mother go to the park. b. My mother goes to the park. c. goes my mother to the park.

a. I play video games. b. I video games play. c. I plays videogames.

3. Which is not an adjective? (1point)

a. happy b. sad c. donkey d. big

4. Where do usually NOT eat? (1 point)

a. kitchen b. living room c. room d. garden

5. Look at the verbs and write 4 sentences using connectors (and, but, because, or) about your activities on weekend. (4 points)



.....
.....



Annex 3: Interview to English teachers.



UNIDAD EDUCATIVA "JUAN PÍO MONTÚFAR"

Av. Napo S6-381 y Cárdenas

AMIE: 17H01225 – Correo: 17H01225@gmail.com – Telf. 3130303

INTERVIEW TO ENGLISH TEACHERS

1. Do you believe that English teachers should apply a new methodology to teach English?
.....
.....
2. Tell me two factors that interrupt the development of writing skill?
.....
.....
3. What are your teaching-learning techniques used in the English class?
.....
.....
4. Do you think it is important the use of mind mapping in the writing skill?
.....
.....
5. If you apply the mnemonic technique, do you think the students develop better the writing skill?
|.....
.....
6. According to the CEFR what is the level in eight graders?
.....
7. Can your students write correctly words-verbs in English?
.....
8. What are the difficulties that your students face when they have to develop the writing skill?
.....
9. Do your students use connectors in the writing skill?
.....
.....
10. Can the students use the grammar given according to the A1.1 level?
.....
.....



Annex 4: Rubric of evaluation

	excellent 2pts	satisfactory 1,50 pts	acceptable 1 pts	Not acceptable 0,50 pts.	TOTAL
ORGANISATION	The order of sentences is correctly.	There are few mistakes in the order of the sentences	The sentences do not have enough organization.	There are confusions in the order of the sentences.	
SPELLING RULES ING	Minimal errors to write the verbs.	Some errors	Apply the rule only in two verbs.	Difficulty to use the rules.	
COHERENCE	It is A1.1 level	Easy to understand	Some words are difficult to understand	Difficulty to understand	
GRAMMAR	Excellent accurate	Some mistakes, but the meaning is clear	Frequent mistakes, that it is difficult to understand	Multiple mistakes that change the meaning	
VOCABULARY	Use a variety of words given in class	Use almost all the words	Use limited words	Use few words	
				SCORE	/10