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Carrera de

Pedagogía de los Idiomas Nacionales y Extranjeros

The Use of Mentor Sentences to Improve English as a Foreign Language (EFL) Students' Writing Skills

Trabajo de Titulación previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés

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Febrero, 2025

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Resumen

En Ecuador, el desarrollo de las habilidades de escritura tiende a dejarse de lado en muchas escuelas. La enseñanza y el aprendizaje del inglés en un contexto de EFL plantea diferentes desafíos. Sin embargo, es imperativo superarlos y buscar soluciones. Este estudio explora el uso de "mentor sentences" para desarrollar habilidades de escritura en un contexto de EFL. El objetivo general de este estudio fue determinar los aspectos y características de las mentor sentences para mejorar la estructura de los estudiantes. Específicamente, el estudio está dirigido a analizar la retroalimentación que demuestran las mentor sentences para mejorar run-ons y determinar la influencia del modelado en mentor sentences para guiar la puntuación. El estudio empleó el diseño de investigación-acción, que investigó cómo los estudiantes dentro del aula responden al uso de mentor sentences para mejorar su escritura. La investigación-acción se centra en el proceso más que en el producto. Los datos se recopilaron mediante entrevistas, notas de campo, pruebas y encuestas. Diecinueve estudiantes de un nivel B1 de una escuela secundaria en Cuenca, Ecuador, fueron los participantes en el estudio. Los participantes asistían a una escuela secundaria privada bilingüe y la investigación se llevó a cabo en su clase de literatura. Se llevaron a cabo seis intervenciones en las clases de escritura de los estudiantes utilizando hojas de trabajo que contenían mentor sentences basadas en los temas que los estudiantes estaban aprendiendo en su clase de literatura. Los hallazgos de este estudio buscan fomentar una comprensión más profunda de las prácticas en el aula y mejorar la enseñanza y el aprendizaje del inglés como lengua extranjera. Los resultados encontraron que mentor sentences guían a los estudiantes en la escritura, ya que ayudan a puntuar correctamente las oraciones y a construir oraciones bien estructuradas para evitar errores de run-on sentences.

Palabras claves: Habilidades de escritura. Escritura EFL. Run-on Sentences. Errores de Puntuación.

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Abstract

In Ecuador, the development of writing skills tends to be left aside in many schools. Teaching and learning English in an EFL context poses different challenges; however, overcoming these challenges and seeking solutions is imperative. This study explores using mentor sentences to develop writing skills in an EFL context. The general objective of this study was to determine aspects and features of the mentor sentences in improving students' sentence structure in writing. Specifically, the study is aimed at analyzing the feedback that mentor sentences demonstrate in improving run-on sentences and determining the influence of modeling in mentor sentences in guiding punctuation. The study employed the action research design, which looked into how students inside the classroom respond to the use of mentor sentences to improve specific aspects of their writing. Action research focuses on the process rather than the product. The data was collected using interviews, field notes, tests, and surveys. Nineteen B1 students from a high school in Cuenca, Ecuador, were the participants in the study. The participants attended a private bilingual high school, and the research was carried out in their literature class. Six interventions were carried out in the students' writing lessons using worksheets that contained mentor sentences based on the topics students were learning in their literature class. The findings of this study seek to foster a deeper understanding of classroom practices and improve EFL teaching and learning. The results found that mentor texts guide students in writing as they aid in correctly punctuating sentences and constructing well-structured sentences to avoid run-ons.

Keywords: Writing Skills. EFL Writing. Run-on Sentences. Punctuation Mistakes.

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Introduction

Research Context

Many challenges arise when teaching and learning a foreign language as students learn a new code. Teaching approaches matter as they influence how contents and techniques complement to help students understand a structure and rules different from their maternal language. In Ecuador, teaching English as a foreign language is mainly based on a communicative approach (CA), which is primarily focused on developing speaking skills. Although adopting the CA to teach English as a Foreign Language can promote writing, the focus tends to be on speaking and fluency.

The CA approach focuses on the meaning rather than the correctness of the language structure (Muhassin, 2016). With this as the focus, the skills that are regarded as more critical are listening and speaking, which allow people to interact and communicate. However, it is equally important to consider that communication also occurs through writing; thus, students must learn to use writing to communicate and express ideas in a foreign language.

Diagnosis of the Situation

Based on previous observations and experiences from student teaching practice, in most EFL classes, teaching students writing does not seem to merit equal importance as speaking and listening. Some of the observations point out that this could also result from the time it takes to learn and teach how to write in English. Teachers only have a couple of hours each week to teach the language; due to this, they try to go over all the content they can, focusing primarily on speaking activities. In addition, observations point out that many factors affect students' development of writing skills learning in EFL contexts. Consequently, strategies could be employed to teach writing and aid this situation.

Based on the observation mentioned earlier, this study focuses on developing students' writing skills. The study was carried out in a private bilingual institution in Cuenca, Ecuador. Nineteen (19) high school students from an English literature class at a bilingual private school in Cuenca were the participants, and their ages ranged from 16 to 17 years old. The participants were at the B1 English level during the implementation of the study.

This study was carried out specifically in the students' English literature class, where students have four hours of English classes per week. The main focus of this class is developing writing skills, as it has been observed that they struggle to create writing pieces. Thus, this English literature class was added to their curriculum.

Importance of the Study

Developing writing skills is essential to learning English as a foreign language. Although learning to write in an EFL context can be demanding due to the reasons cited before and many more, it is essential to remember that becoming proficient at writing is paramount when learning English. As Ariyanti (2016) points out, "Writing is one of the most important aspects of English language acquisition" (p. 263). Moreover, in many Ecuadorian private institutions, students prepare for the Cambridge FCE B2 exam. Writing is a skill tested on this standardized exam; thus, students must develop writing skills to use the correct sentence structure. It is assumed that using mentor sentences might help students develop their writing skills as this strategy targets structure and punctuation, which are vital components.

The study's potential to contribute to the development of student's writing skills in an EFL context, addressing the difficulties and challenges they face when writing in a foreign language, is its primal significance and value. As English becomes a widely used language, students must develop language skills

that equip them to be proficient in the foreign language. Thus, this exploratory action research study aims to implement mentor sentences in high school B1-level students' writing lessons to help them improve sentence structure in writing. Mentor sentences are good examples of writing that provide ideas and guide students in writing. To discover profoundly the potential of the strategy, the following questions guided the implementation and data analysis of the study.

Research Questions

Main Research Question:

How does implementing mentor sentences improve students' sentence structure in writing?

Sub-Questions:

1. How do mentor sentences improve run-on sentences in students' writing?
2. What is the influence of using the mentor sentences in punctuation in students' writing?

Objectives

General Objective:

To explore aspects and features of the mentor sentences in improving students' sentence structure in writing.

Specific Objectives:

1. To analyze the feedback that mentor sentences demonstrate in improving run-on sentences.
2. To determine the influence of modeling in mentor sentences in guiding the use of punctuation.

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Literature Review

Previous Researches

Not many studies have been conducted to research the development and challenges of writing skills in EFL contexts. Nevertheless, some of the factors that influence the development of writing skills from national and international studies will be mentioned in this section of the study.

In a national study conducted in 2014 by Cabrera Solano et al., the aim was to investigate the influence of the Spanish language on second language (L2) English writing skills. In this quantitative study, three hundred fifty-one (351) students and forty-two (42) public and private high school teachers were the participants. The findings indicated that the linguistic areas that suffered the most from the Spanish interference were English grammar and vocabulary. One of the most common mistakes in the students' writing was the inappropriate/ unnatural word order.

The same study found that Ecuadorian speakers tend to translate word for word from Spanish into English. Students employ Spanish structures when writing in English (Cabrera Solano et al., 2014). The result is a piece of writing in which sentence structure errors are evident. Although writing using the correct sentence structure is a challenge for many EFL learners, Spanish speakers face many troubles in this respect, as their native language has many differences in sentence structure from English.

Another national study conducted in 2024 by Rojas-González et al. aimed to describe the factors that determine the development of students' writing skills in a bilingual school. The participants for this mixed methods study were sixty-two (62) high school students and three (3) teachers. The results showed that the poor availability of writing teaching materials, the lack of adequate strategies employed by teachers, and the lack of meaningful and direct feedback had a negative effect on the development of students' writing skills.

As mentioned in the previous study, the lack of teaching resources and feedback negatively impacts Ecuadorian students' writing-learning process. In addition, timely and relevant feedback plays a pertinent role in developing writing skills. The time teachers spend interacting with their students and frequent comments on different aspects of writing, such as sentence structure, punctuation, and cohesion, among others, help students make necessary corrections and improve their writing (Rojas-González et al., 2024).

In an international study 2016 by Fareed et al., the researchers investigated the problems and factors that students face and hinder their writing skills. For this qualitative study, FGDs were conducted with students and teachers, and writing samples from the students were collected and analyzed. The results showed that insufficient linguistic proficiency (including command over grammar, syntax, and vocabulary) and weak structure organization were two major problems. Some factors that influenced these problems included untrained teachers, ineffective teaching methods and examination systems, lack of reading and writing practice, and lack of ideas.

The findings of this international study contribute to the present study as they show that insufficient linguistic proficiency is a problem students face. The researchers mentioned that grammar and syntax were the major issues in students' writing, including sentence structure and punctuation errors. This problem is closely related to the lack of writing practice and ineffective teaching methods employed by the teacher. "Learners do not possess topic-related knowledge. When students do not possess knowledge, they cannot write well" (Fareed et at., 2016, p. 88).

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Theoretical Framework

Cognitivism as the Underlying Frame

As defined by cognitivism, learning is an active process that involves the acquisition or reorganization of the cognitive structures through which humans process and store information. In this process, the learner is directly involved in acquiring and integrating knowledge. According to this theory, acquiring knowledge is a mental process that involves the learner's internal coding and organizing (Yilmaz, 2011).

Cognitivism is concerned with how students create mental models in learning. In a cognitivist view of learning, instructional materials should include demonstrations, illustrative examples, and constructive feedback that will help students construct mental models they can follow (Yilmaz, 2011). In addition, as in McLeod, cited by Yilmaz (2011), mentions, students should be aware of their prior knowledge and introduced to strategies for bridging the gap between prerequisite skills and learning objectives.

Rosenthal & Bandura, Schunk, and Zimmerman cited by Schunk (2012), mention that an essential concept in cognitivism is modeling. Modeling encompasses the behavioral, cognitive, and affective changes that result from observing one or more models. Through modeling, students can learn when, where, and how to use knowledge to address different situations (Yilmaz, 2011). Schunk (2012) mentions that the beneficial significance of cognitive modeling has been confirmed by researchers, who have shown that modeling combined with explanation is more effective in teaching skills than explanation alone.

Using models helps students visualize complex processes in learning. In linguistics, creating a model is a commonly used method to closely look into a process (Flower & Hayes, 1981). Furthermore, Rotgé (2002) mentions that in the field of linguistics, experts have been concerned with using models in the

production of sentences as a sentence is not formed by simply stringing words together but that it is necessary to take into consideration the hierarchical pattern of sentence structure.

Writing as a Skill

Writing is one of the four English language skills; it belongs to the productive skills. A productive skill is often referred to as an active skill, which means that a language user transmits information orally or in writing (Golkova & Hubackova, 2014). This transmission of information helps us communicate. Thus, it is crucial to develop productive skills as they allow us to interact with others. As Riswanto et al. (2023) states, writing skills are an essential part of communication, as through writing, we can convey ideas, sentiments, and opinions. Writing allows us to produce information in an active way to express and communicate with others.

Writing creates many challenges as it entails being active in producing and not only receiving information. Learning to write is a process that involves different cognitive functions. As Mustafayeva (2020) mentions, "writing involves a different kind of mental process. It affects the blending of attention, fine motor coordination, memory, visual processing language, higher-order thinking, and lower-order of thinking" (p.131). Writing poses a difficult challenge as everyone needs to learn how to write, and no one is a native speaker of writing.

Learning how to write is not an easy process for anyone. Although many challenges are presented at the time of developing writing skills, the struggles become more evident when the language that is being learned is a foreign language to the learner. This can negatively affect the learning and teaching process and could be one of the reasons why the development of writing skills is neglected in countries like Ecuador, where English is taught as a foreign language.

Taking this into account, we should give importance to developing writing skills in our EFL context, even when writing is frequently regarded as the most difficult language skill to master. It is not enough for the student-writer to only have writing ideas since creating an appropriate piece of writing demands significant practical knowledge on how to put those ideas together (Setyowati, 2019). At the time of teaching writing in an EFL context, the challenges and numerous problems faced by students should be taken into consideration by English language teachers (Hadis et al., 2015). This will allow for a meaningful development of writing skill in the country.

Sentence Structure Errors

When EFL teachers give students writing assignments, they consistently obtain outcomes that require significant editing and improvement because of various issues, such as grammatical and sentence structure errors (Valderrama & Tolpo, 2015). These errors in students' writing create many organizational and coherence problems. Consequently, students' written outputs fail to communicate a clear message and are challenging to read.

An essential element of structure is grammar because writing a sentence would be challenging if the grammar is incorrect. Grammar is essential for creating coherent sentences in all languages. Proper grammar ensures that sentences make sense, and it helps students comprehend what makes sentences, paragraphs, extensive essays, and short stories precise, straightforward, and exciting (Rao, 2019). Syntax derives from grammar. By syntax, we mean the body of rules used in the language to combine words to create sentences (Baker, 1995). Grammar and syntax study the formation of sentences or sentence structure, a relevant topic in this study to teach and learn writing.

As Thornbury (2017) remarks, a sentence is a linguistic unit that contains at least one main clause, which consists of the very minimum of a subject and its corresponding verb. More elements could be added to this simple sentence. Despite this, every sentence needs to tell a story, which means that every sentence should convey a complete sense. In this aspect of writing, students face many issues. Based on my experience in my student-teaching practice, I could point out some of the most common writing errors of students in public and private schools in Cuenca: run-on sentences and punctuation misuse.

A run-on sentence is a sentence that contains at least two main or independent clauses that are not connected by a conjunction or separated by a punctuation mark. Run-ons are problematic because they make the sentence hard to read and affect local discourse (Zheng et al., 2018). During my student-teaching practice, I observed that run-on sentences were a recurring error that Ecuadorian students made when writing in English. It is not uncommon for teachers to receive from students writing pieces in which the written text has different ideas not grammatically connected or separated by punctuation marks. This creates run-on sentences in the writing piece that affect the organization and meaning of the written work. Thus, this aspect was explored in the present study.

Another writing mistake closely related to run-on sentences that I noticed while doing my student-teaching practice was the incorrect use of punctuation marks in students' writing. As the study by Al Murshidi (2014) showed, punctuation errors are regarded as another of the most common mistakes in English grammar. The most common mistake is the wrong use of commas, followed by periods, and lastly, semicolons and quotation marks, as these tend to be used less frequently. These errors occur when students confuse the purpose of the punctuation marks or misuse them. Consequently, this study also aims to help students improve and understand the use of punctuation marks when writing in English.

Challenges in Writing

O'Malley and Chamot, cited by Santihastuti and Wahjuningsih (2019), defined learning strategies as the unique thoughts or behaviors that people employ to help them absorb, learn, or retain new information. Considering the challenge that students face in using the correct sentence structure while writing in English, it could be mentioned that using strategies at the time of teaching writing in EFL could positively impact the development of students' writing skills. Mulyani (2020) claims that language learning strategies play a crucial role in the success of learning English as a foreign language. Consequently, EFL teachers must seek and promote the use of strategies in the classroom to teach English.

When EFL students write, they employ a range of grammatical forms without thinking about their appropriateness because they do not understand writing rules (Truong & Do, 2021). Due to the context and the different writing rules from their native tongue, it could be argued that the insufficiency of writing lessons exacerbates the students' lack of understanding of writing in the foreign language. Not only should teachers increase their writing instruction in their lessons, but they must also provide students with tools through writing strategies that will help them in writing.

Mentor Texts as a Model for Sentence Construction

A practical strategy employed by teachers is the use of mentor texts as guiding tools for teaching writing. McDowell (2015) defines mentor texts as the following:

> The term mentor text refers to an existing text used in the classroom to teach writing. While many teachers rely on children's literature, a true mentor text can be anything that has printed material on it, including menus, billboards, newspapers, and student writing. (P. 11)

MacDowell, cited by Sudhoff (2019), states that mentor texts act as a reference of inspiration for students' writing, allowing them to examine elements such as sentence structure and punctuation. Additionally, they provide an opportunity to mimic different writing techniques and recreate the text to improve while encouraging higher-level thinking. In addition, Tabrizi (2017) concludes in his study that mentor-based instruction can improve learners' writing skills and support English communication in the EFL classroom as it provides interaction between students, modeling texts, and the teacher. This instruction promotes teacher-student cooperation, feedback, mediation, and collaboration.

Furthermore, Itani's (2020) findings point out that mentor texts significantly impact students' organization in writing. This proves that mentor texts are effective tools for teachers in teaching writing at school. Itani (2020) also recommends that teachers select texts corresponding to the desired ability they want the students to develop. She also suggests that these mentor texts be shared among teachers as such collaboration would make it easier and faster to find relevant mentor texts.

Mentor Sentences as Writing Examples

Based on the idea of mentor texts, a way in which students can overcome the challenge of using the appropriate sentence structure while writing is with the use of mentor sentences. Mentor sentences also present examples that students can follow. Presenting well-written sentences to students that can act as "mentors" will help them engage in writing tasks as they will learn from the examples and use them as a guide for their writing. This could improve EFL students' writing as they will no longer translate what they are writing from Spanish into English but follow the structure of the examples. Thus, the students can create sentences with the correct sentence structure.

Moreover, the mentor sentences provide many advantages, as different writing content could be taught through them. The mentor sentences or writing examples can come from various sources where well-written texts that portray our teaching grammar can be found. Furthermore, with mentor sentences as a guide, students feel more confident in their writing skills, they have a chance to model their own words in their writing, they practice the art of turning ideas into writing, they discover their voices and the voices of others, and they identify their strengths and weaknesses (Meyer, n.d.). As a consequence, the use of these mentor sentences will help students improve their writing skills.

For this study, it is essential to mention that the mentor sentences were used as a writing strategy and implemented in the students' writing lessons. In addition, mentor sentences are commonly used to teach writing to native speakers of English. The mentor sentences were not designed explicitly for EFL learners; however, they were used in this study with an EFL context, as research has shown that the language classroom activities should reflect real-world experiences and rely on authentic sources for learning (Huda, 2017). Using the mentor sentences has the potential to provide ideas and guide students in their writing, making the development of writing skills possible in the EFL classroom.

Methodology

Paradigm

This study aims to improve B1-level students' sentence structure in writing. It privileges the qualitative paradigm since I consider that there are multiple realities in the study – students, the classroom teacher, and me, the researcher – and it prioritizes the process of how students develop their writing skills over the assessment results in their written outputs.

A paradigm reflects the researcher's beliefs, values, and perspectives on the world and their approach to working within it. The paradigm guides researchers' investigations, including data collection and analysis (Kamal, 2019). Qualitative research views reality as constructed by individuals who narrate their experiences, construct their worlds, and assign meaning to them. This study focuses on the unique process that students go through to develop their writing skills; thus, it assumes a qualitative paradigm.

Type of Research

Exploratory action research (EAR) was the design for this study as it was intended to understand students' writing issues in context and look for solutions to help students improve their writing skills. This allowed the researcher to look at students in their natural classroom setting, look for solutions to problems or situations, and reflect on their application. Action research focuses on the process rather than the product. This research also improves profession and teaching, advancing knowledge and fostering a deeper understanding of classroom practices. Action research is cyclical and has two main phases: an exploratory phase and an action phase (Efron & Ravid, 2013).

Techniques and Instruments

The researcher served as the primary instrument in this study as I constructed and revised the guides and tools as I observed and reflected on the influence of mentor sentences on students' writing skills. The data collection methods used were the following:

Observation

In this methodology, observation was based on Efron and Ravid (2013), who state that observation is the intentional look into a particular situation. Observation as a data collection method offers a valuable window into the real-world operations of classrooms and schools. It enables researchers to methodically watch

students and their surroundings in their learning environment, providing a perspective on the school, the classroom, or particular people within those environments. Field notes of observation include what the researcher sees, hears, and senses, as well as thoughts, feelings, and insights. The observation protocol consists of two types of field notes: descriptive and reflective.

Observation was used as a data collection method, and field notes were the instrument. The field notes were used in the exploratory phase of the research to gather descriptive and reflective data about the students. With this data, the researcher explored the context and identified problems students faced in developing writing skills. Additionally, the field notes were used in the observation phase of the actual action phase. Observation in this phase helped the researcher capture students' abilities and responses towards implementing the mentor sentences in the writing classes and any improvement in their writing skills while the participants were in their natural setting. The field notes were collected using a template with descriptive notes and reflective notes (see Appendix A). The data collected from the observation helped answer the sub-questions of the study.

Interview

Interviews enable the researcher to engage in in-depth conversations that allow the participants of the study to express their experiences, perspectives, ideas, opinions, values, and knowledge on issues related to the investigation with their voices. Interview data can be gathered in an unstructured, semi-structured, or highly structured manner (Efron & Ravid, 2013).

A semi-structured interview was used to gather data about the student's performance with the teacher. The interview was carried out at the exploratory phase of this study. The teacher was the only interviewee. A series of questions regarding the teacher's perspective on developing students' writing skills were addressed as

potential problems or mistakes the teacher has observed in the students' writing notes (see Appendix B). With the data gathered from the interview, problems students encounter in their English learning process were identified.

Tests

This action research methodology applied a pretest and posttest to compare results and draw conclusions about implementing mentor sentences in students' writing classes. The pretest-posttest method begins with getting a pretest measure of the result of interest before delivering some treatment, followed by a posttest on the same measure after treatment was administered (Bell, 2010).

A pretest was conducted in the exploratory phase to establish the student's writing knowledge. The pretest consisted of students writing a short text of 80 to 100 words about a topic of their interest, following the criteria given by the CEFR for B1 English-level writing (Council of Europe, 2001). The pretest was revised, and a table was constructed tallying students' punctuation mistakes and run-on sentences. A post-test was carried out in the action phase. The post-test was the same task students did for the pretest, revised similarly (see Appendix C). The results of these two tests were compared to answer the study's research questions.

Survey

Surveys are one of the most common and effective methods of gathering information, as they can offer efficient responses and easy analysis. Surveys provide valuable insights into people's ideas, perceptions, and attitudes because they can help uncover and analyze requirements, document actions, summarize outcomes, measure opinions, attitudes, beliefs, and perceptions, and gather data. In action research, surveys can elicit various types of responses, and the data collected can be numerical or narrative

(Efron & Ravid, 2013). Furthermore, Fee (2012) mentions that in action research, it is helpful to gather numerical data, as when issues arise in the field of education, numbers can aid in understanding the educational problem that is being researched.

In this study, a survey was used at the end of the implementation of mentor sentences to gather information about the use of the strategy. This survey contained six close-ended questions and was applied to the nineteen (19) participants of the study (see Appendix D). The participant's responses helped the researcher answer the research questions and reflect on implementing mentor sentences.

Research Locale and Participants

In this study, there were (19) students who were the participants. Their ages range from 16 to 17 years old, and they are studying at a private school in Cuenca, Ecuador. This is a pioneer institution in teaching the English language, with more than 60 years of experience in the educational field. Moreover, the school follows a Christ-centered education based on a classical education model, with biblical values and having God as a pillar of faith and academic and scientific support. This bilingual school offers science, history, chemistry, and literature classes in English and nine hours of English as a Foreign Language classes per week.

Action Research Phases

Exploration Phase

Plan to Explore. For the first phase, planning, the researcher visited the private school where the research would be carried out. The school is located in Cuenca, Ecuador. This school was selected based on the level and number of English hours that the study required. In addition, the researcher constructed a field note template in this phase to observe the literature English classes. The field note template contained a space

for descriptive and reflective notes. She also constructed an interview guide with possible questions to ask the teacher of the B1 students' literature class.

Explore. In the exploration phase, using an unstructured interview, I interviewed the English Literature class teacher and asked questions about students' performance in the class. Additionally, questions about the methodology and the pedagogical model the school adheres to were asked, as well as questions regarding the syllabus of the class. I also revised students' class activities in the literature class and the booklet they use.

Finally, informed consent letters were sent to parents. These letters explained the study; parents had to sign them if they approved (see Appendix E). After obtaining parents' consent, the writing pretest was conducted, which consisted of students writing a short text about a topic of their interest following the students' B1 English level.

Analyze and Reflect. In the analysis and reflection phase, I reflected on the data collected from the observation and the interview data gathered from the teacher. With this information, it was shown that students struggled to create pieces of writing. This information was also confirmed with the pretest applied to the students regarding run-on sentences and punctuation mistakes. I also reflected on the student's English level. While most of the students were reaching a B2 level in their writing, there was still a gap between the different levels, as it was observed that some students had a lower level. However, most students in the classroom needed more writing instructions to develop their writing skills.

Action Phase

Plan. I constructed six lesson plans for the students' writing lessons in the planning phase. These lesson plans included the mentor sentences. The mentor sentences were included in worksheets to make them easier for students. Each worksheet was based on the topic that students were learning.

The six mentor sentence worksheets were planned to be implemented during three months. During this time, three units of the student's booklets were covered. Consequently, the researcher got acquainted with the topics from these units in the booklet: topic sentences, types of sentences, comma splices, run-on mistakes, fragments, and subject-verb agreement.

Act. In the action phase, the researcher implemented the mentor sentence worksheets in the students' literature classes for three months. The interventions were done every one or two weeks, depending on the class schedule and holidays. For the interventions, previous class materials that students had used were referenced, and then, based on that prior knowledge, the students completed the mentor sentence worksheet.

After the six interventions, I carried out the posttest. The posttest was the same activity the students did in the pretest. The students wrote a short text of 80-100 words. Finally, I applied a survey to gather student data about their completed mentor sentence worksheets.

Observe. In the observation phase, I observed the students' behaviors toward implementing the mentor sentence worksheet in their classes. For this, the researcher used the field notes template that was constructed before. This observation was carried out in the three months of the implementation.

Using the field note template, the researcher collected descriptive and reflective notes during the class. After the class, the teacher looked at the notes and added any additional reflective notes about the students' use of punctuation and run-on sentence mistakes in their writing.

Reflect. Finally, in the reflection phase, I reflected on the data collected in the field notes on the interventions. I looked at the information from all six field notes, including descriptive and reflective notes. I looked at the similarities and differences between all the interventions and aspects that improved or changed regarding the students' writing.

In addition, I also compared the results from the pretest and posttest to see if there has been an improvement in students' writing skills. Alongside this, I analyzed the results from the survey applied. With the tests and survey information, I reflected on implementing mentor sentences to improve students' writing skills.

Teaching Proposal

Title

Mentor Sentences to Improve Writing

Objective

To practice writing topic sentences based on mentor sentences.

Introduction

This proposal’s objective is to practice previously learned topics with the use of mentor sentences. The lessons are based on the use of mentor sentences as a guide to aid students in the process of writing in English.

The mentor sentences for the lessons will contain the writing elements from the lesson focus following the students' class syllabus. Additionally, the mentor sentences will be presented in worksheets and based on writing topics used at a B2 Cambridge English level.

Proposal

The mentor sentences worksheets will be implemented six times for this study. The worksheets will be used after reviewing the material learned in the class. Materials and resources such as the projector and whiteboard will be used to help the students complete the mentor sentence worksheets. Students will have 20 to 30 minutes to complete the worksheets, and the teacher will monitor, answer questions, and help students while they are completing the worksheets. For the students' writing lessons, six lesson plans were constructed (see Appendix F).

Results and Discussion

This section presents the results of the study. The study aimed to explore aspects and features of mentor sentences that improve students' sentence structure in writing. Specifically, the study intended to analyze mentor sentences' feedback in improving run-on sentences and determine the influence of modeling in mentor sentences in guiding punctuation. In the succeeding sections, the results gathered during data collection from observations of the six interventions: survey, pretest, and posttest are presented.

Data Analysis

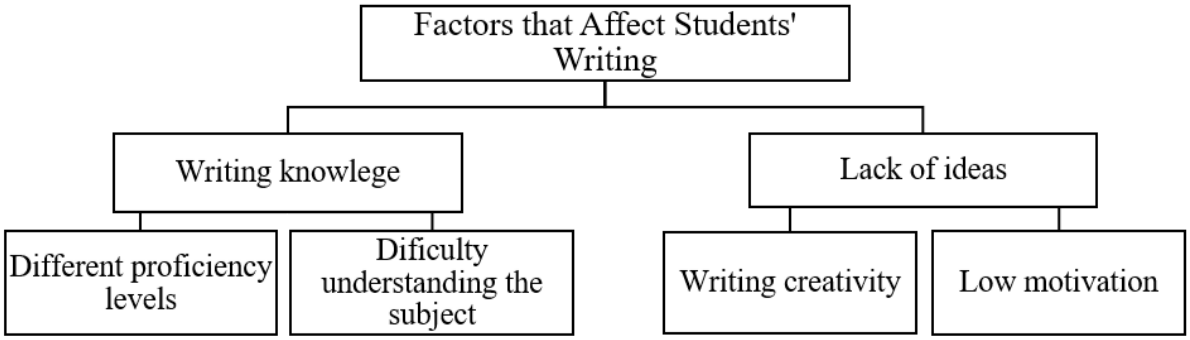
The data gathered in this study was analyzed using Qualitative Content Analysis (QCA). QCA is a method used to describe material that requires interpretation. This method translates data into categories and

classifies them. It is a systematic and flexible method that reduces data (Schreier, 2012). Thus, it allows the researcher to form categories in which detailed data can be explained and highlighted.

Students' Writing Knowledge Prior to Intervention

Figure 1

Observed Factors that Affect Students' Writing



Note. Factors observed by the researcher in the students' literature class during the exploratory phase of the study

During the exploratory phase of the study, two factors were observed to have influenced the development of writing skills in students. The first factor was their knowledge of writing skills. Different proficiency levels were observed in the class, and this variation made it difficult for all students to learn. It was also observed that this literature class was challenging to understand as most students struggled with their writing. The second factor observed was the lack of ideas. At the time of writing, it was seen that students did not know what to write about. It was almost as if they did not know that they could communicate their sentiments and ideas through writing. Low motivation toward the subject and creativity in writing also affected this writing area. The literature class teacher further confirmed this observation during the interview,

as he mentioned these two main points when asked about the problems he has observed when students are learning to write in English.

"The different variety of levels that I have in my classes because I can have in the in the same class a b2 student and an a1 student, so this makes it very difficult" (Teacher, Interview)

"I can say like creativity, sometimes the students don't know what to write. They have the topic, but they don't have ideas" (Teacher, Interview)

"a lot of students are not motivated to learn. They are not eager to learn specifically writing because writing is one of the, I will say, the most difficult skill for students, the most tedious one" (Teacher, Interview)

Having explored the research context, I noticed what students struggled with in their writing skills. In this, the importance of adding strategies to the lessons to aid the process of learning writing for students was highlighted. As Mulyani (2020) claims, language learning strategies play a crucial role in the success of learning English as a foreign language. Adding mentor sentences that will provide ideas and guide the students in the development of writing was crucial. MacDowell, cited by Sudhoff (2019), mentions mentor texts in writing instruction act as a source of inspiration for student's writing. Also, having a text to follow allows students to examine elements of writing and provides an opportunity to mimic different aspects of writing.

Mentor Sentences Interventions in Writing Lessons

Table 1

Interventions of Mentor Sentences

Implementation number	Lesson Focus	Number of Students	Errors	
			Run-on	Punctuation
1	Topic Sentences	19	3	43
2	Topic Sentences	17	9	20
3	Types of Sentences	7	2	10
4	Comma splices, Run-ons, and Fragments	14	0	27
5	Subject-Verb Agreement	18	0	28
6	Subject-Verb Agreement	16	0	11

Note. Table 1 presents the number of interventions, lesson focus, number of students in each intervention, and number of punctuation and run-on errors found in students writing for each intervention.

Table 1 shows the six interventions of mentor sentences in this study. In the first two implementations, the lesson focus was topic sentences. In the third implementation, the lesson focus was types of sentences, the lesson focus for the fourth intervention was avoiding comma splices, run-ons, and fragments, and the focus on the fifth and sixth interventions was subject-verb agreement. The number of students varied in each intervention, ranging from eight to eighteen. This variation was because students had extracurricular activities to attend to. For each intervention, students completed their mentor sentence worksheet, and the errors in punctuation and run-on sentences of all the students were tallied, as shown in the table.

In the first two interventions, the lesson focus was topic sentences. The students had run-on sentences and mostly punctuation mistakes in their writing. The run-on errors found in the students' topic sentences were the lack of commas or semicolons to connect two clauses and the overuse of commas. The punctuation mistakes found were misuse of commas, semicolons after coordinating conjunctions, and the lack of periods at the end of the sentence.

The third intervention of mentor sentences was focused on types of sentences as this topic was lesson focus for students that week. The run-on mistakes found in students' writing were that in some sentences, students were writing too many ideas and not using the correct punctuation, which led to run-on sentences. Other students added semicolons where they needed to add commas. For instance, they said a semicolon before one of the FANBOYS conjunctions. And the most recurring mistake was missing periods at the end of the sentences.

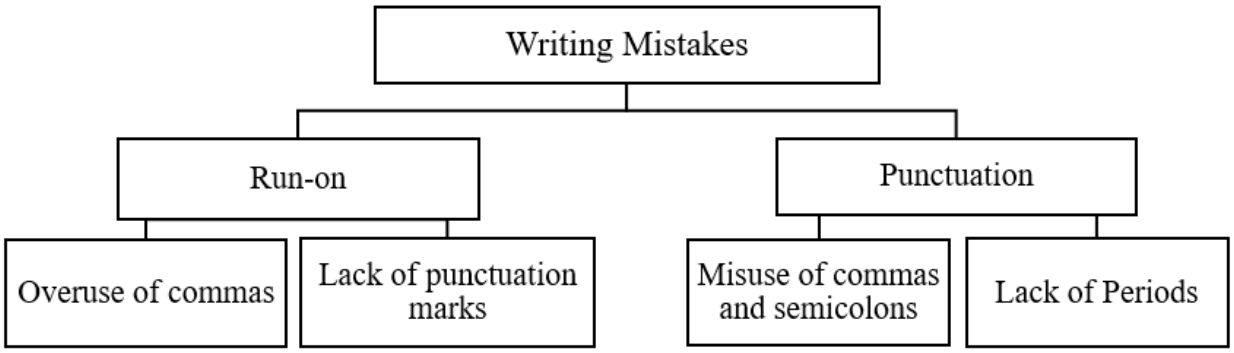
The fourth intervention focused on avoiding comma splices, run-ons, and fragments as a lesson. There were no run-on mistakes recorded in students' writing. The errors found in punctuation decreased from the previous interventions. Only one mistake was found, the same mistake seen before regarding the misuse of a semicolon after one of the FANBOYS coordinating conjunctions. However, most punctuation mistakes were found in the lack of periods at the end of the sentence, just in less quantity.

For the fifth and sixth interventions, the lesson focus was subject-verb agreement. Like in the previous intervention, the students had no run-on mistakes in their writing. As for the punctuation mistakes, the only error was the lack of periods at the end of sentences.

The Influence of Mentor Sentences in Students' Run-on Sentences and Punctuation Errors

Figure 2

Writing Mistakes Observed During the Interventions



None. Writing mistakes recorded in the field notes during the six interventions of mentor sentences in the students' writing lessons

Figure 2 and Table 1 show that run-on sentences were present in students writing during the interventions. The run-on sentences were formed as the students overused commas. In other cases, students made this mistake as they did not use the correct punctuation mark or forgot to use a punctuation mark as a comma or semicolon to separate their ideas in the sentence. This could be due to what Cabrera Solano et al. (2014) mention, as students tend to employ Spanish structures when writing in English. In this case, Spanish and English use commas and semicolons differently. It was recorded in the field notes that students were using commas as they are used in Spanish grammar, which caused them to misuse commas. Consequently, students connect ideas in this way, which, in English, is not grammatically correct and causes run-on sentences.

The misuse of commas and semicolons was closely related to the run-on sentences, as recorded in the interventions in Figure 2. These mistakes decreased from the second intervention and were absent from the fourth to the sixth intervention. This could be due to using mentor sentences to guide students in writing sentences. As mentioned before, during the third intervention, students learned how to avoid run-on sentences and use the structure of the mentor sentences to write their sentences. This could have significantly aided

students in writing their sentences and remembering the correct punctuation used to avoid run-on sentences in the following interventions.

Regarding the punctuation errors shown in Figure 2, there was a misuse of commas and semicolons and a lack of periods at the end of the sentences observed during the interventions and recorded in Table 1. In the first three interventions, these mistakes were more frequent. From the third and fourth interventions, which had as a lesson focus types of sentences and avoiding comma splices, run-ons, and fragment mistakes, these punctuation errors started to decrease. In the last two interventions, the only punctuation mistakes found were periods at the end of the sentences. The lack of periods at the end of sentences was found in all six interventions and could have been due to students occasionally forgetting to add them.

As found in the study conducted by Al Murshidi (2014), punctuation errors are regarded as one of the most common mistakes in English grammar. Similar to this study, the results of the interventions showed that the most common mistake is the wrong use of commas, followed by missing periods. As recorded in the field notes, the researcher especially found that in the first three interventions, students repeatedly misused commas and forgot to add ending punctuation for the sentences. These mistakes decreased during the following interventions as students could have been more aware of the use of punctuation marks and used the mentor sentences to see how to use commas and semicolons before conjunctions, as in intervention 4 when students learned how to avoid comma splices.

Perceptions of Students on Mentor Sentences

Table 2

Results from survey

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	Excellent	Good	Average	Poor
1.Percieved quality of the mentor sentences activities	8 42%	10 53%	1 5%	0 0%
2.Use of mentor sentences in the usage of punctuation marks	11 58%	7 37%	1 5%	0 0%
3.Use of mentor sentences in aiding understanding of run-on errors	10 53%	7 37%	2 10%	0 0%
4.Mentor sentences as a guide in sentence structure	6 32%	8 42%	5 26%	0 0%

Note. Rating responses of students from the mentor sentence activities survey

After the six interventions, a survey was applied to eighteen study participants, as one student could not attend the class. The results from the survey are the following. When students were asked to rate the quality of the mentor sentence activities implemented in the class, 10 (53%) students answered it was good, 8 (42%) students answered excellent, and 1 (5%) student answered average. When students were asked to rate the use of mentor sentences in helping them know where to use punctuation marks when writing in English, 11 (58%) students answered excellent, 7 (37%) students answered good, and 1 (5%) student answered average. As for the use of mentor sentences in helping students have fewer run-on errors in their writing, 10 (53%) students answered excellent, 7 (37%) students answered good, and 2 (10%) students answered average. Finally, regarding the use of the mentor sentences in guiding them to structure grammatically correct

sentences, 8 (42%) students answered good, 6 (32%) students answered excellent, and 5 (26%) students answered average.

From the survey results and the field notes, I can highlight that in most interventions, most students used the mentor sentences to guide them in writing sentences. In the survey, we can mention that most students perceived the mentor sentences as excellent and helpful in helping them understand how to avoid run-on errors and correctly use punctuation. This was especially evident in the fourth intervention, as seen in Table 1 when the focus was on preventing comma splices and run-ons. As Itani (2020) recommends, teachers can select good examples of writing that correspond to the desired ability they want the students to develop. Choosing these predetermined topics will help students improve their writing. Thus, focusing on the use of commas and avoiding run-on sentences during the topic of Comma splices, run-on, and fragment mistakes helped students avoid these mistakes in writing, as shown in Table 1.

General Influence of Mentor Sentences in Student's Writing

Table 3

Results from pretest and posttest

	Pretest	Posttest
Punctuation mistakes	32	22
Run-on sentences	18	16

Note. the values represent the total number of errors committed by the class in the pretest and posttest

The pretest was conducted in the research's exploratory phase to establish students' writing knowledge. The posttest was conducted after the six interventions of mentor sentences. In both the pretest and posttest, the short texts from the students were revised, and the punctuation errors and run-on sentences of all the students were tallied, as shown in Table 3. There were 32 punctuation mistakes in the pretest and 22 in total in the posttest. In the pretest, 18 run-on sentences and 16 run-on sentences were found in the posttest.

The writing mistakes in the pretest and posttest were the same punctuation and run-on mistakes found in the interventions shown in Figure 2. The results of the pretest and posttest show that there was a decrease in the writing errors students made. There was a more evident decrease in the punctuation errors than in the run-on sentences in students' writing. In this, it is important to mention that, as Riswanto et al. (2023) state, writing is an essential part of communication that allows people to convey ideas, sentiments, and opinions. Nevertheless, writing demands significant practical knowledge of how to put those ideas together (Setyowati, 2019). This is to say that alongside Valderrama and Tolpo's (2015) findings, in EFL contexts, students' writing outputs need consistent editing and improvement in grammatical and sentence structure errors, as writing is a productive skill that takes a process to learn.

Conclusions

This study aimed to answer the question of how implementing mentor sentences could improve students’ sentence structure in writing alongside improving run-on sentences and punctuation mistakes in students’ writing. Based on the observations of the six interventions, interview, survey, pretest, and posttest, it was found that mentor sentences are good examples of writing that guide students in the writing process. Mentor sentences provided students with ideas to put their ideas onto paper, as well as directed students to structure sentences grammatically correctly.

The feedback that mentor sentences demonstrated in improving run-on sentences was shown through the improvement in mistakes that students made in the pretest and posttest. This was also evident through the correct use of commas and semicolons to separate ideas in a sentence during the interventions with mentor sentence worksheets in their writing lessons. In addition, to determine the influence that modeling mentor sentences has on guiding the students in the use of punctuation, the survey showed that most students found the mentor sentences helpful in using punctuation marks. Furthermore, the survey results highlight what was recorded in the field notes during the interventions, as the mentor sentences also aid in this aspect.

Finally, this study aimed to explore aspects and features of mentor sentences in improving students' sentence structure in writing. As shown through the pretest and posttest results, the elements that help students in the writing process are the guidance and model that mentor sentences provide so that students can follow. To conclude, with the help of mentor sentences, students can improve specific aspects such as punctuation or run-on sentences, which are common aspects that impede communication for EFL learners.

Recommendations

The findings of this study suggest that mentor sentences could be applied to different levels of students to guide their writing process. This is suggested as having good examples of writing since the beginning of learning could help overcome certain barriers presented in this study, namely the age and proficiency levels in the classroom. The flexibility that mentor sentences provide to teach various elements of writing could be applied at lower levels to teach basic structures and give the students valuable tools as they advance the development of their writing skills.

It is also suggested that the intervention of mentor sentences could be applied for a more extended period. More aspects of this strategy could be explored with a more extended implementation of mentor sentences. For instance, focusing on different types of sentences and subject-verb agreement, which are topics that are problematic in students writing. Mentor sentences could offer valuable examples of the aforementioned topics and guide them through writing.

Finally, it is suggested that more writing instruction should be provided at the high school and university levels. It is imperative that developing writing skills will be further explored in the EFL context, especially in the country of Ecuador, as this skill tends to be left aside and neglected. Further research could be done on writing strategies and their implementation in the EFL classroom to develop writing skills. In doing so, we would actively prepare and equip students to be real-world communicators in English.

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Appendix A

Observation

The following appendix shows the observation template used to collect data in the exploratory and action phases of the study**.**

Field notes

Date of observation:
Time:
Class:

Descriptive Notes	Reflective Notes

Field notes:

https://docs.google.com/document/d/19lNcnFXIHsb3bSainypD4BirLp7qx5zPkugriB9KWKY/edit?usp=sharing

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Appendix B

Interview

The following appendix shows the interview guide used to interview the teacher during the exploratory phase.

Interview guide

Greeting
Good morning, thank you for agreeing to be interviewed. The information gathered from this interview will only be used for the piloting of this instrument (interview guide) for the thesis-based project titled "The Use of Mentor Sentences to Improve English as a Foreign Language (EFL) Students' Writing Skills".

Background
For how long have you been an English teacher?
For how long have you been teaching this class?

Sensory
What motivated you to become an English teacher?

Knowledge
What teaching approaches and methodologies do you use in the class?

How do the teaching approaches and methodologies employed in the class help students learn writing appropriately in our EFL context?

Experience
How has your experience been teaching this class?

Have you observed any problems students encounter while learning to write in English? What are some of those problems and or mistakes that you have observed?

Feeling
Do you think the students benefit from the use of mentor texts in their writing classes?

Opinion
In your opinion, do you think mentor texts are a good resource to add to writing classes?

Farewell and thank you
This will be the end of the interview. Thank you so much for your help.

Interview Validation:

https://drive.google.com/file/d/1dxTsT6CqcgNdwm8iSel_IYjfnlr4VdTV/view?usp=sharing

Interview transcription:

https://docs.google.com/document/d/13kLb4lpl2EG5j1XC2eiS3G7bAbLMmeq7/edit?usp=sharing&ouid=105496463623657551908&rtpof=true&sd=true

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Appendix C

Pretest and Posttest

The following appendix shows the pretest and posttest used in the study.

Test

Write a paragraph from 80-100 words about your country Ecuador.

Pretest and Posttest Validation:

https://drive.google.com/file/d/14_Xm-4cO9QVUNvqv51mtT96pbAf59Id0/view?usp=sharing

Pretest and Posttest Results:

https://docs.google.com/document/d/1wc0mlUvBY4tPgRIxTtSuyVieFnh6HzjTmu3ewew0rSI/edit?usp=sharing

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Appendix D

Survey

The following appendix shows the survey applied to the students at the end of the implementation.

Esta encuesta tiene como objetivo recopilar información acerca de las actividades de "Mentor Sentences". La información recogida en la misma será tratada con la más alta confidencialidad y será usada solamente con fines investigativos. Muchas gracias por su tiempo para responder la misma.

1. ¿Como calificas las actividades de mentor sentences?

- Excelente
- Bueno
- Promedio
- Malo

2. ¿Crees que las actividades de mentor sentences te ayudaron a mejorar la escritura en inglés?

- Si
- Mas o menos
- Neutral
- No

➢ **Valora los siguientes aspectos de las actividades de mentor sentences**

3. Las actividades de mentor sentences me ayudaron para saber dónde usar los signos de puntuación al escribir en inglés.

- Excelente
- Bueno
- Promedio
- Malo

4. Las actividades de mentor sentences me ayudaron a entender como cometer menos errores de run-on sentences en inglés.

- Excelente
- Bueno
- Promedio
- Malo

5. Las actividades de mentor sentences me guiaron a estructurar las oraciones gramaticalmente en inglés.

- Excelente

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- Bueno
- Promedio
- Malo

6. ¿Qué aspectos de la actividad de mentor sentences crees que se podrían mejorar?

- La explicación de la actividad
- Las oraciones de la actividad
- La complejidad de la actividad
- Ningún aspecto

Survey Validation:

https://drive.google.com/file/d/1r06EMoAWvsD3_wu7SfFquWbfZOchRSgi/view?usp=sharing

Survey Results:

https://docs.google.com/spreadsheets/d/1-hk5eZFwdaRT6b94kj9n_dmGMSKhBTV7/edit?usp=sharing&ouid=105496463623657551908&rtpof=true&sd=true

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Appendix E

Consent Letter

The following appendix shows the informed consent letter given to the parents of the participants.

CARTA DE AUTORIZACIÓN PARA PUBLICACIÓN DE TRABAJOS, VIDEOS O FOTOGRAFÍAS DEL ESTUDIANTE DE LA UNIDAD EDUCATIVA BILINGÜE INTERAMERICANA

Estimado padre/madre o representante legal: Me dirijo a usted para solicitar su autorización para que los practicantes de la Universidad Nacional de Educación (UNAE), de la carrera Pedagogía de los Idiomas Extranjeros y Nacionales, 9no ciclo, paralelo 1 que realizan sus prácticas preprofesionales en la institución Unidad Educativa Bilingüe Interamericana tomen fotografías, videos y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación. Si brinda su autorización, la UNAE podría publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la UNAE.

A continuación, detallo mi estudio educativo:

Este estudio está enfocado en el área de inglés, con el fin de que los estudiantes mejoren sus habilidades de escritura. Durante este tiempo, los alumnos de segundo de bachillerato Humanidades deberán colaborar con ciertas actividades como exámenes, entrevistas y tareas extras con la finalidad de que los estudiantes puedan practicar y mejorar el inglés de manera efectiva. El estudio se realizará durante las horas de Literatura (I), por lo cual ya nos hemos comunicado con el docente de Literatura (I) de este curso para pedir su debida autorización.

Al firmar el presente consentimiento usted estaría de acuerdo con lo siguiente:

1. Se puede reproducir la fotografía de su representado/a ya sea en color o en blanco y negro.

2. La UNAE no usará los videos o fotografías para ningún fin que no sea la educación de los practicantes, la promoción general de la educación pública o de la UNAE, en los trabajos realizados en las prácticas preprofesionales y de investigación, es decir, no lo utilizará con fines comerciales y publicitarios.

3. Todas las fotografías tomadas se conservarán sólo por el tiempo que sea necesario para los fines anteriormente mencionados y serán guardadas y desechadas en forma segura.

4. La UNAE actuará con la normativa ecuatoriana vigente relacionada a protección de derechos de niños, niñas y adolescentes.

5. La UNAE puede garantizar que no se le podrá identificar por su fotografía o trabajo al representado/a.

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6. Aún en los casos permitidos por la ley, no se podrá utilizar públicamente la imagen de un adolescente mayor de quince años, ¡sin su autorización expresa; ni la de un niño/a o adolescente menor de dicha edad, sin la autorización de su representante legal, quien sólo la dará si no lesiona los derechos de su representado. Si está de acuerdo en permitir que los estudiantes de la UNAE tomen fotografías - videos de su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a la escuela. Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.

FORMULARIO DE CONSENTIMIENTO PARA PUBLICACIÓN DE TRABAJOS O FOTOGRAFÍAS DEL ALUMNO

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los estudiantes y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la UNAE si decido retirar esta autorización:

Nombre del/la estudiante:

……

Nombre completo padre/madre/representante legal: ……

Cédula de ciudadanía: ……..

Firma del padre/ madre/ representante legal: ……

Fecha: ……

Signed Consent Letters: https://docs.google.com/document/d/1ClKOjG6kl7ZLmeThNiPNi5cCvQnsXneH5Y-9vzPHduE/edit?usp=sharing

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Appendix F

Lesson Plan

The following appendix shows the lesson plans used for the interventions of mentor sentences in the students' writing lessons.

Group	2 Bachillerato	**Time**	45 min	
Topic:	Topic Sentences			
Aims:	The teacher will use mentor sentences to teach about topic sentences			
Objectives (expected learning outcomes):	The students will be able to use mentor sentences to create their own topic sentences.			
Assessment:	worksheet			
Materials:	Board markers, projector, computer, Canva presentation, worksheets			
Anticipated problems and solutions:	Students have problems understanding how to do the mentor sentences activity. Monitor and help students with the activity.			
Timing	**Teacher activity**	**Student activity**	**Success indicators**	**Focus (teacher-students interaction)**

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10m 15 min 20 min	Warm-up The teacher shows the students images that are related to the warm-up activity The teacher explains the activity of telephone. The teacher reviews previous content with students and introduces the mentor sentences activity. The teacher asks questions about topic sentences The teacher shows an example of a mentor sentence. The teacher asks CCQs and ICQs Topic sentence worksheet The teacher hand out the worksheets and gives instructions to the students. Closing Sharing sentences	Students look at the pictures and guess the activity. The students play the telephone game. The students pay attention, answer questions, and ask questions. The students complete their worksheets and ask questions.	Students follow instructions and play the game. Students answer and ask questions The students complete their worksheets.	T-S S-S T-S T-S

Homework/future work:	Students revise their sentences and make corrections

Lesson plan template adapted from Jeremy Harmer Lesson plan format in the book: How to teach English? Page 161

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Lesson plans used for the six interventions:

https://docs.google.com/document/d/1Eq0Ww-KC_QR9yjmk0ZURHKkQAyh9bSRE/edit?usp=sharing&ouid=105496463623657551908&rtpof=true&sd=true

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Appendix G

Intervention Pictures

Pictures of the study's participants during the interventions.



