



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“WRITING SKILLS THROUGH THE VISUAL LEARNING METHOD IN YOUNG
ADULTS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

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Advisor's Approval

In my role as advisor of the research paper and title **“WRITING SKILLS THROUGH THE VISUAL LEARNING METHOD IN YOUNG ADULTS”** prepared by Rocafuerte Perero Erika Vanessa and De La A De La Cruz Kenia Cristina undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

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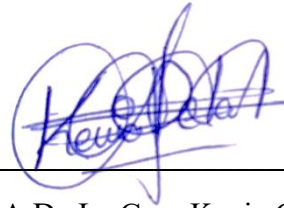
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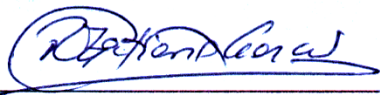
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- De La A De La Cruz Kenia Cristina

Dedication I

I dedicate this work with all my heart to God, the being who never let me go throughout this process. The road was difficult, but without a doubt, He sustained me the entire time. It has been a test of my unshakeable faith, and I am grateful for all His blessings.

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-With love, Rocafuerte Perero Erika Vanessa

Dedication II

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Abstract

This research explored the relationship between the Visual Learning Method and the development of writing skills in young adults studying English as a foreign language. The study aimed to analyze the role of visual learning in enhancing writing competence, describe visual techniques that promote written expression, and examine educators' perceptions of this pedagogical method. A qualitative phenomenological design was used, collecting data through semi-structured interviews with five English teachers from educational institutions in La Libertad, Ecuador. The data were categorized and analyzed to identify recurring perceptions and teaching practices. Findings revealed that the Visual Learning Method supports writing development by helping learners organize ideas, increase comprehension, and strengthen coherence in text production. Teachers reported that visual resources such as infographics, mind maps, and posters stimulated creativity and engagement in writing tasks. However, they also highlighted challenges such as overreliance on visuals, technological limitations, and the need for teacher training. The study concluded that the Visual Learning Method facilitates comprehension, fosters creativity, and enhances students' ability to construct written texts when implemented strategically. Consequently, the method can be a valuable pedagogical approach in English language education when combined with reflection, digital tools, and balanced instruction that encourages independent writing skills.

Key words: Visual Learning Method, writing skills, young adults, English language teaching, qualitative research, pedagogical strategies.

Resumen

Esta investigación exploró la relación entre el Método de Aprendizaje Visual y el desarrollo de las habilidades de escritura en jóvenes adultos que estudian inglés como lengua extranjera. El estudio analizó el papel del aprendizaje visual en el fortalecimiento de la competencia escrita, describió las técnicas visuales que promueven la expresión escrita y examinó las percepciones docentes sobre este método pedagógico. Se utilizó un diseño cualitativo fenomenológico, recopilando datos mediante entrevistas semiestructuradas con cinco profesores de inglés de instituciones educativas de La Libertad, Ecuador. Los datos fueron categorizados y analizados para identificar percepciones recurrentes y prácticas de enseñanza. Los hallazgos revelaron que el Método de Aprendizaje Visual apoya el desarrollo de la escritura al ayudar a organizar ideas, aumentar la comprensión y fortalecer la coherencia en la producción de textos. Los docentes informaron que recursos visuales como infografías, mapas mentales y carteles estimularon la creatividad y la participación en las tareas de escritura. Sin embargo, también destacaron desafíos como la dependencia excesiva de los elementos visuales, las limitaciones tecnológicas y la necesidad de capacitación docente. El estudio concluyó que el Método de Aprendizaje Visual facilita la comprensión, fomenta la creatividad y mejora la capacidad de los estudiantes para construir textos escritos cuando se implementa de forma estratégica. En consecuencia, este método puede ser un valioso enfoque pedagógico en la enseñanza del inglés cuando se combina con la reflexión, herramientas digitales y una instrucción equilibrada que fomente la escritura independiente.

Palabras clave: Método de Aprendizaje Visual, habilidades de escritura, jóvenes adultos, enseñanza del idioma inglés, investigación cualitativa, estrategias pedagógicas

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Introduction

The research project focuses on the development of writing skills through the use of the Visual Learning Method in young adult English learners. It provides an overview of the complete research process, beginning with the identification of the problem related to the difficulties students face when producing written texts in English. The study explains how visual strategies can facilitate the organization of ideas and improve written expression.

The first chapter sets the problem, objectives, and justification of the investigation, highlighting the need to apply innovative methods that support writing development such as Visual Learning Method. The second chapter presents the theoretical framework that provides background about the study, addressing previous research, and the legal and pedagogical foundations that connect visual learning with the writing process.

The third chapter describes the methodological approach, explaining the use of a qualitative approach focusing on phenomenological research about Visual Learning Method, the selection of population and sample and the data collection techniques employed to gather teachers' perceptions. The fourth chapter includes the analysis and interpretation of the information obtained from interviews, showing the relationship between theoretical concepts and educational practices.

Finally, the fifth chapter reflected on the conclusions and recommendations consequent from the findings, emphasizing the pedagogical relevance of visual learning for writing instruction and suggesting actions to strengthen its application in educational settings. Overall, the research process demonstrates how visual learning serves as a pedagogical alternative to improve writing competence and encourage creativity, organization, and autonomy among young adult learners of English.

Chapter I

The problem

Title of the research

Writing Skills Through the Visual Learning Method in Young Adults

Research Topic

Visual Learning Method and Writing Skills.

Problem statement

Learning English has become an important skill to learn since it is the most spoken language; some countries have adopted it as a second language to participate in today's globalization. Hossain (2024), English language learning has covered millions of learners across the world, and it is mentioned that the combination of technology and language spread has sped up its prevalence in the world. The English language is important for professional and academic success because it should be taught during early childhood; hence, young adults could become proficient English users.

English is taught as a foreign and second language, depending on the curriculum and environment. In Ecuador, it is taught as a foreign language in schools; the Ecuadorian curriculum is based on skills and abilities to master the language and use it as needed for communication purposes. Guevara et al. (2024) described the current exit profile of graduate students in Ecuador. These studies had a lack of English instruction since kids were hindering the expected language level, such as the B1 level. Moreover, Unprepared teachers, technology barriers, and poor academic load are part of the problem; besides, the techniques are based on the domain of the language instead of being focused on communication. Lastly, due to a series of events, English

teaching has not been emphasized, causing problems with the English level during the process and at the end of schooling.

Writing skills are essential for non-verbal communication; they offer another way to produce ideas besides speaking skills. Wulandari (2022) described writing skill as a productive skill that allows individuals to convey thoughts in written or typed text. Furthermore, writing skill is the ability to convey thoughts, opinions, and messages. It allows people to elaborate on better ideas, delivering solid ideas to readers or listeners so they can comprehend, depending on the situation.

Kemalsyah et al. (2022) stated that the most common problems that EFL students face when they learn writing skills are problems that affect them, such as brain processes, academic background, lack of authentic materials, and cognitive issues. Bad writing skills have an impact on other skills because writing skills become a skill to feed back all knowledge into words using prior knowledge. Some users indicate they have proficiency because they can understand, but they are not able to use non-verbal or verbal communication.

Writing tends to be a difficult skill to develop due to its traditional manner of teaching, based on dull and structured activities. The Visual Learning Method offers a learning experience where students can connect with the words through additional aids such as photos, infographics, and other visual aids; the method helps to contextualize and produce coherent ideas (Numonova, 2024).

Moreover, this method provides support for the different learning styles, promoting the inclusion of students and a satisfactory teaching process. Teachers should use this method to teach writing skills to young adults since it influences the conceptualization of the pictures to

writ text, so students can develop short paragraphs, adding details instead of loose fragments of sentences in the regular method.

The issue of a lack of teaching practices for writing skills could be explained by understanding how the Visual Learning Method impacts writing development in schools. This research is determined to explore the Visual Learning Method learning about teaching writing skills to young adults. Also, an exploration will be conducted to study the foundation of the method to be able to understand its advantages and challenges through bibliographic resources and insights from professionals.

Problem question

General question

How can the Visual Learning Method improve writing skill in young adults?

Specific questions

- What is the role of the Visual Learning Method in improving writing skills in young adults?
- What visual learning techniques can be used to develop writing skills?
- What are the beliefs of educators about using the Visual Learning Method to enhance writing skills in adult learners?

Objectives

General objective

To explore the Visual Learning Method for teaching English writing skills in young adults by pondering resources and experienced professors' opinions.

Specific objectives

- To analyze the role of the visual learning method in developing writing skills in young adults.
- To describe the Visual Learning techniques in order to enhance writing skills in adult learners.
- To examine the higher education educators' perception about the Visual Learning Method, focusing on the improvement of writing skills in young adults.

Justification

Nonverbal skills are quite important to develop efficient communication when we do not have access to speech. Bora (2024) described that poor writing skills hinder communication because the text must be rendered accurately so that people can understand the messages to reply to them. Adult learners must enhance their writing abilities to meet the standards set by educational authorities; however, many difficulties mature learners used to face are due to the gaps in grammatical aspects and poorly developed communicative skills.

When young adults imagine things, they need inputs to help their minds process the information better; these can be pictures that aid in coding and producing written text in English. Ndruru et al. (2025) stated that the visual learning approach is an alternative to traditional practices involving structured activities, helping to avoid monotonous routines, and teachers can switch to an interactive and visual focus to develop writing skills. Moreover, the Visual Learning Method enhances the influence of cognitive approaches because learners use visuals to convert thoughts into detailed text. This teaching method aims to improve writing skills and strengthen those that are not yet fully developed.

This method cannot be overlooked because it can be useful for improving teaching practices, accomplishing language outcomes, and kids' goals. It is critical to encourage students to practice writing skills by using a series of approaches, turning regular classes into an interactive and meaningful learning experience. The research seeks to understand the impact of the Visual Learning Method learning on writing skills, and an exploration of experienced educators will offer a guide to new teachers to correctly run activities under this method. The analysis of these variables will deliver a conclusion to evidence of the writing improvements through the Visual Learning Method.

Chapter II

Theoretical framework

Background

This section is a collection of several researchers; this chapter is driven to understand the basis of the variables and investigate resources to validate the thesis. Siguencia (2020) demonstrated that visual aids in enhancing English language teaching practices in public schools brought multiple benefits that allowed students to unlock their English skills. The student develops reading and writing skills, skills difficult to learn and teach, and the motivation is increased, making the classes interesting.

Kusumawarti et al. (2020) indicated that young peers experience a lack of writing skills, even reaching the minimum standards of English language proficiency; however, using a visual approach for writing skill development changed students' input, obtaining more understanding. Besides, pictures are attractive, so students' attention is compromised, encouraging them to enjoy while learning.

Azizova (2024) demonstrated that visual aids play an important role in engaging very young and young learners to participate in the learning process. Using tales that contain pictures improves comprehension and attention; the strategy promotes creativity, cognitive, and social skills, preparing the student for future challenges.

Furthermore, Nuritdinovna Rustam (2024) explained that in order to enhance writing skills, the teacher should use word processing programs, visual aids that can help young learners to unleash their creativity during the activities; these strategies help to improve grammar, vocabulary, and punctuation.

As Zambrano and Molina (2022) considered that visual learning leads to improved academic performance in foreign language learning. They describe the joint of learning styles and provide students with inputs for every scenario. In addition, the practices of the method include highlighting, note-taking, infographic, and even drawing, which can help us to process the information properly.

Hasseb and Hamad (2022) conclude that visual media inputs improve writing skills. The researchers explain that writing skills can be difficult to teach because of odd practices; however, the study concludes that writing skills can be acquired by using visual media strategies that make writing lessons in which the learner is aware of the context, and they can confidently use their writing skills.

Besides, Nuritdinovna Rustam (2024) explained that in order to enhance writing skills, the teacher should use word processing programs, visual aids that can help young learners to unleash their creativity during the activities; these strategies help to improve grammar, vocabulary, and punctuation.

Alabi (2024) highlighted that the Visual Learning Method is supported by images and infographics that improve comprehension and retention. It enhanced brain processes such as spatial reasoning, conceptualization, and pattern recognition, allowing students to connect with writing skills and listening skills.

Jepkorir et al. (2024) studied the effectiveness of the Visual Language aid in young learners and teenagers, aiming to improve writing skills in the context of English as a foreign language (EFL) education. Further on the language domain, the teachers wanted to foster creativity since students communicate their ideas on paper or using applications. The material

used to teach was pictorial, charts, and posters. It was concluded that providing visual aids is a pedagogical support for a proper learning atmosphere.

Pedagogical basis

Cognitivism

According to Malik (2021), cognitivist theory is founded on intellectual development and interaction with our senses to internalize the content into a brain process to comprehend knowledge. When the learning process is conducted within a cognitive language development framework, students can understand the world and process the information accurately.

Through our sight, the brain can comprehend and produce ideas on text, either typed or written; there is a kinesthetic and visual approach undertaken. Visual aid supports the use of vision as an extra output to render the information later projected into words, enhancing understanding and reinforcing language development.

Constructivism

As Astuti and Hasibuan (2025) stated, constructivism is defined as an approach focused on building knowledge and interpreting the knowledge while connecting with prior knowledge, skills such as collaborative skills and critical thinking skills play an important role throughout activities. The research was driven to analyze the impact of constructivism, and the outcomes showed that writing skills can be empowered by using this learning theory.

Constructivism is an approach to developing writing skills, increasing communication, broadening idea exploration, thinking skills, and collaboration. As the students start to produce content, this knowledge can be shared and reinforced with the class. Motivation also plays an important role, so that teachers must run authentic activities to draw attention from peers.

Learning styles

Learning is a brain process that involves the senses and mind; this process carries out memory retention through mental processes and self-awareness. Cabual (2021) emphasized that understanding students' learning styles is an important duty for teachers, because it serves as a guide to deliver the class regardless of the learning abilities and skills of young peers. According to Fleming and Baume (2006, cited in Cabual 2021), they mentioned four of the most important learning styles, the learning styles are divided into five, the most common (VARK): Visual, Auditory, Reading /Writing, and Kinesthetic. The following table elaborates on the learning styles and input that are used for each of them.

Table 1

Learning styles and input

| Learning style | Input |
|-----------------------|---|
| Visual | Images, maps, and graphic organizers |
| Auditory | Group discussions, Repetitions |
| Reading/Writing | Notetaking, |
| Kinesthetic | Tactile representation, hands-on activities |

Note: The table elaborates on the learning styles and inputs for every skill.

Theoretical Basis

Writing skills

According to Taye and Mengesha (2024), writing skills are crucial in academic and professional arenas, as they serve as a means of engaging in nonverbal conversations. For children, writing skills are not well-developed because of handwriting or gaps in language

learners; however, some kids can elaborate complex ideas into text, reflecting and inferring information by having a prior decent English level.

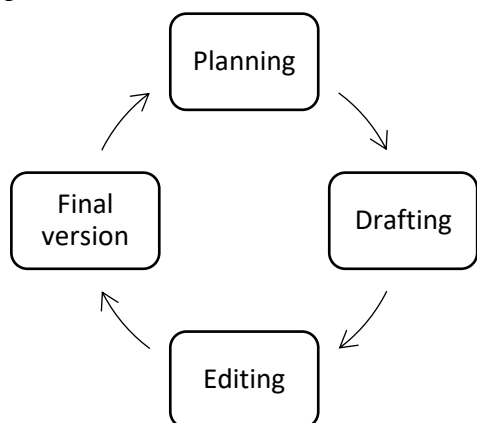
Wulandari (2022) stated that writing is a productive English skill; this process consists of imagining or having thoughts to decode or project them into a written text. It supports the development of other English skills because it assists in memorizing words and prepares the learner for other linguistic challenges. However, developing these skills used to be difficult because of undeveloped vocabulary and poor grammatical order.

Writing process

According to Harmer (2004, cited by Armas 2022), there is a cycle process to write text, which mentions how the writer navigates in the writing process, which is driven to deliver good quality. The writer has to think about the ideas through planning the text, connecting ideas through brainstorming, and outlining, and then the drafting process is when the writer produces the first text, which has to pass to the next stage, editing.

Figure 1

The writing process wheel



Note: The figure summarizes the writing process into four stages, such as planning, drafting, editing, and final version

Editing mistakes must be corrected, and other factors must be considered to turn in proper work. Lastly, the final version refers to the composition after editing for mistakes or writing approach. Mukminin et al. (2022) considered writing skills the most difficult English skills to develop in young learners because peers cannot recognize words. Moreover, young learners are usually not aware of how to write, causing serious problems during language acquisition later.

Visual Learning method

The use of visual aids helps students to observe the environment and pick up meaning. According to Mercadal (2021), Visual learning is an approach to a modern teaching method aimed at improving understanding, content retention, and performance. Moreover, this method benefits memory retention by enhancing memory recall; it fosters critical thinking, which supports understanding.

As Xin Yuan et al. (2021) discuss, the impact of visual representation learning, which is connected to the Visual Learning method, by using visual representation allows for embracing learning in a better quality. Multimedia is used as an aid to comprehend the topic and produce ideas into written or typed text; the images create notions of ideas when drafting essays or short compositions.

Legal Basis

Constitución de la República Del Ecuador

The 2008 Ecuadorian Constitution establishes education as a fundamental human right and a primary duty of the State. It is framed as an essential tool for achieving social justice, equity, and the overall well-being of citizens. The State is mandated to guarantee universal, free access to education from early childhood through high school, ensuring no citizen is excluded.

Art. 26.- Education is a right of people throughout their lives and an inescapable and inexcusable duty of the State. It constitutes a priority area of public policy and state investment, a guarantee of equality and social inclusion, and an indispensable condition for a good life. Individuals, families, and society have the right and responsibility to participate in the educational process (Constitución del Ecuador, 2008).

Art. 27.- Education will be centered on the human being and will guarantee his or her holistic development, within the framework of respect for human rights, the sustainable environment and democracy; it will be participatory, compulsory, intercultural, democratic, inclusive and diverse, of quality and warmth; it will promote gender equity, justice, solidarity and peace; it will stimulate a critical sense, art and physical culture, individual and community initiative, and the development of competencies and capacities to create and work. Education is indispensable for knowledge, the exercise of rights, and the construction of a sovereign country, and constitutes a strategic axis for national development (Constitución del Ecuador, 2008).

Ley Orgánica de Educación Intercultural (LOEI)

The Organic Law of Intercultural Education (LOEI) operates the constitutional principles within a legal framework for the education system. Its core commitment is to deliver inclusive and equitable education for all Ecuadorian citizens. A central pillar is the recognition of Ecuador's diversity, emphasizing plurilingualism as the right of individuals, communities, and nationalities to be educated in their language and culture while also integrating a national curriculum that includes global languages like English.

Art. 2.- Principles. - Educational activity is carried out in accordance with the following general principles, which are the philosophical, conceptual, and constitutional foundations that

underpin, define, and govern decisions and activities in the field of education (Ley Organica de Educación Intercultural, 2018).

Art. 5.- Education as an obligation of the State.- The State has the unavoidable and inexcusable obligation to guarantee the right to education for the inhabitants of Ecuadorian territory and universal access to it throughout their lives, for which it will create the conditions that guarantee equal opportunities to access, remain in, move through, and graduate from educational services. The State exercises stewardship over the Education System through the National Education Authority in accordance with the Constitution of the Republic and the Law (Ley Organica de Educación Intercultural, 2018).

Chapter III

Methodological Framework

Methodology

Qualitative method

Tenny et al. (2022) stated that the qualitative method explores insights into real-world opinion instead of gathering numbers to resolve scientific inquiries. The qualitative method analyzes behaviors and perceptions to provide a deeper understanding of the variables and their interactions, as guided by hypotheses. The research uses a qualitative method based on phenomena of the English language teaching-learning process; hence, it is important to examine participants' opinions about the thesis and reaffirm the researchers' ideas.

Type of research

Phenomenological Research

Boyle and Stew (2025) considered Phenomena such as experiences, attitudes, and behaviors can be complex to capture accurately. The qualitative approach enables participants to articulate their thoughts, feelings, and experiences that are of interest to researchers.

Phenomenology refers to lived experiences and the analysis of perspectives related to the variables of research. The phenomenon of English Language learning is a phenomenon because it helps researchers and teachers to follow up and understand these events to take advantage of language development.

Data Collection

One-to-one Interview

Dunwoodie et al. (2022) indicated that interviews are a research technique used by social sciences to comprehend people's views of the social phenomena around them. They provide a

safe space for the interviewee to vent feelings, opinions, desires, and attitudes towards the problems. The interviews are special because they involve social interaction between two parties, enhancing engagement and eagerness to describe their perceptions.

Instruments

Questionnaires

Open-Ended questions

Knott (2022) explained that open-ended questions provide deep answers, which are valuable for data analysis, and they allow individuals to explain in their own words how they understand and interpret the world around them. The questionnaire uses open-ended questions to allow participants to express themselves and use the data to interpret with further analysis of findings.

Population and Sample

Scarneci-Domnisoru (2024) elaborated the definition of population and sample into generalization and theoretical sample. A population is a specific group of people that shares a variable of investigation. The population was based on English teachers from private and public educational institutions at the Peninsula de Santa Elena. The final population was focused on José Mejía Lequerica School, Montessori Elementary, 7 de Noviembre Elementary School, and Continente Americano Elementary School. The researchers selected the population because of the availability and willingness of English teachers to participate in the interviews, also they were familiar with the variables of the research project. The process of population processing provides accuracy in collecting data.

Then, Scarneci-Domnisoru (2024) defined sampling process as a rigorous criterion of choosing participants who have backgrounds that are strongly connected to the variables of

investigation. Hence, the researchers selected five English teachers, their teaching experiences can support the understanding of research topic and provide their perceptions about the practicality of Visual Learning Method to improve writing skills in young adults. The sample was divided into two English teachers at José Mejía Lequerica School, and the rest of sample in English teachers at Montessori Elementary School, 7 de Noviembre Elementary School and Continente Americano Elementary school. They will be interviewed to gather data regarding the variables of investigation.

Chapter IV

Analysis of Findings

Brief Analysis of Findings

The analysis of findings is the chapter regarding the examination of the data collected through the interviews about teachers' perceptions. The organization of information was arranged by extracting categories from the questions, and then there was a summary of answers highlighting the most relevant information that participants agreed on. The researchers linked the statements mentioned in the theoretical framework with the teachers' answers, generating a consensus that Visual Learning Method can support writing skills development in young adults.

After correlating the answers from teachers and bibliographic resources, the information was included in a comparative table divided into categories, answers, and authors in order to elaborate on the data. The researchers strengthened their posture about the research project because there was evidence that the Visual Learning Method is feasible to teach writing skills regardless of minor concerns, which can be addressed and solved at time.

Interpretation of Interviews

Table 2

Data processing from interviews

| Categories | Answers | Authors |
|---|---|--|
| Visual learning method as a Teaching Strategy | Teachers mentioned that visual aids support the organization of ideas during the writing process. Pictures and infographics allow students to | Pesantez (2020); Zambrano and Molina (2022) highlighted that the Visual Learning Method promotes comprehension and awareness of writing tasks. |

| | | |
|---|---|---|
| | understand the topic, improving written fluency. | |
| Perception of Visual Learning Method | Teachers considered that the Visual Learning Method allows students to focus and reason due to the display of charts or drawings. | Alabi (2024); Mercadal (2021) agreed that the Visual Learning Method enhances understanding and creativity through the use of visual inputs to conceptualize the text. |
| Teachers' Experiences with the Visual Learning Method | Teachers shared experiences of using infographics and pictures as a support for writing activities, and adequate picture prompts promote solid outlines. | Nuritdinovna and Qizi (2024); Jepkorir et al. (2024) demonstrated that using visual materials helps to make learners' clear writing ideas and also supports creativity. |
| Advantages of Visual Learning | Teachers mentioned that visual aids make classes dynamic and explanatory, reducing learning obstacles. It helps to write ideas and concepts based on visuals. | Hasseb and Hamad (2022); Wulandari (2022) described that visual inputs make it easy to write texts and also support the projection of ideas. |
| Disadvantages of Visual Learning | Teachers said that relying on images can limit critical thinking and projecting ideas. They warned about overusing visuals because | Mukminin et al. (2022); Malik (2021) explained that overdependence on visuals can hinder English language |

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|--|---|--|
| | they create dependence. Furthermore, there is a lack of digital tools used to develop writing skills. | development if not properly used. |
| Writing problems through Visual Learning | Teachers explained that visual aids can be an option to overcome writing difficulties, also guidance and peer reviewing are quite useful. | Astuti and Hasibuan (2025); Cabual (2021) mentioned that group work and multimodal learning support push students to acquire writing skills correctly. |
| Challenges for Educators | Access to technology and students' learning styles were addressed as the main challenges for the Visual Learning Method. | Cabual (2021); Nevárez and García (2022) stated that adapting visual tools to different learning styles is challenging for inclusive education. |
| Recommendations for Implementation | Teachers suggested introducing simple visual resources and gradually integrating digital tools like Canva or MindMeister to organize ideas. | Mercadal (2021), Alabi (2024), and Jepkorir et al. (2024) recommended structured visual integration by infographics to promote writing production. |

Note: the chart summarizes questions as research categories and teachers' answers to be able to interpret them.

Interpretation of Data from the Interviews

The data was collected and properly analyzed through an interpretation of categories and connected statements. The statements provided insights into teachers' perceptions of visual aid in developing writing skills among young adults. The findings demonstrated that writing skills can be developed by using visual aids as support material to comprehend the prompt of pronunciation.

The Visual Learning Method as a teaching strategy was an essential category to get to know how visual aid is used to promote the writing process and comprehension. Also, the visuals function as pedagogical input to learning style; pictures and diagrams permit the connection of ideas, strengthening overall understanding of the writing task. Visual aids support students to have better comprehension when writing.

Pesantez (2020) mentioned that Ecuadorian teachers use visual aids to enhance students' writing skills. The use of the Visual Learning Method allows students to unlock English skills by supporting them with pictures, which contain the context of the topic to write about. Zambrano and Molina (2022) highlighted that the Visual Learning Method promotes comprehension and awareness of writing tasks. These statements agree that the method is established as a supportive material focusing on visuals as content support.

The perception of Visual Learning was a category based on opinions about the use of Visual Learning Methods to teach writing skills. Moreover, teachers expressed positive experiences narrating achieved learning outcomes and good teaching practice. The method increases conceptual understanding of writing tasks because of the confidence in the activities and prompts provided by teachers.

Alabi (2024) and Mercadal (2021) agreed that the Visual Learning Method is an alternative to make students understand the activities, also it fosters understanding and creativity through the use of visual inputs to conceptualize the text. The teachers' arguments and authors demonstrated that visuals are cognitive approaches focusing on permitting learners with visual or similar learning styles to comprehend how to write properly.

Teachers' experiences about adding Visual Aids in writing activities, educators described that during writing activities, teachers should use posters, and storytelling through images to support writing production. Hence, the experiences determined that Visual Learning Method are important to make a difference in misconceptions of writing, allowing students to have material to write about.

Nuritdinovna and Qizi (2024) and Jepkorir et al. (2024) developed studies based on implementing visual aids to writing activities. After the experiment, they reflect on the improvement in students' ability to follow directions of activities and clear sentence production aligned to the topic given. In a real context Visual Learning Method is driven to project ideas clearly without confusing the writing activities.

The category related to the advantages of the Visual Learning method describes that writing activities were more comprehensive when teachers implemented the visual learning method for complex writing activities. Moreover, the teachers mentioned that confidence is increased because students recognized clear ideas to write adequately, which also reduces anxiety produced by misconceptions about writing tasks.

Hasseb and Hamad (2022) and Wulandari (2022) described that visual inputs make it easy to write texts, because they serve as a support for projecting ideas accurately by following pictures or infographics. The method is aimed at students with a visual learning style, but it can

also work for mixed learning styles in certain students. The method is feasible when students have visual approaches, and it works when students have difficulties internalizing their ideas to project them properly.

The disadvantages of the Visual Learning Method were a category aimed at limitations in grasping the content to read because of overusing pictures as a background to start writing. The teachers described situations to students and asked for images in order to comprehend what to read about. Also, it was mentioned that the students have to get used to plain activities without visual aid because those are tasks that they will be challenged with in the future.

Mukminin et al. (2022) and Malik (2021) elaborated on the benefits of using visuals in the writing process; however, they also mentioned concerns about visuals, such as the development of overdependence, which can hinder English language development if not properly used. Students make a habit of having pictures that explain the writing text; this practice causes problems for students when writing without visual support in real life.

Overcoming Obstacles through Visual Learning was an important category to analyze because of the solutions to obstacles faced with using visual aids. Furthermore, teachers elaborated that students experience problems during the writing process; these difficulties can be tackled through techniques such as peer collaboration and reflective writing activities connected with constructivism.

Cabual (2021); Nevárez and García (2022) mentioned challenges of the Visual Learning Method, such as a variety of learning styles in the classroom, and the distractions that can be caused for certain students. The barriers of technology create problems using pictures in worksheets. The challenges of using visuals are focused on pairing with the learning style, which is visual learning. Nowadays, technology is more available in this era, so it is not a current

challenge for the Visual Learning Method to help students obtain pictures or use applications from the internet.

Recommendations for Implementation were important to wrap up the topic by providing suggestions about Visual Learning Methods, teachers encourage starting with simple visuals, not so colorful or elaborate, to avoid cognitive overload. Furthermore, they also recommend using digital platforms to improve writing skills through infographics and other resources.

Mercadal (2021), Alabi (2024), and Jepkorir et al. (2024) recommended using visual aids to give notions of writing tasks, implementing structured visual integration, such as infographics, to promote writing production. Furthermore, the use of pictures that describe the topic makes students use their thinking skills to create sentences through visual representation, managing deep brain processes. The analysis demonstrated that visual learning is a method that can be used to improve writing skills because it provides students with inputs to transform fragments of sentences. The postures of teachers connected with resources embracing the thesis's researchers.

The next chapter is focused on rendering the findings through pondering the final thoughts of the research project. The researchers have to determine the use of the Visual Learning Method as a tool for young adults. The conclusion will draw the outcomes of the investigation into the research question and other inquiries involved. Furthermore, the recommendation section is important because it allows the readers to receive advice about how to use the method and design content to achieve learning outcomes in writing skills. The recommendations will be based on researchers' insights to ensure proper use of visual learning among young adult learners.

Chapter V

Conclusions and Recommendations

Conclusions

The research project focused on demonstrating the importance of using Visual Learning Method on promoting adequate writing skills in young adults. The investigation used the findings and authors statements to elaborate a solid conclusion about Visual Learning Method implementation in young adults' learners. The conclusions are based on exploration of scientific papers and teachers' perceptions to create foundations about the research topic.

The role of Visual Learning Method is imperative due to its influence in writing production and flow also, it was determined to allow students to calibrate their ideas providing organization to the written text. The findings evidenced that the method influences writing production because it permits young adults to use images and visual prompts to express themselves employing writing skills properly.

The most used Visual Learning techniques aimed to use the collaboration of images as prompts or instructions when writing or focusing on students writing ideas regarding the activity given by teachers. Visual aid supports the organization of information and understanding the writing task directions. Visuals such as infographics allow learners to link concepts easily, also the use of images of the writing topic support students with content to think about during classwork.

Furthermore, the research examined the Educators' perceptions to establish the Visual Learning Method as a great alternative to increases students' attention and encouragement to participate during writing activities. Educators mentioned that adult learners exposed to visual materials tend to interact confidently and increase writing production. Also, visuals provide a

clear reference that supports vocabulary review and idea connection, allowing students to relate what they read and what they write. However, some educators warned that overuse of visuals may reduce independent thinking and could limit students' ability to write without support if not balanced properly.

Other factors mentioned were technological barriers and learning styles; however, the technological approach is already in our educational system, so researchers are convinced that the Visual Learning Method has other great challenges to overcome. The teachers must apply correct visual support to avoid cognitive overload by using colorful or collages, which causes poor attention and confusion in complex writing tasks.

Despite of minor difficulties on its implementation, it was concluded that the Visual Learning Method is a practical approach to use when students are struggling with writing production, whether with poor input or complex directions, the method can be used for improving English writing skills.

The researchers determined that the Visual Learning Method strengthens comprehension of directions, fosters creativity, and communication through visual resources that guide students in expressing their ideas clearly. Therefore, it serves as a practical and adaptable strategy to help students improve their writing and overcome the common barriers they face when learning to express ideas through written language.

Ultimately, teachers can use the Visual Learning Method without overlapping principles of attention and commanding, also the content can be adapted to different learning styles, which will guarantee English language Learning. The investigation offered a deep analysis about use the Visual Learning Method and its connection with writing skills and its validation through papers, professional perceptions, and researchers' thoughts too.

Recommendations

After concluding that the Visual Learning Method is a proven teaching strategy to be used in classrooms, there are some recommendations that teachers have to consider when launching writing activities using visuals. These recommendations are aimed at students' performance to exploit benefits of the method, also it can provide guidelines to teachers that choose to integrate visual strategies correctly in the classroom.

Teachers have to be encouraged to implement visual materials gradually to create meaningful learning experiences. It is highly suggested to use visual aid to perform writing activities because it provides support to students during directions explanation or writing topic. Educators have to tackle problems of writing production or focus through the implementation of Visual Learning Method in adults' learners so that its role cannot be overlooked.

The recommendation is to integrate material aims to guide students during the activities. The use of simple visual resources such as charts, diagrams, and illustrated prompts or even pictures support ideas organization before writing processes to produce decent text. Once learners become familiar with these tools, educators can introduce complex materials such as infographics, concept maps, or digital mind organizers in intermediate to advanced English level. It is essential that visuals remain a guide to thinking, not as a model to copy.

Based on professional perceptions, the Visual Learning Method can be mixed with collaborative approaches to ensure proper and balanced language development of the class. The groupworks and visuals provide engagement and support for proficient learners, helping students to write accurately. After using visuals as directions, students should be focused on drafting process, and self-assessment activities withing the writing process to endure autonomy and critical thinking. Teachers can plan collaborative projects that consist of interpreting images or

infographics to produce collective or individual written texts. This practice supports constructivist learning principles by fostering social interaction, communication, and reflective production.

Furthermore, visual aid must be balanced to prevent cognitive overload and complex topics using collages or aesthetic pictures to elaborate. Visuals that are excessively complex, saturated with colors, or filled with information can distract students and hinder comprehension. Educators must select clear and simple visuals that align with the writing purpose. The goal is to maintain students' attention and help them internalize grammatical structures and vocabulary through visual association.

Ultimately, it is advised that future studies examine the Visual Learning Method with students of different ages and educational backgrounds, considering how motivation, interaction, and context influence their writing progress. With proper use and guidance, the Visual Learning Method can transform writing lessons into spaces where students develop greater understanding, confidence, and fluency in expressing their ideas.

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Annexes

Annex A: Certificate of Antiplagiarism

La Libertad, October 31st, 2025

Certificado sistema Anti-Plagio

En calidad de tutora del trabajo de integración curricular denominado “” elaborado por los estudiantes de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el Sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 2% de la valoración permitida, por consiguiente se procede a emitir el informe, para proceder a la revisión por parte del especialista.

Atentamente,



Rosa Tatiana García Villao, MSc.

TUTORA

Annex B: Compilatio certificate



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Annex C: Questionnaires

Questions for the interview

1. How do visual aids, such as diagrams or infographics, influence the development of writing skills in young adults?
2. How do visual learning methods enhance writing skills in young people?
3. Could you share experiences implementing visual learning methods to improve writing skills in the classroom?
4. What are the advantages of using visual learning techniques to teach writing skills to young adults?
5. What are the disadvantages of using visual aids for developing writing skills in young adults?
6. How could young adults overcome obstacles in writing practices when using visual learning methods?
7. What challenges do educators face when implementing visual learning methods to foster writing skills in young adults?
8. What recommendations would you suggest for implementing visual learning into writing lessons for young adults?

Annex D: Transcriptions

Interview 1

Interviewer: Good evening, Miss Helen. Please introduce yourself.

Interviewee: Good evening, thank you for this interview. My name is Helen Carrión, and I work at Montessori School with beginner students aged five to seven years old.

Interviewer: How do visual aids, such as diagrams or infographics, influence the development of writing skills in young adults?

Interviewee: Visual aids help young people organize their ideas and understand complex concepts more clearly. Tools like mind maps allow students to connect ideas logically and improve text coherence. According to the Communicative Learning Theory, visuals help students comprehend and retain key concepts, supporting better writing structure.

Interviewer: How do visual learning methods enhance writing skills in young people?

Interviewee: Visual methods stimulate creativity and idea generation. For example, picture prompts or comic strips inspire students to describe and narrate. They also help recall vocabulary and organize ideas more effectively in writing.

Interviewer: Could you share experiences implementing visual learning methods to improve writing skills in the classroom?

Interviewee: I use infographics and keywords to guide students in identifying key ideas and understanding structure. We analyze examples with an introduction, body, and conclusion, and then students create their own infographics or summaries. This improves writing, creativity, and digital literacy.

Interviewer: What are the advantages of using visual learning techniques to teach writing skills to young adults?

Interviewee: Visuals make abstract concepts more concrete. They help students recognize grammar patterns, organize text, and identify new vocabulary. Using color codes or highlights also helps them distinguish parts of a paragraph and remember new words.

Interviewer: What are the disadvantages of using visual aids for developing writing skills in young adults?

Interviewee: Some students may rely too much on visuals, which can limit critical thinking. Others may focus more on design than writing. Additionally, not all learners process visual information easily kinesthetic learners, for instance, might need other strategies.

Interviewer: How could young adults overcome obstacles in writing when using visual learning methods?

Interviewee: They can combine visuals with reflective writing exercises. After using a graphic organizer, students can draft and review each other's work. Teachers should ensure visuals are support tools, not the main focus.

Interviewer: What challenges do educators face when implementing visual learning methods to foster writing skills?

Interviewee: Teachers face time constraints and lack of training in digital visual tools. Some students resist new methods. Educators must balance visuals and writing goals while adapting materials to students' proficiency levels.

Interviewer: What recommendations would you suggest for implementing visual learning into writing lessons?

Interviewee: Start with simple graphic organizers and progress to digital tools like Canva or MindMeister. Teachers can use visuals such as timelines or charts to support narrative or argumentative writing and help students connect visuals to writing improvement.

Interview 2

Interviewer: How do visual aids, such as diagrams or infographics, influence the development of writing skills in young adults?

Interviewee: Visual tools influence learning because they allow students to explore and discover information beyond what teachers provide. For adults learning English, visuals and digital apps help maintain motivation and prevent giving up.

Interviewer: How do visual learning methods enhance writing skills in young people?

Interviewee: Writing supports vocabulary development. Young students learn writing skills indirectly because there is not always a single app or method that teaches writing directly—it happens through visual engagement.

Interviewer: Could you share experiences implementing visual learning methods to improve writing skills in the classroom?

Interviewee: The experience is very positive because it enriches learning. Visuals encourage students to experiment and become more confident when writing.

Interviewer: What are the advantages of using visual learning techniques to teach writing skills to young adults?

Interviewee: Writing connects directly to brain activity. Scientific studies show that learning English through writing and visual support gradually strengthens retention and understanding.

Interviewer: What are the disadvantages of using visual aids for developing writing skills?

Interviewee: A main disadvantage is the lack of access to essential materials or resources. Without visuals, learning is harder to build or reinforce.

Interviewer: How could young adults overcome obstacles in writing when using visual learning?

Interviewee: A common obstacle is lack of repetition. Many adult learners lose interest quickly when asked to repeat vocabulary exercises, which affect progress.

Interviewer: What challenges do educators face when implementing visual learning methods?

Interviewee: Visual learning can be highly technical. Some students adapt quickly, but others find it hard to use digital tools effectively.

Interviewer: What recommendations would you suggest for implementing visual learning into writing lessons?

Interviewee: I recommend using online games and interactive activities. These make classes more engaging, keeping students motivated and helping them prepare for oral or written lessons.

Interview 3

Interviewer: How do visual aids, such as diagrams or infographics, influence the development of writing skills in young adults?

Interviewee: Visual aids like posters and flashcards help students connect lessons with real-life objects and ideas. They make vocabulary and grammar easier to understand and improve spelling and sentence structure through interactive games and visuals.

Interviewer: How do visual learning methods enhance writing skills in young people?

Interviewee: Visual methods make it easier for students to link words with meaning. Seeing letters and words helps them understand spelling and sentence creation.

Interviewer: Could you share experiences implementing visual learning methods?

Interviewee: In my fifth-grade class, I used flashcards with grammar exercises. Students organized words into sentences, matching them with pictures. This improved grammar use and sentence coherence.

Interviewer: What are the advantages of visual learning in writing?

Interviewee: Visuals help students remember vocabulary and sentence order. When teaching topics like food or daily routines, pictures make words easier to recall and write correctly.

Interviewer: What are the disadvantages?

Interviewee: Overusing visuals can make students too dependent on them. Also, some students learn better through listening rather than seeing.

Interviewer: How can students overcome obstacles?

Interviewee: Visuals help students recall words through memory connections. Teachers can show pictures of actions and ask students to describe them, which builds writing confidence.

Interviewer: What challenges do educators face?

Interviewee: Time, cost, and resources. Creating visuals or using tools like Canva or Live Worksheets requires preparation. Also, teachers must adapt to different learning styles, not just visual.

Interviewer: What recommendations would you suggest?

Interviewee: Use visuals to teach vocabulary in sentences. Combine images and words creatively and encourage students to make their own materials. Teachers should stay creative and use varied strategies.

Interview 4

Interviewer: Could you introduce yourself?

Interviewee: Good evening. My name is Jordi Ayala, and I am a teacher at Continental American School.

Interviewer: How do visual aids, such as diagrams or infographics, influence the development of writing skills in young adults?

Interviewee: Visual aids provide a clear framework for writing. They help students organize ideas, understand structures, and plan compositions.

Interviewer: How do visual learning methods enhance writing skills in young people?

Interviewee: They translate linguistic concepts into visual formats, improving recall and helping students plan coherent writing.

Interviewer: Could you share classroom experiences?

Interviewee: I use graphic organizers for essay planning, storyboards for narratives, and infographics to teach synthesis and information organization.

Interviewer: What are the advantages?

Interviewee: Visuals increase engagement, support diverse learning styles, and simplify complex writing processes.

Interviewer: What are the disadvantages?

Interviewee: Students might depend too much on visuals, limiting deeper language analysis and critical thinking.

Interviewer: How can students overcome obstacles?

Interviewee: By using visuals as planning tools, not as final products. They should learn to refine ideas and rely less on visual structure over time.

Interviewer: What challenges do educators face?

Interviewee: Time and access to materials. Teachers must design effective visuals and ensure students transition from visual interpretation to writing expression.

Interviewer: What recommendations would you suggest?

Interviewee: Integrate visuals with clear objectives. For example, use Venn diagrams for comparison essays or storyboards for narratives.

Interview 5 – Mr. Roger González

Interviewer: Please introduce yourself.

Interviewee: My name is Roger González. I am a teacher at Unidad Educativa de Noviembre.

Interviewer: How do visual aids influence writing development?

Interviewee: Visual aids help students organize ideas and connect them logically. They improve coherence and help clarify structure before writing.

Interviewer: How do visual methods enhance writing skills?

Interviewee: They make learning more dynamic. Pictures, charts, and videos engage students and help them analyze vocabulary and structure.

Interviewer: Could you share an experience?

Interviewee: My students created infographics about Ecuadorian traditions and then drafted short articles. It was fun, and their writing coherence improved.

Interviewer: What are the advantages?

Interviewee: Visuals increase motivation and make lessons more interesting. They help with planning and vocabulary retention.

Interviewer: What are the disadvantages?

Interviewee: Students sometimes focus too much on visuals instead of writing quality. Preparing materials also takes time and effort for teachers.

Interviewer: How can students overcome obstacles?

Interviewee: Through practice and reflection. They should learn to use visuals as tools, not as dependency. For instance, after using a mind map, they should practice writing without it.

Interviewer: What challenges do educators face?

Interviewee: Access to technology and time management. Teachers must balance creativity and academic writing goals.

Interviewer: What recommendations would you suggest?

Interviewee: Start with simple visuals and connect them to writing goals like paragraph organization. Let students design their own visuals to boost engagement and creativity.