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RESEARCH PROJECT:

**“ HIGH SCHOOL STUDENTS AND ACADEMIC WRITING: FACTORS THAT
PREVENT PROFICIENCY
AT UNIDAD EDUCATIVA BILINGÜE ESPÍRITU SANTO ”**

PREVIO A LA OBTENCIÓN DEL TITULO DE:

**LICENCIADO EN LENGUA INGLESA: MENCIÓN EN ENSEÑANZA Y
ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL**

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ABSTRACT

The lack of emphasis in Academic Writing in their previous school years for senior students at “Unidad Educativa Bilingüe Espiritu Santo” causes students to feel insecure and unprepared to write properly. As a result, the majority is not able to use all the tools needed in order to create an academic essay, regardless of its type by the end of the school year. In order to find a suitable solution for this problem, this research project used a mix of the quantitative and qualitative method to collect and interpret the information that was gathered. It was also set to determine the causes and factors that enhance the problem and recommend a series of action to improve the academic writing skill among these students. In order to determine the problem, the use of different means included surveys, classroom observation, etc. The creation of an Academic Writing pamphlet that focused its attention in reinforcing the key concepts that make up a well-structured essay was a great assistance to improve students’ abilities in the writing field and it is included as one of the possible solutions. The impact that this booklet had in the students of the senior year of high school was proven to be a success. At the end of this research project, they showed the knowledge they acquired in the form of a well-structured essay, which was one of the requirements needed in this establishment to graduate.

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CHAPTER I

1. Introduction

1.1. Background of the problem

Most private schools within Ecuador use a common standard in their curriculum to maintain a high level of education. The Common European Framework References of the Language (CEFRL) is widely used in these types of institutions and slightly differs from public institutions. This is an additional service that private institutions make sure they offer to ensure the standard and most of the time the reputation that these places have come to establish. Private bilingual institutions must have a very strict and demanding program related to the acquisition of a foreign language such as English. Therefore, the number of hours dedicated to the development of this language becomes a very intricate way to balance the different skills students must manage in order to become a proficient English speaker.

Language teachers must be very well qualified to manage the different skills pupils need to comply with the requirement that the government asks for the completion of their high school education. Establishments and their authorities must focus their attention in the development of a second language among their students.

A good place that ensures the good quality of education is required not only to have their personnel well treated, but also to fulfill the needs of a demanding society that goes along with technology.

“Unidad Educativa Bilingüe Espiritu Santo” is an establishment that also adopts these standards in order to teach a foreign language to their students. Since they have

fulfilled all the requirements to be considered a bilingual institution, the objective of their students is to reach B1 level of English according to The Common European Framework References of the Language (CEFRL) by the time they graduate. This goal has teachers concerned since the English curriculum to fulfill this objective is demanding and sometimes difficult to achieve. The final outcome of their students is to be able to communicate ideas and thoughts using English as a second language. They have to be able to express themselves orally and in a written way to meet the level required to become proficient.

Taking the latter, students at this private institution need to complete a series of actions in order to graduate from high school. Reality shows that students who finish their high school career with a B1 level of English do not meet the institution's objective. Most of them lack of certain and mandatory knowledge to fulfill the profile demanded by the ministry of education. They also need to accomplish some requirements within the institution before they are able to graduate. One of these requirements is the creation of a written essay with an appropriate spoken presentation, which is mandatory. For this reason, during the school year of the third baccalaureate students have to present different drafts of the written essay and most of them do not feel ready to achieve this goal even though they have been prepared in the language area, most specifically, in other skills of the acquisition of a second language.

It seems that most of the time, teachers give more importance to different skills. These include grammar, listening, reading, and speaking. In this school, they include a mix of them in their lessons, but there is one skill that is always left behind. The reasons may go from not having enough time to correct, not being able to handle appropriate correction symbols, not being patient to grade each paper thoroughly, etc.

It seems that the writing skill is losing importance in the acquisition of a second language. Teachers feel frustrated because students use translation tools, download information from the Internet, or use any other mean just to present a paper to get a grade.

The development of the writing skill is of great importance among students if they are to complete standards given by the government. Even though writing is a very easily forgotten skill, it is of great relevance that students complete a fair amount of hours practicing the development of the writing skill. The first year of their high school life is where most of the teachers must give a balance between all the skills. It is important to mention that Academic Writing is included in the program of this establishment in the form of activities that are included in the text book they use.

The series of books used at this place also includes a writing section in every unit, guiding students through the process of the development of an appropriate level in the writing section of their language knowledge; such activities are to be developed by all language teachers and to be transmitted properly as well.

According to (CEFRL) descriptors for a B1 level in the writing section, students must be able to write straightforward connected texts, summarize events, give opinions in a matter of their interest, write account of experiences describing feelings in a connected text, and link ideas in a linear way following a given structure. Students from third baccalaureate at “Unidad Educativa Bilingüe Espíritu Santo” show difficulties in accomplishing most of the skills previously mentioned appropriately. During the past few years, teachers at this school have been facing a huge problem related to the lack of writing skills. This problem has become an issue for teachers because students prefer to use different means to create a written paper.

They have noticed countless of times that students prefer to use a translation tool to create a written task, hire a person to write it for them, or find a written paper on the Internet to present it as their own creation; others have noticed the lack of skills students have at the moment of writing; their absence of punctuation skills is another factor to be counted.

Motivation plays an important part in the development of this forgotten skill. Students need to feel they are able to write using different tool provided by the teachers and the textbooks. Let us not forget that not everybody is able to write appropriately. Each of the students has a different level of English and therefore there is a variety of things that they need to improve.

Teachers also need to be updated to be able to use new tools, methods, techniques, or any other mean to “sell” this skill to their pupils. It could be true that most of the teachers are not well-familiarized with some terminology, the main components, or tools needed in the creation of an academic paper such an essay. They need to be well aware of the types of essays and the main features of them, which end up in failing at the moment of transmitting the knowledge students need.

On the other hand, students have noticed the lack of preparation and time that teachers devote to the development of the writing skills they require. Some have noticed that teachers prefer to concentrate on other skills such as grammar, reading, listening, speaking, vocabulary exercises, etc. Even though the English textbook that teachers use includes some writing activities related to the development of essays, students prefer their instructor not to use these because they are afraid or feel frustration as they do not have the tools required. Other students are well aware that the activities that do not include the development of Academic Writing are far easier than sitting down to write. In order to

fully develop the correct skill to write an academic essay, a commitment from both students and teachers is required.

In addition, it has been observed that students from the last year of high school are in distress and completely worried about the completion of the different academic essays that must be presented before their graduation.

The lack of emphasis in Academic Writing in their previous school years also causes students to feel insecure and unprepared. As a result, the majority is not able to use all the tools needed in order to create an academic essay, regardless of its type. They are not able to connect ideas, use supporting details in a logical sequence, create a good thesis statement, use quotations, or paraphrase the written work of other people.

The acquisition of Academic Writing skills has become an issue that concerns authorities, parents, and therefore teachers. Students' abilities to develop writing skills to create a full academic essay while being students from high school are of vital importance. Hence, it is a concern to determine the causes that impede students from developing Academic Writing skills that may keep them from using other non-productive method such as a translation tool, hire someone else to do it for them, or downloading chunks of information from the Internet to fulfill the creation of an academic essay. For these reasons, this study seeks to understand:

What are the factors that prevent students from fully achieving proper writing skills to create a well-structured academic written essay by the end of their senior year of high school?

1.2. Purpose of the study

General Objective

The purpose of this study is to find out and propose a set of actions to solve the issues that prevent senior students from “Unidad Educativa Bilingüe Espiritu Santo” from fulfilling, in an appropriate manner, the required writing skills to write a well-structured academic essay at the end of their high school career.

Specific Objectives

- Determine the main weaknesses that students from third year of high school have in developing Academic Writing skills.
- Analyze the effectiveness of strategies, methodology, and approach used by teachers in order to have their students acquire the needed skills to write in class.
- Establish the factors that prevent senior students from completing a well-structured academic essay at the end of their high school career.
- Discover the real amount of time within the language period teachers devote to the development of the writing skill in class.
- Recommend a series of actions to address the problem.

1.3. Rationale of the study

Based on the written achievements that students have in class, the experience of teachers to develop the writing skill in the classrooms, the poor preparation involved in the acquisition of the appropriate Academic Writing skills, the insufficient use of writing activities proposed in the English textbook, the absence of proper motivation that students need could be factors, reasons, and causes for senior students to feel deprived, restrained, and doubtful when the time comes to write a well-structure written assignment. As an active language teacher, teachers have noticed from time to time that most of the students prefer to use any other non-productive mean to complete a written task set in the classroom.

The fact that they have access to countless of tools because of the technology at their hands helps to enhance the reasons why they decide to use any other tool but to write a piece of academic task in class on their own using the knowledge that they have been provided. Another thing that can be added as my experience working with students in the language area is the dearth of a proper guide that could lead the students to successfully achieve the creation of a well-structured essay.

This research project sets to determine different social, academic, and personal factors that cause the lack of suitable well-structured writing skills that students need. This will also offer a clear understanding that can be examined by teachers, authorities, and students on the factors, strategies, methodologies, approaches used in relation with teaching Academic Writing in the English Language for high school students.

From the practical point of view, this project intends to create a consciousness and commitment for teachers to improve the development of Academic Writing skills in their students allowing them to understand the commitment and willingness needed to fully

achieve a good level of writing skills to be capable of using this skill in any English field, create a more realistic understanding of the senior high school students at “Unidad Educativa Bilingüe Espíritu Santo” so teachers and authorities may address the problem properly to increase the quality of the establishment and therefore improve the final results of the students who graduate. Thus, this research will improve the results of the final objective of the institution which is to mold students with the requirements needed in order to succeed in their academic life.

1.4. Scope and Delimitations of the Study

Delimitation in this research project helps to focus the attention on the academic Writing skills that students from “Unidad Educativa Bilingüe Espíritu Santo” face at the time of making a well-structured essay. It focuses on the reasons and factors that make students at this institutions use any other non-productive method to write in English.

This study does not intend to criticize the methods, techniques, and approaches teachers at this establishments use at the moment of practicing the development of the writing skill among their students in the classrooms. It does not aim to try to judge the goal of the institution to improve the acquisition of English in their students. It does not contemplate to judge the responsibility that students and teachers must have to fully accept that writing is a skill that needs practicing. It does not plan to diminish the knowledge that teachers at this establishment have. It does not propose to affect the integrity of students who do not possess the appropriate tools to write properly. It does not purport to divulge information that may compromise the reputation of the establishment.

On the contrary, it intends to create a consciousness on the people related in the benefits of having high school students who can handle most of the tools needed to succeed, which can improve their quality of life by acquiring a second language in all its aspects. It aims to give notice to the authorities to have a better understanding on this matter. Its final goal is to determine a series of means to address a problem that is very common in our ever changing society.

CHAPTER II

2. Literature Review

2.1. Introduction

Four skills are the main pillars in which a language is based on, for students to be able to manage the English language; they have to be able to manage a fair level in the four skills: speaking, listening, reading, and writing. In order to master each of these skills, students have to receive an acceptable level of exposure in the English classroom. Most of the time and because of it, teachers tend to focus their attention in others skills. Even though grammar is not considered by many people a real skill involved in the learning process of a language, most English educators prefer to enhance this skill among their students constantly. This may be because they prefer their pupils to know all the rules there are to learn regarding this skill, or they would like them to complete a series of drill exercises to keep pupils busy. Reading is another skill that is widely used in the classrooms. This skill also enables and enhances the learning of a new language, but is also used to keep students quiet during a class period.

Writing is one of the four skills needed for students to acquire a good level of English. Sometimes, this skill is to be postponed by teachers and students for many reasons. First of all, it is not an easy task to correct and the time to do so is very scarce for teachers to correct it properly and give a very formal and personalized feedback.

Another factor to leave this skill behind is that not everybody is going to be a writer or will have a specific formal need to express something in a written way such as the creation of a formal written essay to complain about a service, to convince people to believe in something, or to simply express a likeness of an activity to convey other people awareness of a certain topic. This creates a misbalance in the target language to be

acquired because students may be able to listen and talk proficiently, but not to write in this way.

Another reason to be accounted can be the simple matter of students' motivation to write. Sometimes, they feel frustration to have these types of activities in class. It is maybe that the teachers do not approach them with a very good technique, do not have the skills required to rub some of the willingness a writer needs to write. They have to feel "comfortable" with the idea that writing is not a skill to be afraid of, but to feel confident that they can manage this task without major consequences with an appropriate motivation feat.

The techniques and approaches used in the classroom can become another impasse to fully develop the writing skill in pupils. Most of them are just given the following order in a writing session with the teacher: "Ok, today you have to write a paragraph about your holiday's vacation. I want a three hundred word paper by the end of this class. Remember that this paper represents a good percentage of your final grade so you'd better write it or else". This kind of approach is based on having students feel fear about a grade and just simply do the task without a proper guidance from the facilitator.

A well-given feedback from the teachers is required to improve the writing skill. When the time comes to correct a piece of written work created by students, teachers use a set of non-favorable correction tools. For instance, if a word is misspelled, teachers tend to cross out the word and write the correct word above the mistake. This non-productive way of correcting a piece of work keeps students unaware of the tools and commitment that a written task involves. It also contributes in a wrong way the real role that students must have when their work is corrected, leaving the real task to their mentors so they do all the work. Students have to have a record of the things they write so they can see that some improvements have been made throughout the school year.

A good set of correcting symbols can become the language to communicate errors and mistakes produced by students. This tool is a must to enhance the Academic Writing skill in the people who want to learn more about writing. A good set of correction symbols can become the best way to tell students that they have made a mistake in any part of their writing without leaving behind the proper responsibility that students must have. In this way, the learners and teachers take a more participative approach in order to become more aware of the things that need to be clarified and therefore continuing improving in the writing area of their knowledge.

2.2. Theoretical Review

Importance of Academic Writing

The reason to give attention to academic writing is simply the fact that people write to communicate ideas with others in the form of emails, literary works, publish articles, submit papers to universities; in other words, simply communicate with others (Hyland, 2014).

According to Harmer (2003), “In writing as a skill: students need to know how to write letters, how to put written reports together, how to reply to advertisements- and increasingly, how to write using electronic media and its special conventions (punctuation, paragraph construction, etc.)” (p. 79).

Learning to write is not an easy task and it is known by the teachers and students of the second language (L2), foreign language (FL) and the first language (L1). Anyone who has tried to communicate their ideas in writing knows the difficulty that the written composition encloses. The process or drafting and revising can conclude that writing is

much more than a mere transcription of the oral language. Rivers (1975) illustrates this point by saying:

“To write so that one is really communicating a message [...] is an art which requires consciously directed effort and deliberate choice of language. The old saying, “if you can say it, you can write it”, is simplistic in its concept of the communicative aspect of writing” (p. 237).

Through the act of writing, ideas are explored, clarified and, as the process continues, new ideas can be assimilated into the developing pattern of thought. It can also be recursive and convoluted. Writers have the ability to modify, mold, and even change the way readers see the world. (Zamel, 1983).

This author implies the idea that a good writer can change their point of view of someone, in this case the reader, by simply choosing the appropriate set of words. This is true for writers who look forward to changing the world through their books and written works. For instance, people who have to believe what they are able to see and prove can change their attitude towards a certain topic. In other words, the writer is the one who creates and changes the way people perceive the world.

Chastain (1992) distinguishes between writing like way of learning the language and like form of communication. For him, it is necessary to include in the classes two forms and to be conscious of its differences. Both aspects are interactive and mutually beneficial and the teacher must try to develop activities in which the students are able to communicate while they learn the forms of the language.

Chastain refers to the real writing, that is to say, of authentic tasks with authentic materials and with authentic intention, sometimes different from what is done in class.

By distinguishing between writing like product and like process, He indicates that it is necessary to guide the student in the writing process, generation of ideas, organization in a quite coherent way, and its shape in the paper in order to become proficient.

In order to make students be aware of the things that occur in the world, teachers have to include materials with authentic and meaningful materials in their lessons. This is to accomplish the goal of creating people with a very mature and more society –related way of thinking. By making pupils create journals, essays, blogs, and articles, students can hinge their way of perceiving the society with their way of writing to change the thoughts of people who desperately need it. This is of course with the appropriate guidance to become proficient with their writings so they can fully get to their audience without using difficult or intricate words.

Zammel (1983) says:

“Having recognized that the investigation of students' written products tells us very little about their instructional needs, researchers are now exploring writing behaviors, convinced that by studying and understanding the process of composing, we can gain insights into how to teach it”. (p. 165).

Zammel highlights the need of this type of investigation adding that:

“ESL writing continues to be taught as preceded content, as if composing were a matter of adopting preconceived rhetorical frameworks, as if correct language usage took priority over purposes for which language is used”. (p. 167).

This author refers to the idea in which teachers should be more aware in the way their pupils write, using any means to manage to understand what is going on with their ideas. The type of papers that students create can be the most useful resource to know how to teach them. With the use of this knowledge, teachers can make the breach between them

and their pupils more reachable. Trying to get the appropriate tone in which they write, teachers can mold in a good way and shape their pieces of writing to their target audience.

All of the authors coincide that writing can be as simply as to communicate what you desire through the appropriate use of words. Even though the art of communicating requires a certain type of preparation, writing is just transcribing what you say or think into a piece of paper. This is not an easy task as the writer with no experience needs guidance to fully achieve the goal of transmitting what the writer wishes in the most organized way.

It is also noticeable to say that there is a big difference between what we expect from our students and the reality of their pieces of writing. Most of the time teachers tend to use materials that do not quite go along with the interest of students, creating pieces of academic writing that are far from the main goal which is to convey or transmit the thought of the writer into words that can change the point of view of people.

The final product of the Academic Writing session must be oriented to create pieces of writing that are enjoyable to read, interesting to write and comprehend with an appropriate tone and coherence.

Approaches in Writing

Raimes (1983) affirms that there are not simple answers to how it is necessary to teach, he recommends an approach of eclectic type to the education of the writing skill. There are different styles of educations and learning for different teachers and students; it examines six approaches, many of which have been used in the classes of English as a second language:

1) The controlled – to – free – approach

It favors the precision in the expression on the ease. This approach is based on the method audio lingual. The students start by writing changes in sentences. Then, they do it in paragraphs. After that, they perform controlled writings and finally they go on to the stage of free writing. In this approach the main goal is to establish changes in certain mechanics of the written language. It focuses in given students the chance to change words, grammar points, punctuation, etc. to practice a certain part of the original piece of writing.

2) The free – writing – approach

This approach favors the ease in the writing by means of a big production of this one with few corrections.

This approach is based in the idea that students are the ones that produce all the writing with a little amount of concentration to schemes such as guidance from the teachers on a specific topic, but it is very efficient in giving the students the relaxation time to write what they really feel like to write.

3) The paragraph – pattern approach

It favors the organization on the ease or the expressive precision and provides paragraph models so that the students copy them, analyze or imitate.

This is widely used among teachers in our society because it offers models in which students can base their writing production. This type of approach gives the pupils the amount of confidence to start writing as they have to base their production in minor changes to the one they have been presented in class.

Teachers find this type of approach less demanding and easy for students to follow. It provides them with the tool to safely correct any mistakes produced among their apprentices.

On the other hand, this type of approach leaves a great opening to the freedom that students must have when they are producing a piece of Academic Writing because they simply have to re-create what they have read, which may later create a barrier for students to expand their imagination at the time of writing.

4) The grammar – syntax organization approach

It operates simultaneously with formal features at the same time that they write with a certain intention. The use of an appropriate selection of words and grammar tense and intention is focused on the message that the writers need to pass on or communicate. The uses of syntax and grammar mechanics are the key items in this approach.

5) The communicative approach

This approach emphasizes the intention and the sense of the reader and students and teacher cheers up to the interaction between, with less emphasis on the form and on the correction, but the audience to whom the writing is aimed to. The intention of making the writer write in a certain way is the key element of this approach. This means making the writer behave in a social context. For example, if the goal is writing a letter to a friend, the students are asked to become a friend who writes to another friend. The goal is writing something to be really read by other person different from the teacher.

6) The process approach

This approach emphasizes the practice of the writing as process instead of product. It provides the student the time that they need to develop a written passage, recognizing the

recurrence of the process and cheering up to the topics exploration across the same writing. They are able to express themselves through the use of brainstorming, class discussion, and other means that make the prewriting session more interesting and enjoyable for students.

Badger and White (2000) show two types of approaches to teach writing in the EFL classroom:

1) The genre approach

It is basically the idea that writing varies with the social context in which writing is produced similar to the task based approach. It is also influenced by features such as the subject matter, the relationship between the audience and the writer and the pattern of organization differs for each feature.

Writing in process approaches is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure. There are four stages in the process of academic writing pre-writing, composing/drafting, revising, and editing. This is a cyclical process as writers may return to previous stages.

2) Product approach

In this approach, learning to write consists of four stages: familiarization; controlled writing; guided writing; and free writing. The familiarization stage seeks learners to be aware of certain features of a particular text. In the controlled and guided writing sections, the learners practice the skills with a gradually uprising freedom until students are ready for the free writing section, when they use the writing skill as part of a genuine activity such as a letter, story or essay.”

Coffin, Curry, Goodman, Hewings, M. Lillis & Swann (2005) introduce new approaches to contribute to the development of the writing development within the classrooms:

1) In the text approach

Learning writing is focused on the models given by the text. In this case, the students are asked to imitate examples given to focus on other skills such as spelling, text structure, vocabulary, or style; giving small attention to the process of writing, including the conscious and unconscious decisions that writers make to communicate for different purposes and different audience. The assumption that students could pick up how to do academic writing is made.

2) Social practice approach

The approach referred as a social practice focuses the writing activity and how it occurs in a social and cultural context. This makes students learning not only to communicate in a particular way, but also to communicate to specific kinds of people. This means to write as 'academics', as 'geographers', or as 'social scientists' enhancing the identities of the writers.

Hillocks (1987) contributes with the following approach:

The environmental mode

In this approach the activities are organized to help students in the writing process and in practice of certain important aspects of the writing for the task.

An aspect of this approach includes the use of texts models and the interaction in small groups, as the students work to improve their writings using a few lists of evaluative

means or other activities that the teacher provides. All of these activities based on the environment of the classroom in which collaboration from pupils is one of the main pillars, creating a good environment in which the teacher collaborates only giving little instructions.

Silva (1990) describes the predominant approaches in the education of the writing in the second language:

1) Controlled composition

This approach is based on the idea of giving control to the production of a piece of academic writing; guiding students on every step in the making of a piece of essay or composition. These steps include the making of drafts, brain storming, re-editing, etc.

2) Current – traditional rhetoric,

It is based towards the product, which centers on the mechanics and use and on the rhetorical organization and the style. This one focuses its attention to the construction of paragraphs (topic sentences, details that are part of the central idea, cause / effect facts, and comparison / contrast) and to the development of the essay (introduction, main body and conclusion), exploring also different types of explanatory styles.

3) The process approach

This approach reacts against any prescriptive skill and is characterized by activities of pre-writing, by a big number of drafts and by the evaluation between partners, leaving the review of the form for the last draft. It gives the writers the freelance to revise their work in order to make it as perfect as they wish it to be.

4) **English for Academic Purposes**

The student is taught to write inside the academic world. Teachers have to develop a certain methods and approaches to have their pupils write for a more advanced audience. The importance of this approach is to write in the most elegant way possible. The use of mechanics, organization, syntax, word choice, grammar, punctuation and others are very important in this type of approach.

Equally, eclecticism must be the action plan here. The rhetorical, sometimes criticized approach can get together with the one that emphasizes the process, which is the process approach.

The election of the methodological approaches will depend on the level of the students, of the situation (in the context of the second language or foreign language), the target of the instruction, and the needs and preferences of students.

If the student is in relatively low levels of written competence, he may need a methodological approach like the “controlled composition”, “paragraph-pattern approach” or “structured process approach” which emphasize in the intervention of the teacher to guide their students.

In the intermediate level of written competition, an eclectic approach would become necessary, integrating expression tasks with the use of newspapers, magazines, or journals for the students to explore freely and compare their written work with more structured ones.

For students of an advanced level who want to improve their expressive and rhetorical pieces of writing, a communicative approach would be the suitable one because

it emphasizes factors as the specific intention, in which there is included the intention of academic type, and the type of audience their writing will be aimed.

Techniques to Improve Writing

Cooper and Odell (1977) mentions several techniques in order to improve the writing skills students obtain during their language acquisition. One of these techniques is when students are presented a particular type of writing and then are requested to write something which is very similar in design and structure to what they have been shown. This will make them more likely to become familiarized and encouraged into writing.

Different sub processes distinguish the improvement of the writing process:

- a. Pre-writing.
- b. Planning.
- c. Starting to write.
- d. Decision making relative to the election of the vocabulary and syntax and of style and of the organization.
- e. Review, re – reading and anticipation from what comes next.
- f. Break.
- g. Consideration of the final draft.
- h. Review, if it is necessary.

It is necessary to give and to discuss in class the process of writing, which basically consists of pre-writing, writing and review of the meaning and of the form.

Correction is another technique that teachers and students must look forward to when they work on writing; over correction should be avoided as this may discourage students. Still another technique to be used by teachers is the use of a fixed list of written

symbols (S= spelling, WO= word order etc.) so when they find a mistake it can be addressed discretely to make it less damaging. (Harmer, 2003).

Gaudiani (1981) suggests what he refers as “Class editing process”, especially for the advanced level, in which students, with the help of the teacher, help each other to improve their drafts giving a series of steps:

- a. Comprehension of meaning
- b. Grammar correction
- c. Style analysis
- d. Analysis of organization
- e. Overview/Synthesis

The teacher can present some writing, without being necessary to mention the name of the student whom the paper belongs to, so that the others can understand the passage or should ask about what they do not understand, correct the grammar, analyze the style of the passage (repetition of words, lacking in precision in the vocabulary or expression), observe the organization according to the topic sentence, development of the main idea, acquire a general vision, and synthesis to comment about the effectiveness of the writing in the communication of the message. The students can also, when they have more experience, do it in pairs.

Finally, the student can check the same way his own writing for what they will have to write several drafts and deliver the teacher the last one. Here it is advised to check, first of all, the expression of meaning and organization, later to do it in the form of punctuation, grammar, congruity, etc.

Krashen (1984), who has analyzed the investigation in the writing process in native language, concludes that the experienced writers differ from the not experienced ones at least in three forms:

a. Planning

Good writers plan more and spend more time than those who are not. This does not mean that they always use a scheme in the pre-writing stage. They tend to be very flexible in this planning to continue their ideas.

b. Re – reading

Good writers take a break during writing to re-read what they have written before continuing. Krashen observed that the most experienced students stopped almost more often to re-read what they had written than the least qualified students. This helps to maintain a sense of the writing as a whole. Also, on having re-read, they plan the following step in their writing processes, which is translated in better results.

c. Review

Good writers review their form very differently from those who are not. While the least qualified writers check at level of the form, the qualified ones do it including things such as: content level, punctuation, spelling, etc. They realized which things needed the necessary changes to continue the plot line that they propose to develop.

Portfolios can be beneficial because they allow students to preserve, build upon, and improve their writing over time. If students have an ongoing record of their written work as evidence of their achievement, they are more likely to be aware of the improvement they have completed over a course and therefore be more confident for their next assignment. This is because the emphasis on drafts, revisions, and feedback are one

way in which students can be encouraged to assess their own writing and respond to feedback. For students whose first language is not English, portfolios can replace the necessity of high-stakes tests in which the performance on a single day can have lifelong consequences. (Coffin, Curry, Goodman, Hewings, M. Lilis & Swann, 2005)

A. Oshima, A. Hogue (2006) propose self-editing and peer editing to help students become a better writer. They say:

“Becoming a better writer requires that you learn to edit your own work. Self-editing involves not just checking for spelling and grammar errors. It also means looking at your writing as a writing teacher does”. (p. 313).

“Peer editing is an interactive process of reading and commenting on classmate’s writing. You will exchange rough drafts with a classmate, read each other’s work, and make suggestions for improvement”. (p. 313).

The use of the first and the second techniques are dedicated to students with a fair knowledge of the language. They must be able to create a piece of writing and be able to correct themselves after they have finished with it. This task is not an easy one. For this, some paper which indicates some points to be checked must be available. A set of questions or checklist is the best way to accomplish this task. The checklists or question should be aimed to know if the piece of writing contains what is needed in terms of format, mechanics, content and organization, and grammar and sentence structure.

2.3. Conceptual framework

Teaching writing in ESL classrooms

There is not a single answer in how to teach writing to students. There are different styles and teachers that use different means to make their pupils grab the materials needed to create a piece of writing.

Raimes (1983) shows the following diagram for the things that a writer has to come through to create a piece of writing.

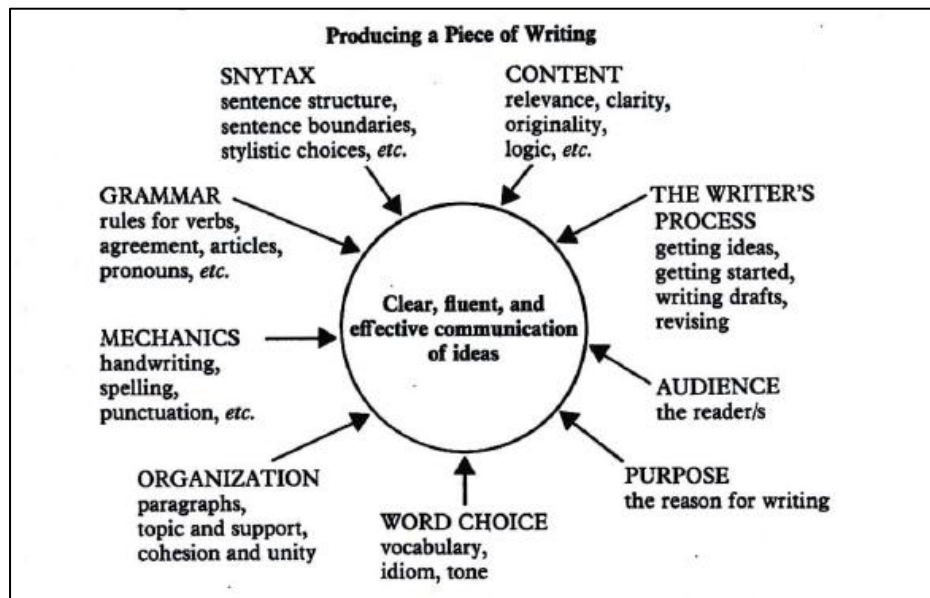


Figure 1. Steps to create a piece of writing proposed by Raimes (1983)

The content refers to what the writer is about to produce. This is related to the ideas, the relevance, clarity, and originality the writer needs to create a good piece of writing.

The second is the writers' process, which relates to the ways to get ideas to start with their drafts, revising, and presentation of the writing.

The next ones (audience, purpose, and word choice) are related. The choice of the appropriate words is needed to write to a specific audience for different purposes. For example, writers can use sophisticated word choice to write for a scientific magazine, in which their purpose is to convince them of a new theory that is in development.

For the mechanics, organization, syntax, and grammar, writers have to deal with the way in which they will present their writings. This is in a very organized way including the

appropriate punctuation. They also have to be conscious about the coherence regarding verbs, punctuation to reduce the number of errors and mistakes.

In-class writing

Brainstorming and in class writing are very helpful on the first stages of the writing process, especially because at this stage, the way in which the students can consult their guidance becomes really easy. In this way the teacher can keep track on the class to see if everyone is on the same track. Group brainstorming is very good for collaborating with ideas. However, writing is essentially an individual task better to be performed in class.

(A. Oshima, A. Hogue, 2006)

General processes of writing

The process approach

The process approach aims to capture the temporal complexity of writing by emphasizing the recursive nature of problem solving within the activities of composing, prewriting, writing, and rewriting. The process approach to writing instruction has become a standard approach in language arts classes. Olson (1999) identified 10 essential characteristics of the process approach:

1. Writing is an activity, an act composed of a variety of activities.
2. The activities in writing are typically recursive rather than linear.
3. Writing is, first and foremost, a social activity.
4. The act of writing can be a means of learning and discovery.
5. Experienced writers are often aware of audience, purpose, and context.
6. Experienced writers spend considerable time on invention and revision.
7. Effective writing instruction allows students to practice these activities.

8. Such instruction includes ample opportunities for peer review.
9. Effective instructors grade student work not only on the finished product but also on the efforts involved in the writing process.
10. Successful composition instruction entails finding appropriate occasions to intervene in each student's writing process.

Techniques in using controlled writing

Raimes (1983) refers as controlled composition to the act of focusing on approaching students into other parts of their writings. It is a good method to reinforce grammar, vocabulary, and syntax in context. In addition, student can progress with their writings because they use punctuation, indentation, vocabulary, and connecting words.

The following offer an insight in how to include this type of composition within the classroom:

1. Students receive a paragraph in which they have to change certain features of it. For example, they are required to change the subjects and their respective verb forms. This will offer a simple way in which teachers can correct students' work because they will already know what the things they have to focus on are.
2. Students receive a piece of writing in which they are asked to organize it in the way it has coherence. This means they have to pay attention to which are the introduction, body, and conclusion. Later, they are asked to create a similar one with the goal of getting familiarized with a logical order.

The guided composition is an extension of the controlled composition. Students receive a first sentence, a last one, an outline to fill, questions to respond, and information they should include in their pieces of writing. As any other mean, students can share, brainstorm, discuss, make notes, and plan strategies before they start writing.

The Free-writing Approach

Raimes (1983) emphasizes quantity and fluency over quality and accuracy in this approach. Students have to be more concerned about what they write instead of the form of their pieces of writing. Although students at first feel challenged to pour out their ideas quickly, as they practice it, they feel more comfortable putting their ideas down on a piece of paper. Teachers do not correct students' free-writing but only comment on the content.

In the free-writing approach, it is important that teachers allow students to express what they want to say and focus on the students' own creativity and self-discovery. Teachers should not be directive but supportive; they should try to provide a positive and cooperative environment to help students freely construct their own meanings.

This approach has some negative aspects. Even though some students find writing is not so frightening through this approach, others may have difficulties because this approach is unlikely to consider the special needs of beginning-level learners. They need more specific guidelines and directive interventions from teachers because those students find difficult to use certain vocabulary and compose a basic sentence. In Academic Writing, students have to write about certain topics using research tools to get most of the information about their topics instead of freely writing down what they want to express. Also, the errors in students' final products do affect the students' final grades for the papers, so students should focus on organization and accuracy as well as content. In this matter, the free writing approach has limitations in preparing EFL students for Academic Writing. In short, the free-writing approach considers content the most important instead of accurate forms of languages.

The writing process

Despite of the approach used when creating a piece of writing, all the writers have to focus their attention in some conventions of the writing process. This is the framework that they must follow in order to succeed in publishing, having a good grade, or simply creating something for people to read.

Students may use a recursive method to have a final paper finished with little or few errors in their work. This means they can use different means in order to get a specific goal which in this case in the culmination of a piece of writing. Teachers must let students know the stages in order to write are not linear. In reality, they may be interactive, organic and cyclical. There are some processes writing models which visualize the writing process and show the recursive and complex nature of writing in a simple way. White and Arndt visualize the writing process in figure 2.

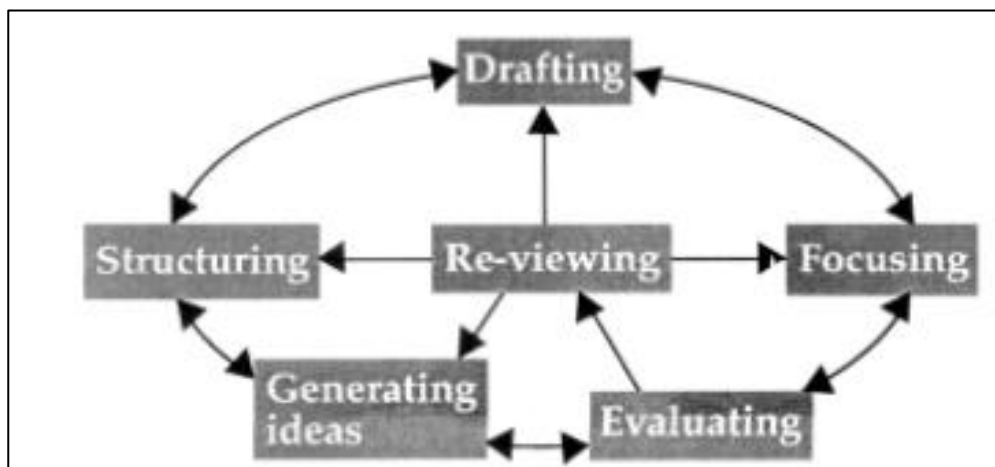


Figure 2. White and Arndt's Writing Process Model

The traditional writing classrooms emphasize only the drafting and reviewing stages. However, each generating, focusing, and structuring stage should be considered an important stage of the writing process because each stage facilitates the other stages and helps to lead from the first draft to the final draft.

Harmer (2004) points out his recursive nature for writing process in figure 3.

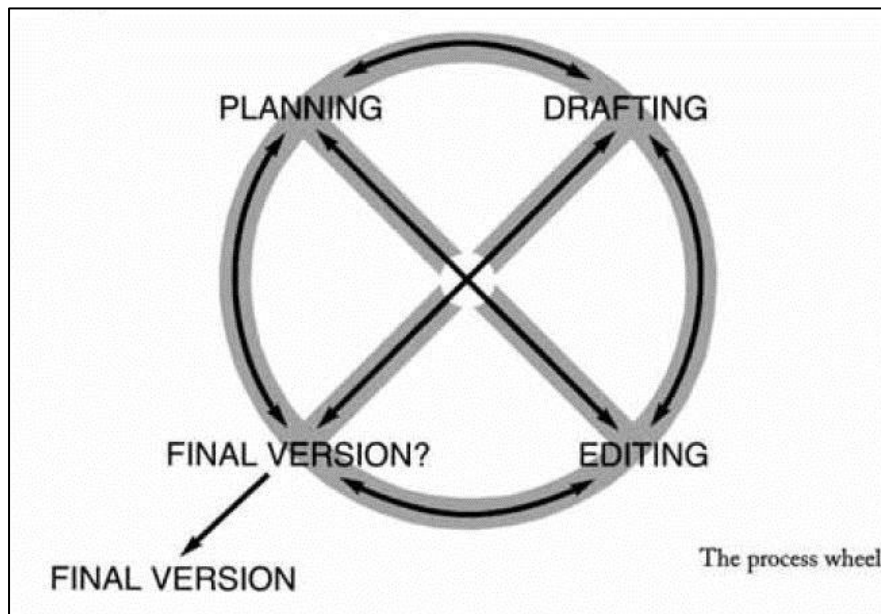


Figure 3. Harmer's Process Wheel

In this wheel, Harmer compares the writing process as a wheel in which the writer can roll around from the different steps and go back and forth. This is to satisfy the needs of the writer to check and re-check every little aspect of the piece of writing until this need is satisfied.

At the end, regardless of the writing process chosen, the student has to know that the process is not linear, but a recursive one. This means that they may want to go back anytime they wish until the final version of their written work is complete. For example, students and teachers at “Unidad Educativa Bilingüe Espiritu Santo” may use this process wheel to assure that their pieces of writing can convey the meaning desired. In this case, they may create different drafts, different editing tools, and plan in different ways until they find the best way for each student to ease the writing task.

The Stages of Process Writing

Tompkins (1990) includes five stages in the process writing that can be used in EFL classroom: pre-writing, drafting, revising, editing, and sharing.

Pre-writing

Pre writing focuses on letting students think about what they are going to write and how to approach to a chosen topic. In order to implement this stage effectively, it is important to have in mind which are the targeted audience. Depending on the topic and audience, teachers at this establishment can use different strategies like brainstorming, listing, and clustering. In the process writing approach, the pre-writing stage is one of the most essential writing processes because it affects all of the writing stages. Teachers should understand that although pre-writing activities are usually done before actual writing, students can go back to this stage at any time according to their needs.

Drafting

In the drafting stage, students have to concentrate on getting their ideas on the paper without worrying about grammar or mechanic errors. In this stage, teachers should focus their attention in a more global way (topic, organization, or evidence). One of the things that teachers at this institution need to enhance in a very urgent way are to forget about grammar at this stage. They should not deal with punctuation, vocabulary, or spelling because they can be dealt in later drafts. Hedge (2005) reinforces this by saying: “Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation and grammar until later” (p. 23) It is important to recall that there are several drafts presentations in the process of writing. This only represents the one, in which students transform their planning into writing.

Revising

In this stage, students should decide to view their pieces of writing with a different angle. Teachers must have in mind that this stage is to correct organization and content instead of grammar and mechanical errors. Tompkins (2010) states that students have the chance to refine their work during the revision stage, so he describes the features of revising as follows: “Revision is not just polishing writing; it is meeting the needs of readers through adding, substituting, deleting, and rearranging material” (p. 83).

In the revision process, writers do not only polish their writing, but they also develop their ideas. Writers with less preparation focus on vocabulary and local grammatical errors in the revision stage whereas experienced writers are concerned with developing content and organization of ideas. Therefore, teachers should help students apply what experienced writers do in the revision stage (Sommers, 1980).

Editing

In this stage, students focus their attention to mechanical and grammatical errors. Teachers must focus their attention in different things such as vocabulary, word choice, and punctuation in their students’ pieces of writing. It is important for teachers not to correct the mistakes made by students, instead they can point them out with the use of editing symbols, for example. It is the students that have to be able to correct their fails with a proper guidance. There are different ways in which teachers can address the editing part of a piece of writing. For example, they can use peer-editing checklist to have students interact with other’s pieces of writing.

Sharing

When students finish their pieces of writing, the audience to whom they have written to is their teachers. It is important to let students know that their creation may go beyond getting a grade. Teachers and people related to their education must be aware that cheering their pupils is of vital importance. Showing their works in a board, having them read to their classmates, uploading their writing in a social media, or blog can help to build the confidence they need to help them develop their skills to write.

Brown (2001) highlights the importance of providing authenticity of writing for students and asserts that sharing writing with peers is one of the important ways to improve authenticity. In other words, teachers should encourage students to read each other's work and comment on others' final pieces of writing. They should not only read students' writing to locate errors and give them a grade, but read for information and enjoyment.

Techniques in responding to students' writing

Raimes (1983) recommends five points to intervene with the pieces of writing that students create. These recommendations can bring ease to the way in which students feel their papers are graded when they are given back by the teachers.

1. When the teachers receive a piece of writing from students, it is advised not to correct as they read. Instead, teachers can read the whole piece of paper and once it is done add comments about it.
2. Teachers must look for the students' strength and if possible praise them. They have to become the first things to point out before addressing the errors or mistakes. Their weaknesses must be approached just after the good things have been pointed out.

3. If correction symbols or editing symbols (sp, cap, vt, etc.) are used to correct pieces of writing, all the students must be familiarized with them all, so they know what to do when they encounter one of them.
4. Another thing that teachers can include within their correction tools is the use of peer reviews. This type of feedback can increase the way in which students write. In this case, they will become more and more familiarized with the things that are far important than good spelling and less grammar mistakes.
5. It is advised to work out the type of correction that will be revised. This is to set out what type of correction will the teacher be addressing every time. For example, the instructor may want to point out the grammatical mistakes and spelling only the first time or the coherence and tone another time; always keeping in mind to let the students know which things they will be receiving a correction.

2.4. Research Questions

1. Why do students from the senior year of high school do not have the tools needed to write in an appropriate manner a well-structured academic essay?
2. Why do teachers make little emphasis on improving the writing skills of the students of senior year of high school?
3. How does the lack of practice of the development of Academic Writing affect the quality of the final written essay presented by senior year students?
4. Why do students prefer to use a non-productive method to write a piece of Academic Writing?
5. How does the lack of knowledge in how to write an essay in a proper manner affect the outcome of the students in the writing skill?
6. How the little preparation of teachers at this institution affects the writing skill among their students?
7. What improvements will the use of a step by step guide on how to create a well-structured academic essay bring on the outcome of the students of senior year of high school?

2.5. Hypothesis

A step by step guide with a set of actions will positively improve the Academic Writing skills that students of the senior year need for the completion of the final essay at the end of the school period at “Unidad Educativa Bilingüe Espiritu Santo”.

2.6. Variables and Indicators

The following table shows the variables, the conceptual definition, indicators, and the instruments of evaluation used in this project.

Variables	Definition of concepts	Indicators	Instruments
<p>Independent variable</p> <p>Set of actions to improve the Academic Writing skill.</p>	<p>Approach: to take preliminary steps toward the accomplishment of full knowledge in the academic field.</p>	<p>The students, teachers, and authorities will give notice and propose a set of actions to improve the academic writing skill among students.</p>	<p>Pamphlet to help students and teachers to develop the tools needed to improve the Academic Writing skill.</p>
<p>Dependent Variable</p> <p>Academic Writing skills</p>	<p>Academic writing: type of writing that differs from others for its audience, purpose, and tone</p> <p>Achievement: The acquisition of better techniques to improve the writing skills.</p>	<p>Observations sheets, interviews, surveys will show the reasons and factors that prevent the proper development of the Academic Writing skill.</p>	<p>Academic Written essays, their mistakes and errors presented at the end of the high school year.</p>

Table 1. Variables-Conceptual Definitions-Indicators-Instruments

2.7. Definition of terms

Approach: it is a set of correlative assumption dealing with the nature of language and the nature of language teaching and learning. University of Michcigan (2013).

Academic Writing: it is the kind of writing that you are required to do in college or university. It differs from other types of writing by its particular audience, tone, and purpose. A. Oshima, A. Hogue, Writing Academic English: Pearson Longman.

Method: it is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. Anthony, E., University of Michcigan (2013).

Performance: A task or operation seen in terms of how successfully it is performed. Oxford University Press. Oxford Dictionaries. (2014).

Outcome: something that happens as a result of an activity or process. Merriam-Webster Dictionary. (2014)

2.8. Summary

This research project is based on different aspects of the writing skills that students from the EFL classroom need in order to succeed with the acquisition of this skill. There are different means to help students in with the proper development that teachers may include in their lessons. It is important to mention that the correct use of certain techniques and methods are to be used in the writing sessions of their language preparation.

Before students are able to produce any type of writing, they must be aware that they need to go through some conventions mentioned by Raimes. He gives a series of requirements before writing is done. They include the purpose, the audience, the mechanics, grammar, syntax, the writing processes, organization, word choice, and content. Regardless of the type of approach or technique that a teacher may use, students use these to create a piece of writing.

The use of the correct approach is of great importance to help the pupils to start their career in the writing department. Different approaches can be used to have a variety of ways to contribute with the creation of the written papers in class. It is the decision of a teacher to use the one that suits the most for the purpose established in the writing class.

One of the most common and widely used in the classroom is the process approach. This approach focuses its attention in the creation of a written paper through the use of different processes, which means students do not create a perfect piece of writing in their first try. They must follow a set of steps that include pre-writing, drafting, editing, revision, and sharing. The key elements of this approach falls in the hand of teachers and students that decide to use different means to complete each of the steps mentioned before.

Another approach widely used in the EFL classroom is the controlled approach. Key elements of this approach include the use of materials of reading that students will change to create something similar to what they have been exposed. For example, students receive a piece of reading to create a copy of that with changes in mechanics, vocabulary, syntax, organization, grammar, etc. It is important to notice that this approach is better used to make students practice certain features of the writing development such as punctuation, word choice, subject-verb agreement, organization, etc.

The third approach that is commonly used among teachers is the paragraph pattern approach. This is very popular because it focuses on making students copy, imitate, or re-create a piece of writing that they were shown before. This is to make students focus on organization and cohesion. Teachers find this type of approach less demanding and easy for students to follow. It provides them with the tool to safely correct any mistakes produced among their apprentices.

In terms of the process of writing, all the students and writers follow some process to finally present their work to an audience. The process includes some stages such as pre-writing, drafting, revising, editing, and publishing or sharing. Each of these steps is mentioned by different authors such as Harmer, and White and Arndt to name some. They all conclude that the use of this steps is made by the writers and that all of them do not follow a linear way but a cyclical way; meaning that a the writers chooses to go back and forth as pleased until the final draft is ready to be shared.

The way in which teachers address their students' pieces of writing is of vital importance. This refers to the use of any mean to let know their students their work is being corrected. There are different methods that teachers and students may use to improve their writings. Some of these include the use of correction symbols, personal feedback,

comments, peer correction, self-correction, checklist and questions, etc. The use of any of these depend on the goals that the writing class is aimed to fulfill.

Finally, all the theories, methods, approaches, and techniques exposed in this research project are aimed to improve the way in which teachers and students at “Unidad Educativa Espiritu Santo” address their writing session in the EFL classroom. In order to have better results in the Academic Writing or writing, commitment from everybody involved in the acquisition of these most of time forgotten skill is heavily needed.

CHAPTER III

3. Research Methodology

3.1. Methods and techniques

This research project will be using a mix of the quantitative and qualitative method because most of the data to be collected will come from observations, surveys, and interviews, so the information that is gathered can be quantified partially. This research project includes opinions, feelings, and emotions from teachers, students, and authorities that work on a daily basis at “Unidad Educativa Bilingüe Espiritu Santo High School”.

This research is set out to be an investigative one because it will point out the characteristics of a problem, its reasons, features, and causes through the use of surveys, interviews, and observations. It also focuses on behaviors, attitudes, and profiles of the object of study. In addition, it will include the creation of a prototype of a guide to collaborate with the solution of the problem and discover whether its use had a good impact in the solution of the problem.

In order to carry out this research, the researcher will use different means to find out which are the factors and causes that prevent students to carry out the creation of a proper academic essay at the end of their high school period. Each of the instruments used to gather data will try to narrow the causes and factors previously mentioned.

Classroom observations will be implemented at least twice a week for two months in order to check how teachers and students carry out the development of a writing session. Here, the factors that prevent a good development of the writing skill in the classroom will be located and the amount of time they devote to the enhancing this skill will be found. If no class is related to the improvement of the writing skill, it will be recorded as no development perceived during that period of time. Information on how well-prepared

teachers are in the matter of using techniques and methods to transmit the knowledge to their students, especially in the field of correction skills, organization of paragraph, and certain key elements that make up a written essay will be gathered.

Surveys applied to students will also be used to gather information related to the improvement of this skill. These surveys will include information regarding: the frequency teachers practice writing skills on classes, the use of non-productive methods used by students, the amount of knowledge pupils think their facilitators possess for the matter of the creation of a written essay, habits students have, and information related to the development of the writing skill.

Personal interviews to some of the authorities related to the English department of the institution will be made; this is to gather information to know whether they are well-aware of the situation that is affecting the correct development of an important skill. This interview will also include information on how the authorities manage the training of their staff, especially in the writing field. All the information collected will support to understand and propose a set of actions to solve the problem.

3.2. Research Population Sample

The population to be used in this research project is students from the intermediate level of English at “Unidad Educativa Bilingüe Espiritu Santo” They are students who have been studying since they began the eighth year of basic education in this high school. They also have different social backgrounds and they have had different teachers since they started their basic high school career.

On the other hand, the teachers will vary from the level of English they teach since, in this institution, levels and specially mixed groups are assigned when students start the first year of high school. Language teachers are chosen from all levels that work directly

with students. Their identities and positions will not be revealed because the researcher does not intend to compromise their work position by praising or diminish their work. This will also ensure a non-biased, better and clear results to ensure the goal of the research project.

The authorities of this establishment will also be part of the sample of this project. They are people who have been working in this institution for several years and they are aware of the different situations that students and teachers have to go through in order to develop the academic writing skill properly. The responses they provide will not compromise their integrity or in any mean judge the type of work they have performed. Their identities will not be revealed to ensure the clearance of this research and therefore, avoid the misjudgment of their job position.

The sample used in this project will be students from the third year of high school at “Unidad Educativa Bilingüe Espiritu Santo”. This sample will have a total of thirty five to forty students that will come from each of the four classes of the intermediate level of language that this establishment has to offer. They will be chosen randomly and their identities will not be revealed. The reason why they are chosen in this way is to have clear and non-biased data that may compromise the results of the research.

3.3. Research Instruments

The instruments to be used in this project are surveys to students and teachers. Classroom observation sheets to have a close understanding on how teachers manage a writing session will also be used. Personal interviews to authorities related to the English field, interviews to teachers, and lesson plans.

The surveys applied to students have different questions to measure the development of the writing skill in class. It had 10 items with the following scale 1= always, 2=often, 3=sometimes, 4= rarely, 5= never. This survey will focus on the amount of time students feel their teachers devote to the development of the writing skill. They will also try to find out the knowledge handled by teachers at this institution that students consider they have. Finally, it will try to get to know whether the use of a step by step guide will have acceptance among students.

The surveys applied to teachers have different questions to measure different topics related to the development, habits, and things they have noticed from students. All of these questions are related to the improvement of the writing skills. It had 10 items with the following scale 1= always, 2=often, 3=sometimes, 4= rarely, 5= never. Both of the surveys are shown in appendix # 2 and # 3 respectively.

A pre-test will serve as the base to pin point the key factors that make up a well-structured written essay. This test will try to focus not on the ability students have to write but the components of an academic essay. It will include exercises in terms of recognition and creation of a good thesis statement with a logical division, exercises on the recognition of the main parts of a paragraph, and all the key terms that are related to the creation of a piece of writing. All the information collected with this test will serve to establish which key concepts students need to handle to create a well written piece of Academic Writing and therefore, they will be considered for the preparation of classes to strengthen those key terms.

A post-test will be used to notice any change in the students' knowledge in terms of the main parts that make up a well-structured academic essay after receiving classes that included the use of a pamphlet solely devoted to enhance the basic knowledge on the

creation of a well written piece of writing. This test will give an insight on the things that need to be reinforced in terms of the development of the writing skill among students of the senior year of “Unidad Educativa Bilingüe Espiritu Santo” as a whole.

The interviews applied to the authorities include six questions to gather information related to the awareness of the knowledge handled by teachers and students on the Academic Writing field that they consider has been acquired so far. They will also address the number of hours devoted to the development of the writing skill in class and finally it will try to establish the amount of training that teachers at this establishment receive throughout the year. This interview is shown on appendix # 6

The classroom observation sheets have a variety of items that show how well-prepared teachers are to develop the Academic Writing skill among students. They will also show the amount of time and commitment they use to enhance the writing skill among their students; the type of approach and methodology teachers use in classrooms.

Pictures regarding the way in which the teachers at “Unidad Educativa Bilingüe Espiritu Santo” address the mistakes and errors that students produce in their pieces of writing will be used to point out the type of correction they use. They will also be used to know which are the most important things for teachers to correct when students handle a piece of writing.

Some pictures of the final written essay that students present at the end of their high school education will also be used to notice any kind of irregularities in their structure that students, teachers, and authorities do not notice and later become a problem for all of them to differentiate an academic essay from a written basic composition. These written essays will be the most important type of data collected throughout the development of this project because they are the final product of the type of work that is performed by students,

teachers, and authorities at this establishment. They will also serve to know if the use of a step by step guide to create a well-structured essay created any change in the final outcome of students' pieces of writing.

Finally, a pamphlet that includes information related to the key factors that need to be handled in order to create a well-structured academic essay will be used to guide students into the enhancing of the Academic Writing skill and therefore, succeed in the creation of the final essay at the end of their senior year. This material will include a brief explanation of the key terms and exercises to reinforce those concepts. Each of the tasks included in this guide will focus its attention to exercise the creation of thesis statements with a logical division, the main components of a paragraph, cohesion and unity, etc.

3.4. Results / Findings and Analysis

a. Statistical Results of the Survey applied to teachers

QUESTION 1	How often do you practice the development of the Academic Writing skill within your classes?	
DESCRIPTION	FREQUENCY	PERCENTAGE
ALWAYS	5	29,41%
OFTEN	4	23,53%
SOMETIMES	7	41,18%
RARELY	1	5,88%
NEVER	0	0,00%
TOTAL	17	100,00%

Table 1. Question 1 of surveys applied to teachers

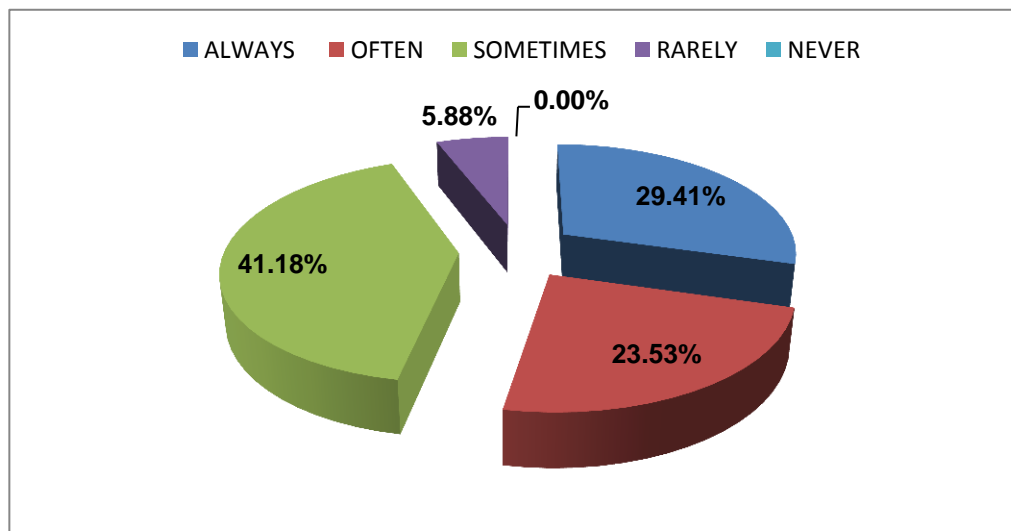


Figure 1. Results for question 1 of surveys applied to teachers

In question one of table 1, five teachers expressed they always practice academic writing, four that do it often, seven that practice it sometimes, one that does it rarely, and zero that never practices it.

QUESTION 2	How often do you use new techniques, methods, or approaches to improve the writing skill in your students?	
DESCRIPTION	FREQUENCY	PERCENTAGE
ALWAYS	0	0,00%
OFTEN	2	11,76%
SOMETIMES	6	35,29%
RARELY	9	52,94%
NEVER	0	0,00%
TOTAL	17	100,00%

Table 2. Question 2 of surveys applied to teachers

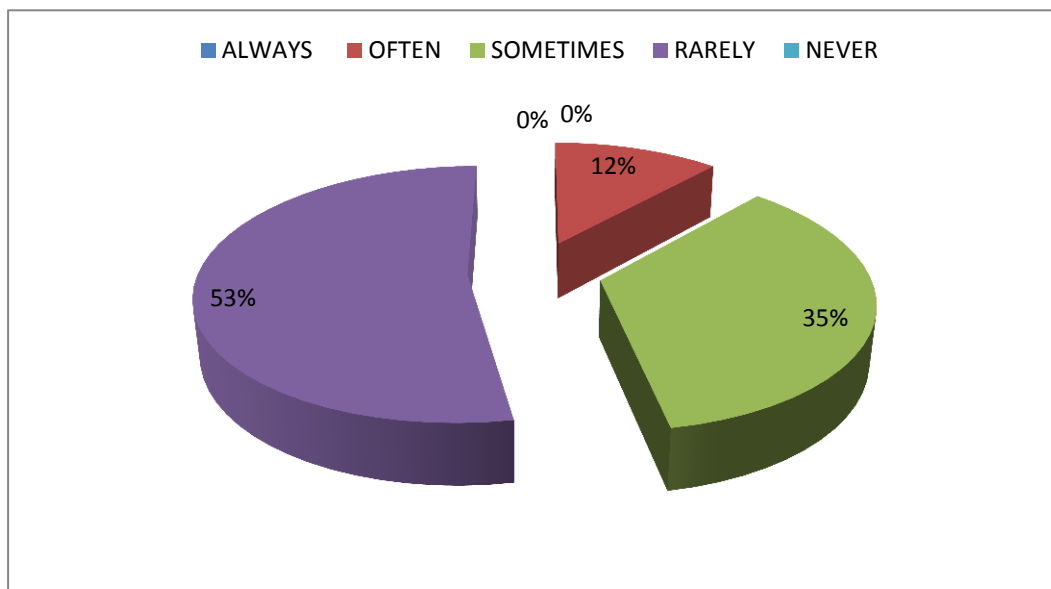


Figure 2. Results for question 2 of surveys applied to teachers

In question two of table 2, zero teachers expressed they always use new techniques or methods, two that do it often, six that use them sometimes, nine that does it rarely, and zero that never uses them. These results show an outdated methodology that teachers at this institution keep using to transmit knowledge.

QUESTION 3	When your students turn in written tasks, how often do you give them appropriate feedback?	
DESCRIPTION	FREQUENCY	PERCENTAGE
ALWAYS	2	11,76%
OFTEN	6	35,29%
SOMETIMES	7	41,18%
RARELY	2	11,76%
NEVER	0	0,00%
TOTAL	17	100,00%

Table 3. Question 3 of surveys applied to teachers

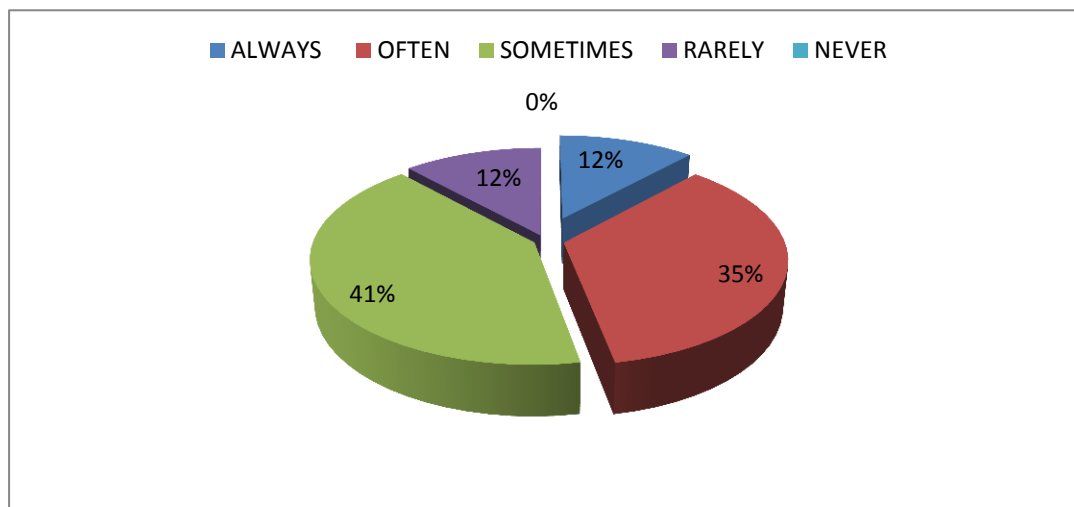


Figure 3. Results for question 3 of surveys applied to teachers

In question three of table 3, two teachers expressed they always give appropriate feedback, six that do it often, seven that give them feedback sometimes, two that do it rarely, and zero that never gives them feedback to their students 'written work.

QUESTION 4	When students are assigned to write in class, how often do you feel they are motivated to write?	
DESCRIPTION	FREQUENCY	PERCENTAGE
ALWAYS	0	0,00%
OFTEN	2	11,76%
SOMETIMES	5	29,41%
RARELY	7	41,18%
NEVER	3	17,65%
TOTAL	17	100,00%

Table 4. Question 4 of surveys applied to teachers

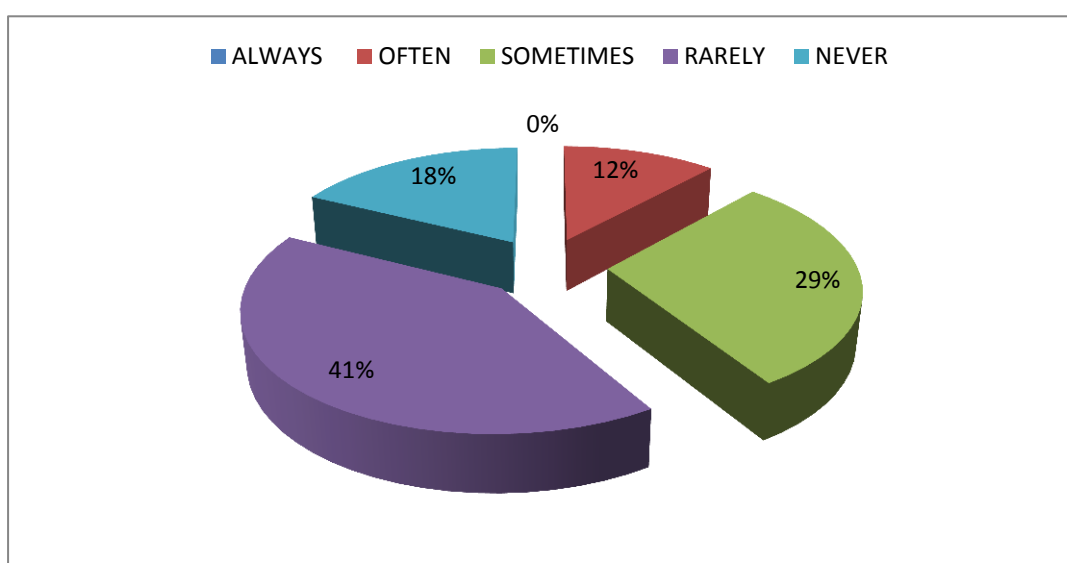


Figure 4. Results for question 4 of surveys applied to teachers

In question four of table 4, none of the teachers expressed their students are always motivated to write, two that mentioned often, five that said sometimes, seven that answered rarely, and three that responded never to this query. As it is shown in this chart motivating students becomes a problem to continue the development of the writing skill.

QUESTION 5	How often do you notice your students have used a translation tool to write an assignment, a paragraph, or an essay?	
DESCRIPTION	FREQUENCY	PERCENTAGE
ALWAYS	2	11,76%
OFTEN	11	64,71%
SOMETIMES	2	11,76%
RARELY	2	11,76%
NEVER	0	0,00%
TOTAL	17	100,00%

Table 5. Question 5 of surveys applied to teachers

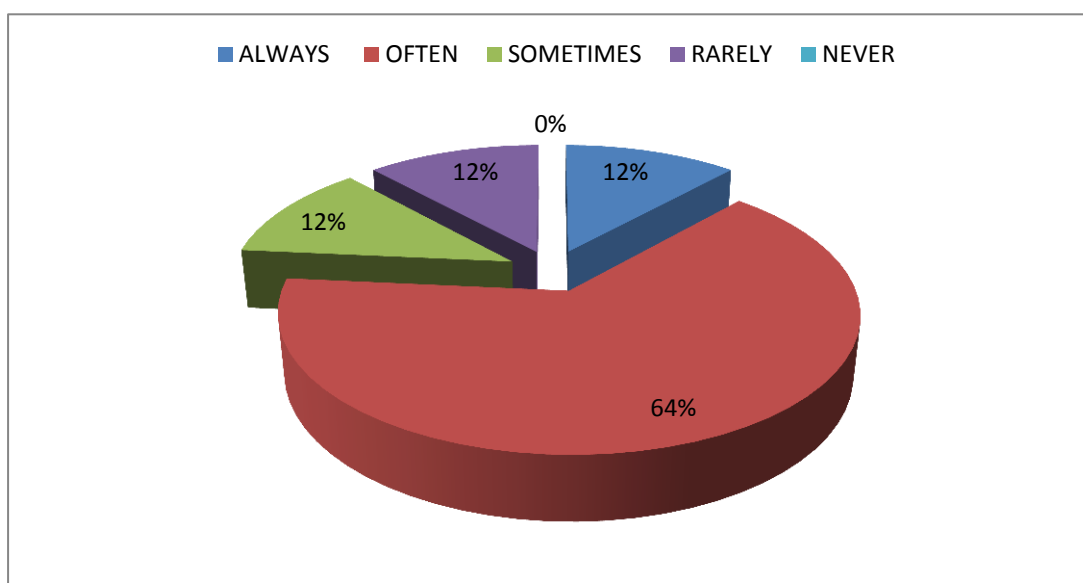


Figure 5. Results for question 5 of surveys applied to teachers

In question ten of table 5, two teachers noticed their students use a translation tool to write, eleven that responded often, two that answered sometimes, two answered rarely, and zero that responded never. As the results show, there is great amount of students that use any translation tool to write in English.

QUESTION 6	As a language teacher, do you think your students handle the tools needed to write a full academic essay properly?	
DESCRIPTION	FREQUENCY	PERCENTAGE
ALWAYS	0	0,00%
OFTEN	1	5,88%
SOMETIMES	2	11,76%
RARELY	13	76,47%
NEVER	1	5,88%
TOTAL	17	100,00%

Table 6. Question 6 of surveys applied to teachers

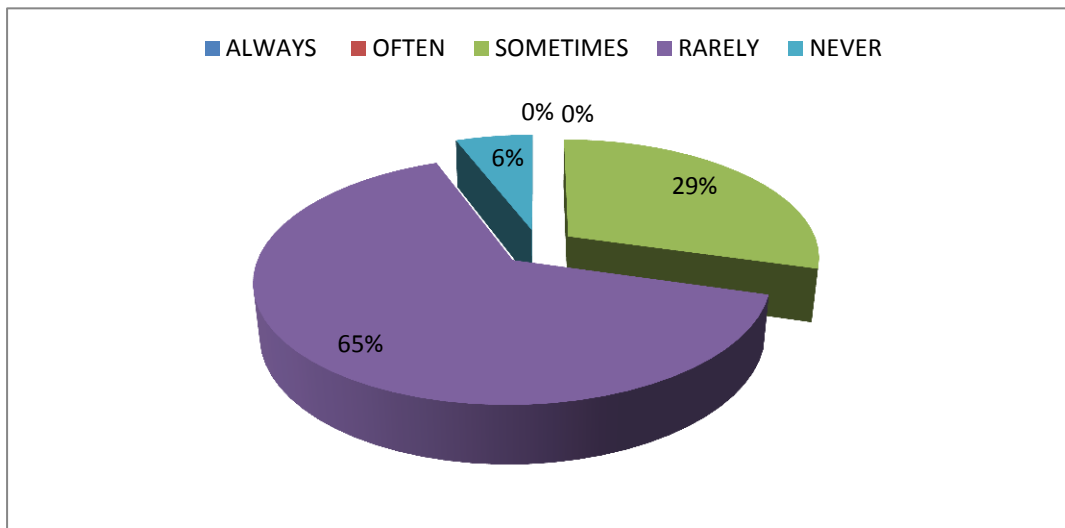


Figure 6. Results for question 6 of surveys applied to teachers

In question six of table 6, none of the teachers expressed their students have all the tools they need to write properly, one that expressed often, two that responded sometimes, thirteen answered that rarely, and one that responded never. It is very notorious the fact that teachers at this establishment assured that their students do not possess the knowledge required to write a proper academic essay.

QUESTION 7	How often do you use specific correction symbols to communicate the mistakes or errors produced by your students' pieces of writing?	
DESCRIPTION	FREQUENCY	PERCENTAGE
ALWAYS	0	0,00%
OFTEN	0	0,00%
SOMETIMES	5	29,41%
RARELY	11	64,71%
NEVER	1	5,88%
TOTAL	17	100,00%

Table 7. Question 7 of surveys applied to teachers

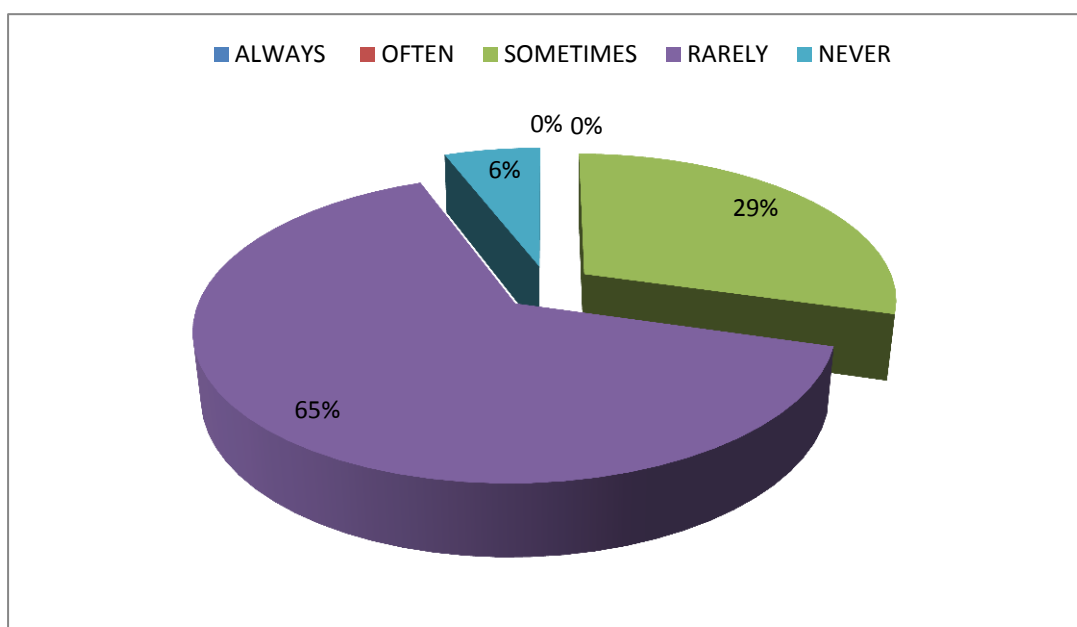


Figure 7. Results for question 7 of surveys applied to teachers

In question seven of table 7, none of the teachers expressed they use specific correction symbols, no one that expressed often, five that responded sometimes, eleven answered that rarely, and one that responded never. The results demonstrate that teachers at this institution lack of usage of correction symbols and therefore means to address the pieces of writing their students produce.

QUESTION 8	How often do you write a piece of academic writing like an essay for pleasure or to keep improving your writing skills?	
DESCRIPTION	FREQUENCY	PERCENTAGE
ALWAYS	0	0,00%
OFTEN	0	0,00%
SOMETIMES	3	17,65%
RARELY	7	41,18%
NEVER	7	41,18%
TOTAL	17	100,00%

Table 8. Question 8 of surveys applied to teachers

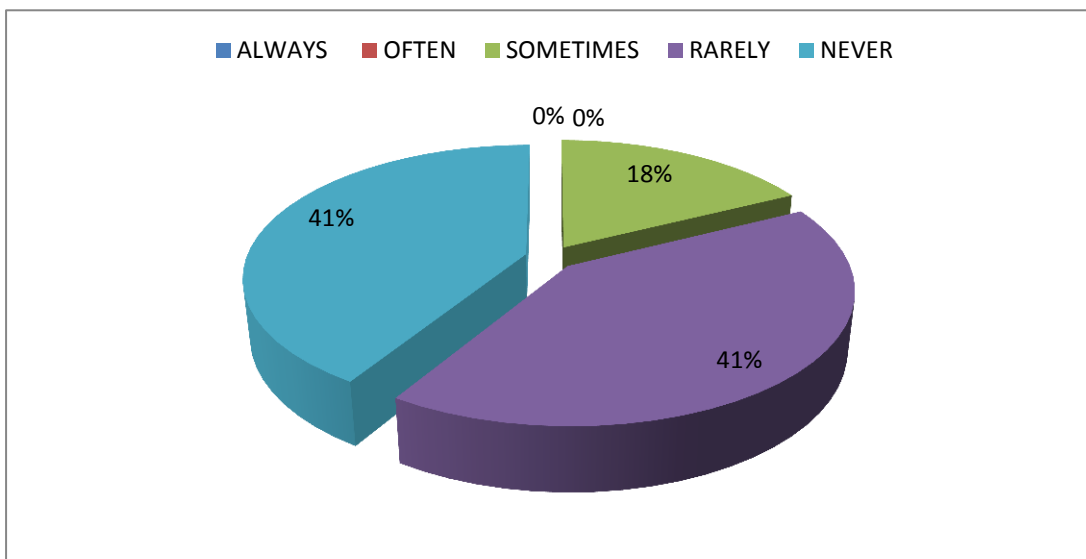


Figure 8. Results for question 8 of surveys applied to teachers

In question eight of table 8, none of the teachers expressed they use specific correction symbols, no one that expressed often, five that responded sometimes, eleven answered that rarely, and one that responded never. The results show that the majority of teachers at this institution do not practice writing to keep up with their knowledge in the Academic Writing field.

QUESTION 9	How often do you receive training on how to develop the Academic Writing skills of your students?	
DESCRIPTION	FREQUENCY	PERCENTAGE
ALWAYS	0	0,00%
OFTEN	0	0,00%
SOMETIMES	0	0,00%
RARELY	11	64,71%
NEVER	6	35,29%
TOTAL	17	100,00%

Table 9. Question 9 of surveys applied to teachers

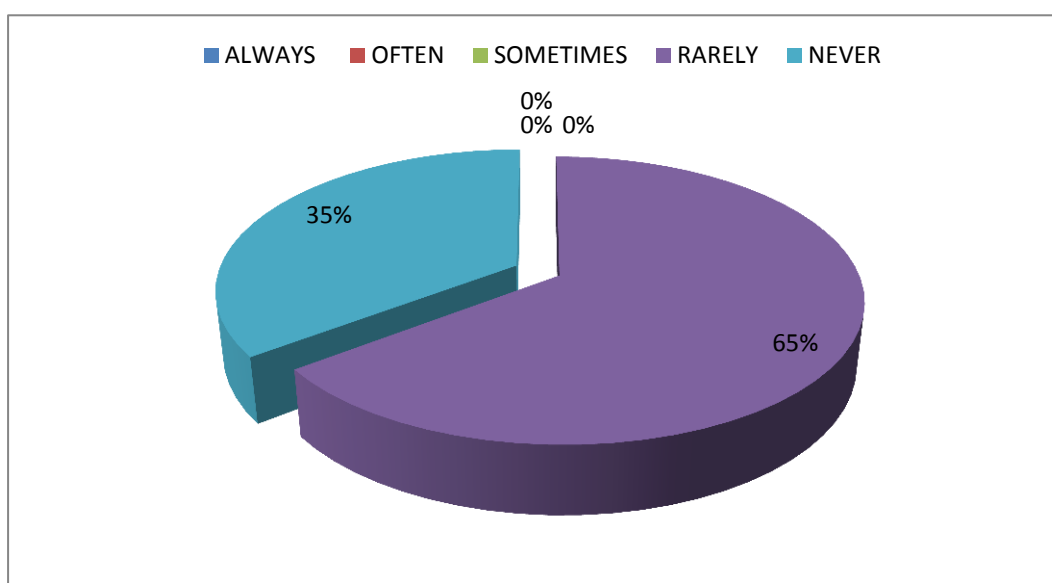


Figure 9. Results for question 9 of surveys applied to teachers

In question nine of table 9, none of the teachers expressed they receive training on how to develop academic writing skills, none that responded often, none that answered sometimes, eleven answered rarely, and six that responded never. The results show that teachers at this institution almost never receive any training related to the development of the academic writing on their students.

QUESTION 10	If you received a pamphlet regarding the main points of Academic Writing and how to create a well-structured essay, how often would you use it in class to improve the writing skill in your students?	
DESCRIPTION	FREQUENCY	PERCENTAGE
ALWAYS	9	52,94%
OFTEN	5	29,41%
SOMETIMES	2	11,76%
RARELY	1	5,88%
NEVER	0	0,0%
TOTAL	17	100,00%

Table 10. Question 10 of surveys applied to teachers

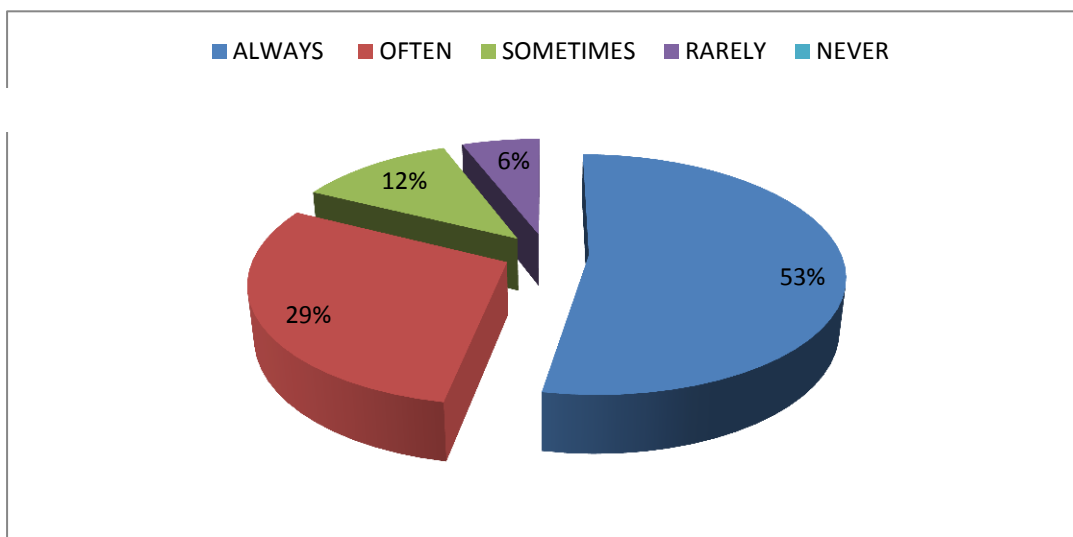


Figure 10. Results for question 10 of surveys applied to teachers

In question five of table 10, nine of the teachers expressed they would use a pamphlet to improve the Academic Writing skill on their students, five that would do it often, two that would do it sometimes, one that would use it rarely, and none that would never use it. The results show that the use of the step by step guide would be widely accepted by teachers at this institution as a tool to improve the writing skill in their students.

b. Statistical Results of the Survey applied to students

QUESTION 1	How often does your language teacher use activities to promote the development of the Academic Writing skill in classes?	
ALTERNATIVES	FREQUENCE	PERCENTAGE
ALWAYS	5	12,50%
OFTEN	7	17,50%
SOMETIMES	10	25,00%
RARELY	15	37,50%
NEVER	3	7,50%
TOTAL	40	100,00%

Table 11. Question 1 of surveys applied to students

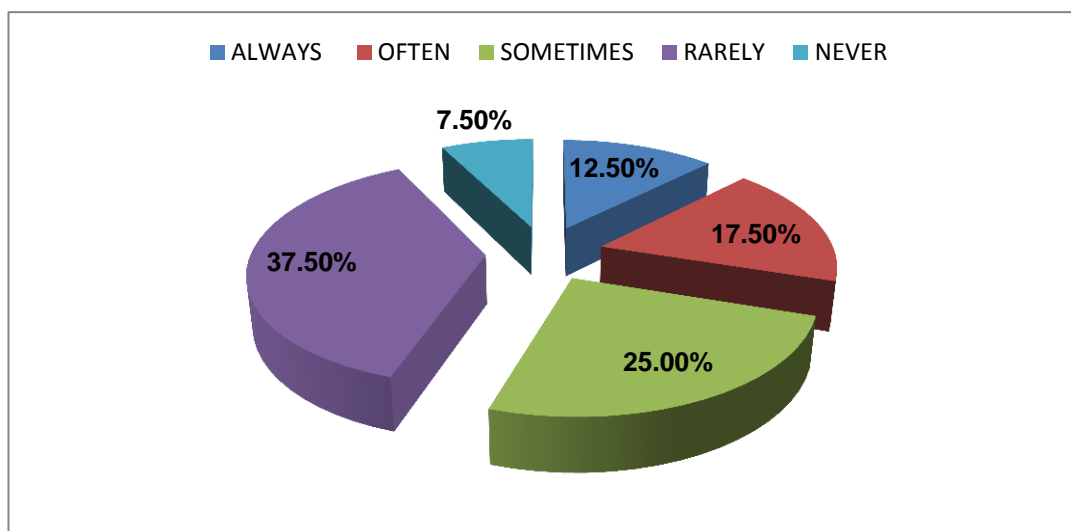


Figure 11. Results for question 1 of surveys applied to students

In question one of table 11, five students answered always, seven responded often, ten that replied sometimes, fifteen that answered rarely, and three that responded never.

QUESTION 2	When you are asked to write a paragraph or an essay, how often do you use a translation tool?	
ALTERNATIVES	FREQUENCY	PERCENTAGE
ALWAYS	10	25,00%
OFTEN	15	37,50%
SOMETIMES	7	17,50%
RARELY	8	20,00%
NEVER	0	0,00%
TOTAL	40	100,00%

Table 12. Question 2 of surveys applied to students

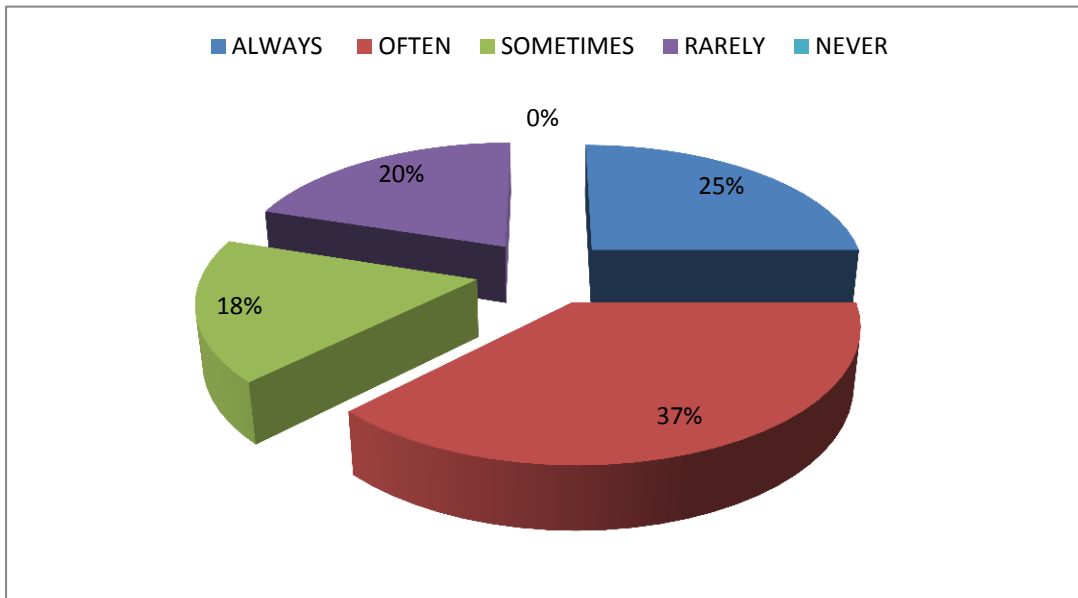


Figure 12. Results for question 2 of surveys applied to students

In question two of table 12, ten students answered that they always use a translation tool; fifteen responded often, seven that replied sometimes, eight that answered rarely, and zero that responded never. This shows that the majority prefer to use a translation tool to deliver their pieces of writing to their teachers.

QUESTION 3	When you download information from the Internet how often do you use citations to refer to others' work in your pieces of writing?	
ALTERNATIVES	FREQUENCE	PERCENTAGE
ALWAYS	1	2,50%
OFTEN	5	12,50%
SOMETIMES	7	17,50%
RARELY	10	25,00%
NEVER	17	42,50%
TOTAL	40	100,00%

Table 13. Question 3 of surveys applied to students

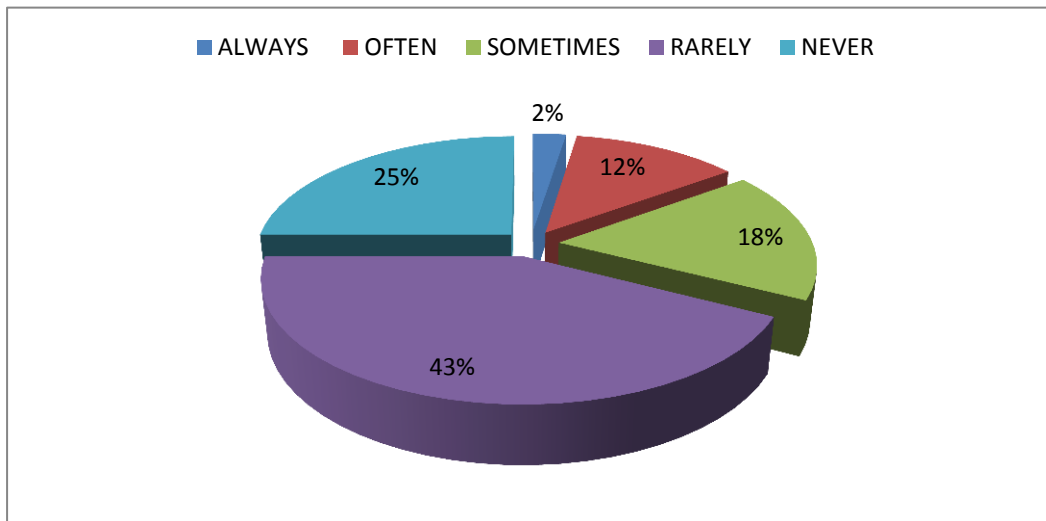


Figure 13. Results for question 3 of surveys applied to students

In question three of table 13, one student that always downloads information from the Internet; five responded often, seven that replied sometimes, ten that answered rarely, and seventeen that responded never. The results show that a good number of students use information that has been downloaded from the Internet to be used as their own without using any type of citations, which implies that students unconsciously think this is appropriate. This issue will be better developed in subsequent sections.

QUESTION 4	When you are asked to write a paragraph or an essay, how often do you ask another person to write it for you?	
ALTERNATIVES	FREQUENCE	PERCENTAGE
ALWAYS	0	0,00%
OFTEN	6	15,00%
SOMETIMES	7	17,50%
RARELY	12	30,00%
NEVER	15	37,50%
TOTAL	40	100,00%

Table 14. Question 4 of surveys applied to students

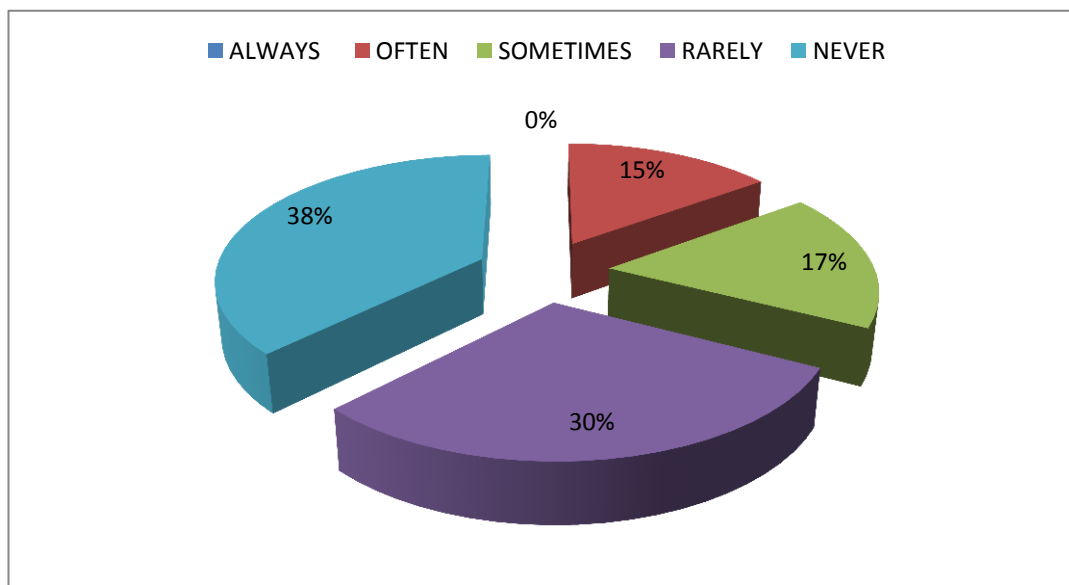


Figure 14 Results for question 4 of surveys applied to students

In question four of table 14, none of the students asks another person to write for them; six responded often, seven that replied sometimes, twelve that answered rarely, and fifteen that responded never.

QUESTION 5	How often does your teacher motivate you to write a paragraph or an essay in class?	
ALTERNATIVES	FREQUENCY	PERCENTAGE
ALWAYS	5	12,50%
OFTEN	10	25,00%
SOMETIMES	14	35,00%
RARELY	6	15,00%
NEVER	5	12,50%
TOTAL	40	100,00%

Table 15. Question 5 of surveys applied to students

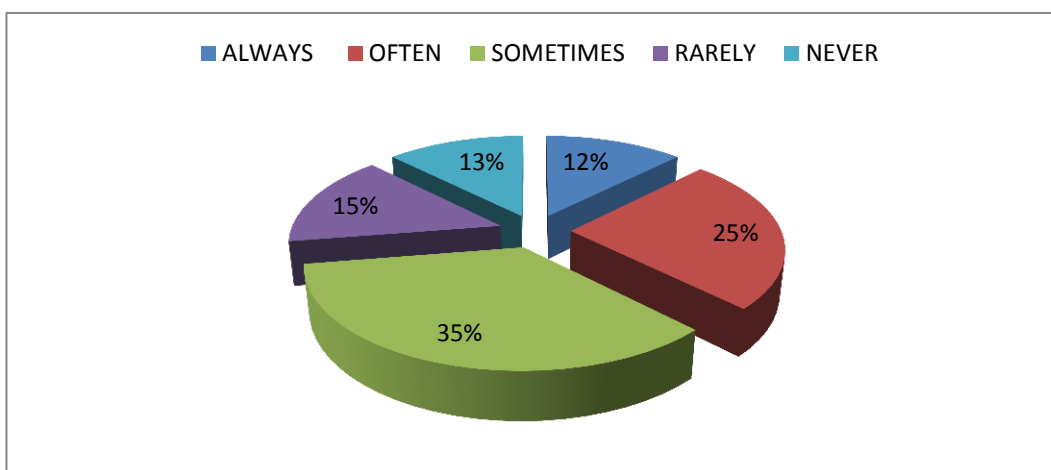


Figure 15. Results for question 5 of surveys applied to students

In question five of table 15, five students feel their teachers motivate them; ten responded often, fourteen that replied sometimes, six that answered rarely, and five that responded never feel motivation.

QUESTION 6	Does your teacher show knowledge in the parts of a well-structured essay or knowledge on how to create one?	
ALTERNATIVES	FREQUENCE	PERCENTAGE
ALWAYS	3	7,50%
OFTEN	12	30,00%
SOMETIMES	10	25,00%
RARELY	8	20,00%
NEVER	7	17,50%
TOTAL	40	100,00%

Table16. Question 6 of surveys applied to students

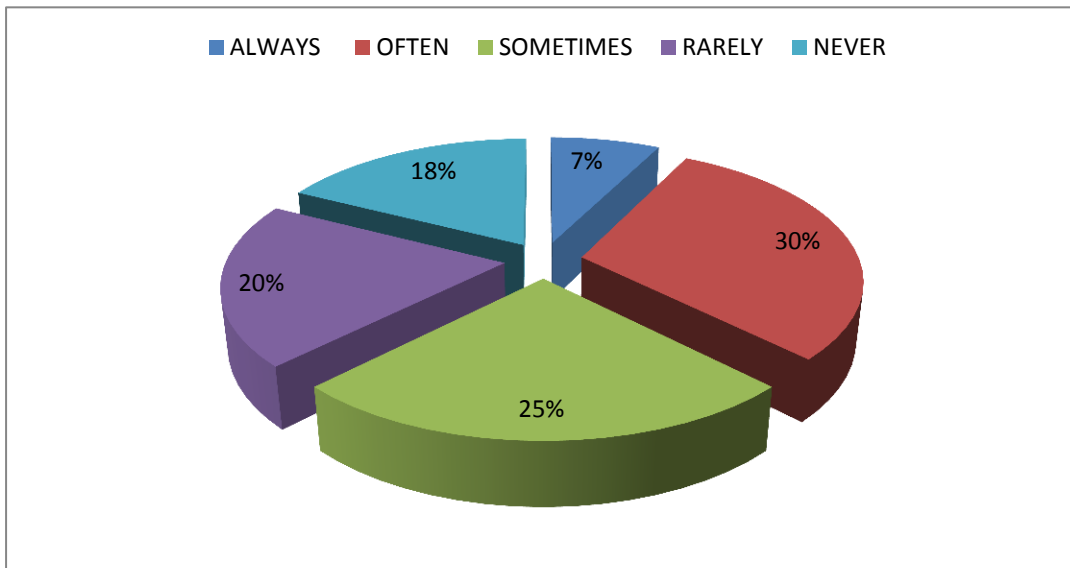


Figure16. Results for question 6 of surveys applied to students

In question six of table 16, three students think their teachers shows knowledge of Academic Writing, twelve responded often, ten that replied sometimes, eight that answered rarely, and seven that responded never. This is concerning students because they are well aware of the importance that the final essay has as a requirement to graduate from high school.

QUESTION 7	How often do you write a paragraph, a letter, or an essay?	
ALTERNATIVES	FREQUENCY	PERCENTAGE
ALWAYS	4	10,00%
OFTEN	3	7,50%
SOMETIMES	5	12,50%
RARELY	15	37,50%
NEVER	13	32,50%
TOTAL	40	100,00%

Table 17. Question 7 of surveys applied to students

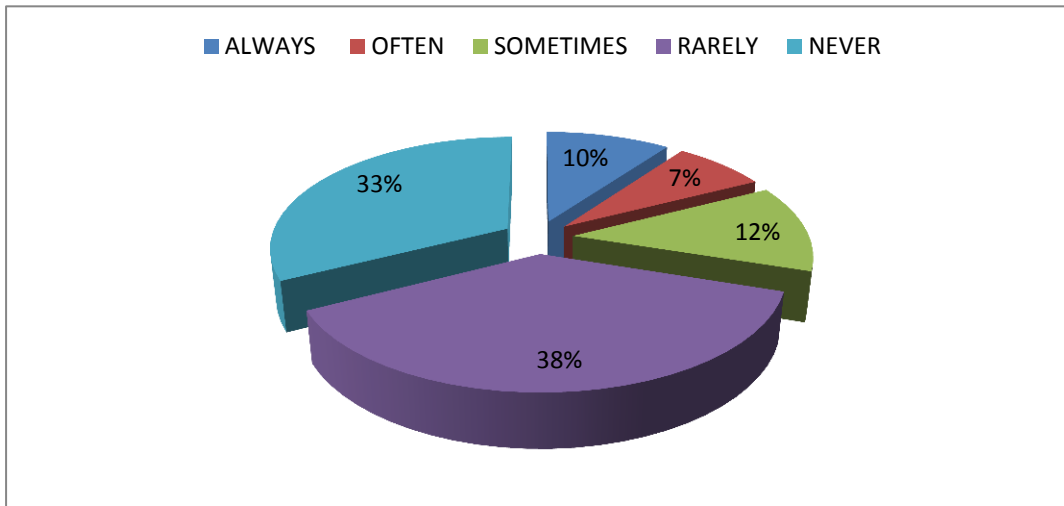


Figure 17. Results for Question 7 of surveys applied to students

In question seven of table 17, three students think their teachers shows knowledge of Academic Writing, twelve responded often, ten that replied sometimes, eight that answered rarely, and seven that responded never. The results show that students do not practice as often as it should be the development of any type of written paper.

QUESTION 8	How often does your teacher use a new method, technique, or approach to improve the writing activities in class?	
ALTERNATIVES	FREQUENCY	PERCENTAGE
ALWAYS	2	5,00%
OFTEN	3	7,50%
SOMETIMES	7	17,50%
RARELY	12	30,00%
NEVER	16	40,00%
TOTAL	40	100,00%

Table 18. Question 8 of surveys applied to students

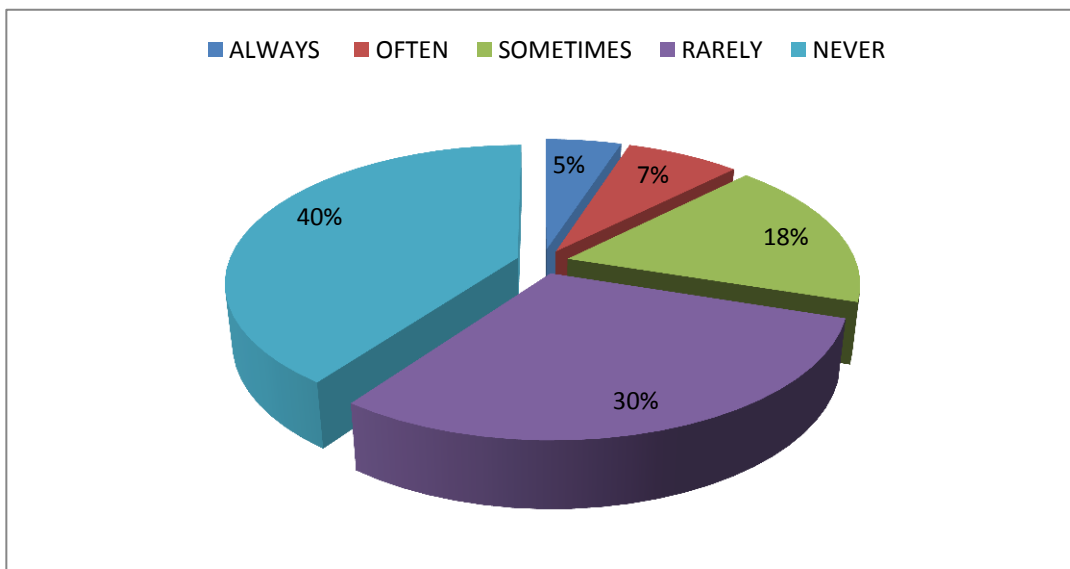


Figure 18. Results for question 8 of surveys applied to students

In question eight of table 18, two students think their teachers use a new technique to improve writing in classes; three responded often, seven that replied sometimes, twelve that answered rarely, and sixteen that responded never. It is widely shown that no new techniques are used to development of the writing skill in the classrooms.

QUESTION 9	How often would you like to receive classes on how to create a well-structured essay?	
ALTERNATIVES	FREQUENCY	PERCENTAGE
ALWAYS	18	45,00%
OFTEN	12	30,00%
SOMETIMES	8	20,00%
RARELY	2	5,00%
NEVER	0	0,00%
TOTAL	40	100,00%

Table 19. Question 9 of surveys applied to students

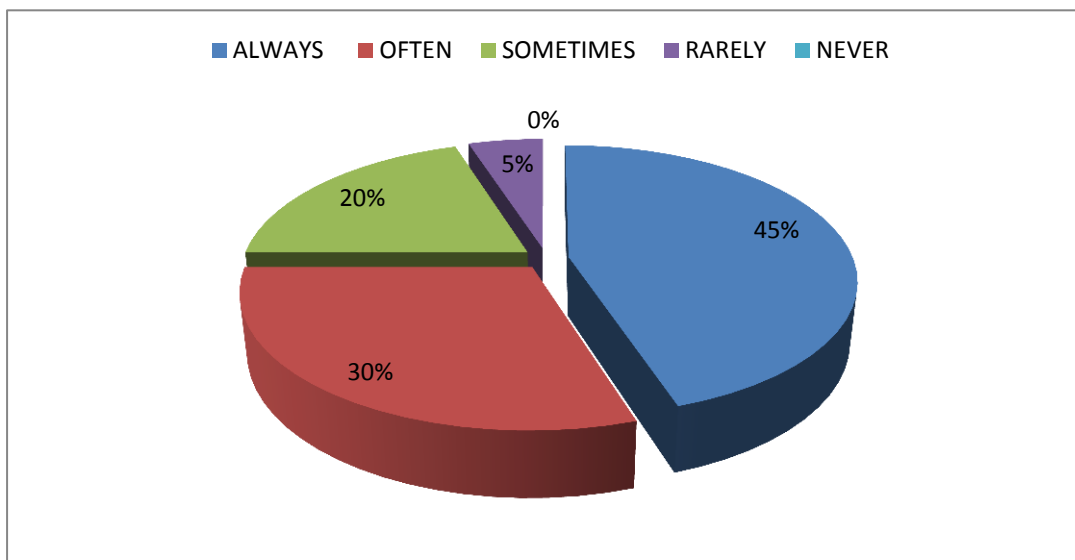


Figure 19. Results for question 9 of surveys applied to students

In question nine of table 19, eighteen of the students would like to receive classes to create a well-structure essay, twelve responded often, eight that replied sometimes, two that answered rarely, and none that responded never. The results show that students would widely accept the Academic Writing classes. This also means that they are very concerned on the creation of the final essay in order to graduate.

QUESTION 10	Would you like your teacher to guide you through the process of creating a well-structured essay using a simple step by step guide?	
ALTERNATIVES	FREQUENCY	PERCENTAGE
ALWAYS	20	50,00%
OFTEN	12	30,00%
SOMETIMES	5	12,50%
RARELY	3	7,50%
NEVER	0	0,00%
TOTAL	40	100,00%

Table 20. Question 10 of surveys applied to students

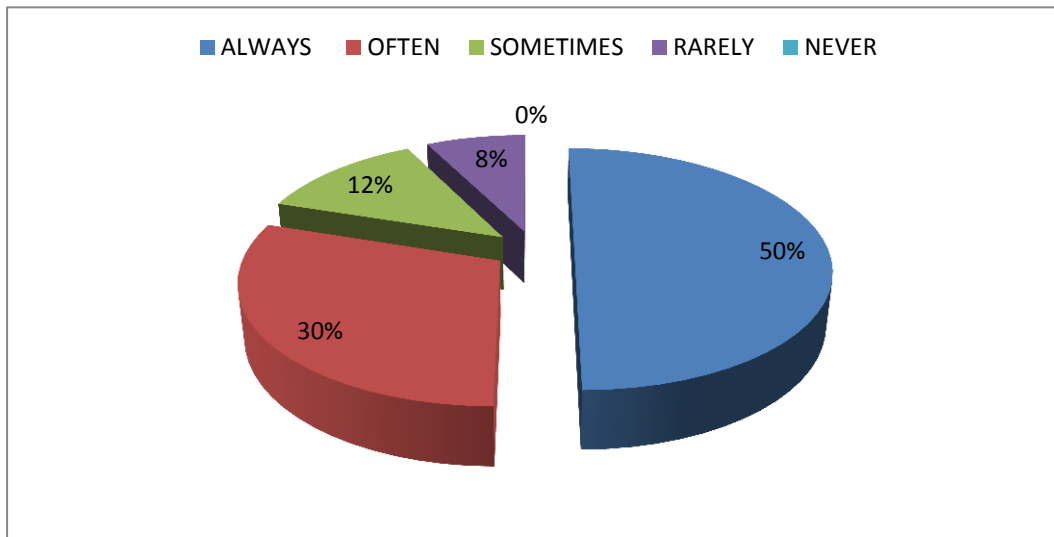


Figure 20. Results for question 10 of surveys applied to students

In question ten of table 20, twenty students would like to have a step by step guide to create a well-structure essay, twelve responded often, five that replied sometimes, three that answered rarely, and none that responded never. Therefore, the use of the guide would be widely accepted by the students as a mean to enhance their Academic Writing skill.

c. Statistical Results of the classroom observations

	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8	TOTAL
teacher 1	1	0	0	0	0	0	1	0	2
teacher 2	0	0	0	0	0	0	0	0	0
teacher 3	1	0	0	1	0	0	0	0	2
teacher 4	0	0	1	0	0	0	0	0	1
teacher 5	0	0	1	0	0	0	0	0	1
teacher 6	0	0	0	0	0	0	0	0	0
teacher 7	1	0	1	0	0	0	0	0	2

Table 21. Results of the frequency of writing classes

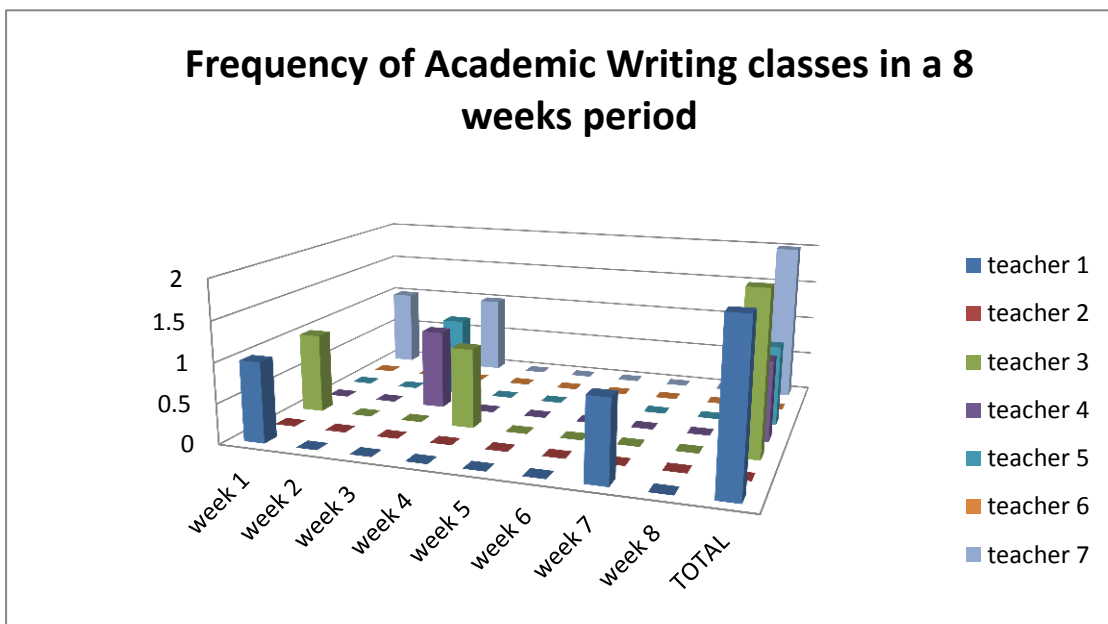


Figure 21. Frequency of Academic Writing classes

Figure 21 shows the frequency of the observations that were made during a period of time of two months. It also shows that the teachers at “Unidad Educativa Bilingüe Espiritu Santo” follow an average of one class related to Academic Writing.

The results show the following:

- During the first week of observations made, there were five out of seven teachers who developed the skill of Academic Writing with their pupils.
- During the second week of observation, none of the teachers practiced the writing skill among their students.
- For week number three, teacher number four, five and seven developed the skill of writing on their students.
- For week number four, only teacher number three develop an activity related to the enhancement of the writing skill.
- During week number five of the observations made; none of the teachers performed an activity related to the development of the writing skill among their students.
- During week number six of the observations made; none of the teachers performed an activity related to the writing skill.
- During week number seven, teacher one performed an activity related to the development of the writing skill on students.
- During the last week of the observations made; none of the teachers developed any activity related to the writing skill.

Table 21, also shows that teacher two and teacher six never developed any activity related to the enhancement of the writing skill in their students during the eight weeks of the observations made.

d. Results of the pre-test and post-test

TESTS	NUMBER OF STUDENTS	MEAN	MEDIAN	STANDARD DEVIATION	MAXIMUM	MINIMUM
Pre-test	20	5,575	5,250	3,109	7,00	0.00
Post-test	20	8,550	9,000	1,468	10,00	5,50

Table 22. Results of pre-test and post-test

Table 22, shows the mean, the median, the standard deviation, the maximum, and the minimum of the pre-test and the post-test applied to students of senior year of high school at “Unidad Educativa Bilingüe Espiritu Santo”. The results show an improvement in terms of the basic knowledge of the key components of a written essay. In this case, the use of the pamphlet was of great help to enhance the knowledge of the students at this establishment.

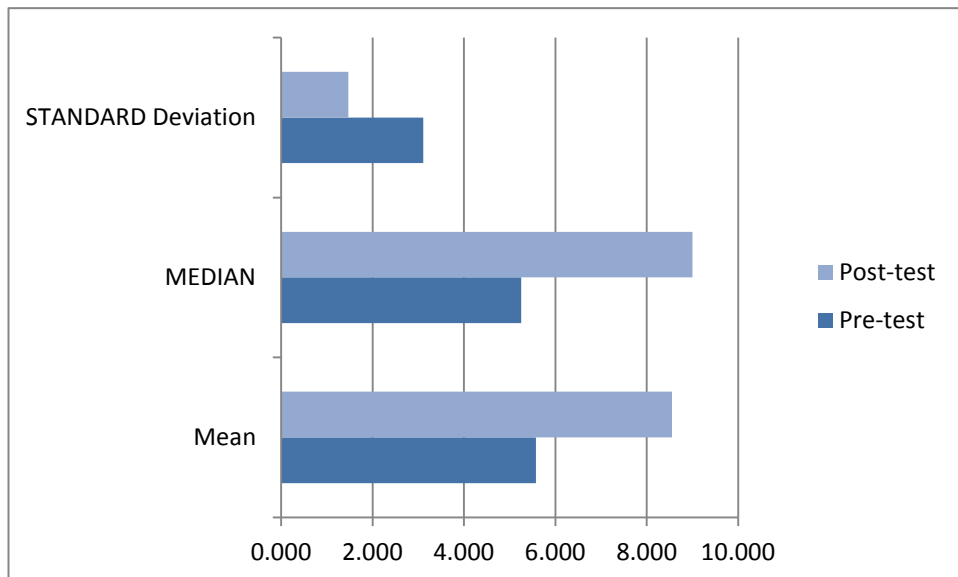


Figure 22. Results of the pre-test and post-test in a bars graphic

Figure 22 shows the difference of the results of the pre-test and post-test. It is visible the difference of the results of the students after receiving classes dedicated to improve the knowledge of the key concepts of a written essay using the pamphlet created during this research.

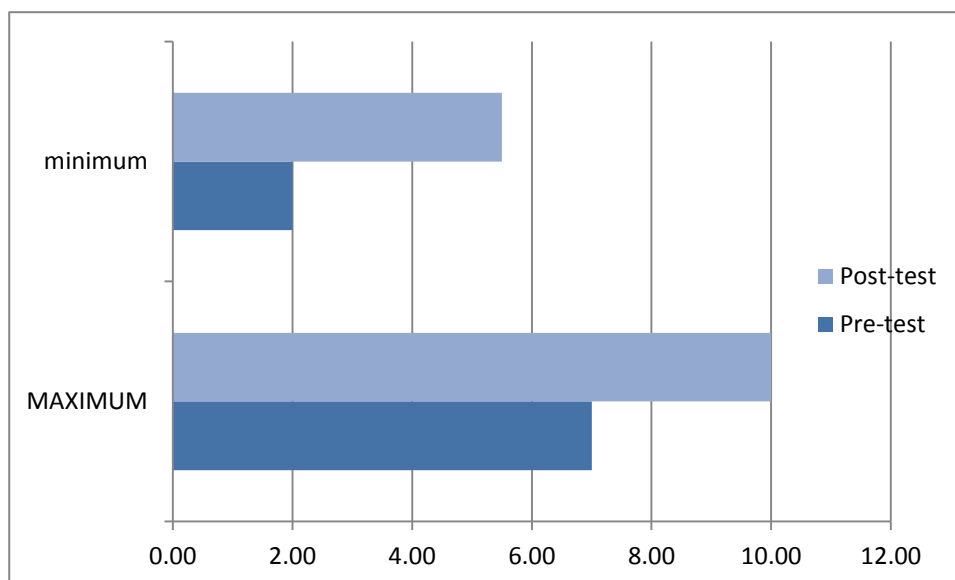


Figure 23. Maximum and minimum scores of pre-test and post-test

Figure 23 shows the results of the minimum and maximum score obtained by the students at this establishment. It shows that the minimum score during the first test was two and the maximum was seven. After receiving preparation, the students improved their scores. For the following test, the minimum grade was almost six and the maximum score was ten.

The information presented in table 22, figure 22, and figure 23 show that the hypothesis expressed for this research was valid, which means that the use of the pamphlet proposed had a good impact in the development of knowledge regarding Academic Writing of the students at “Unidad Educativa Bilingüe Espiritu Santo”.

RESULTS OF QUESTION 1 OF PRE-TEST AND POST-TEST

RECOGNITION OF THE MAIN PARTS OF AN ESSAY	NUMBER OF STUDENTS	AVERAGE OF RESULTS OUT OF 2.5 PTS
Post-test	20	2,25
Pre-test	20	1,00

Table 23. Results of question 1 of Pre-test and Post-test

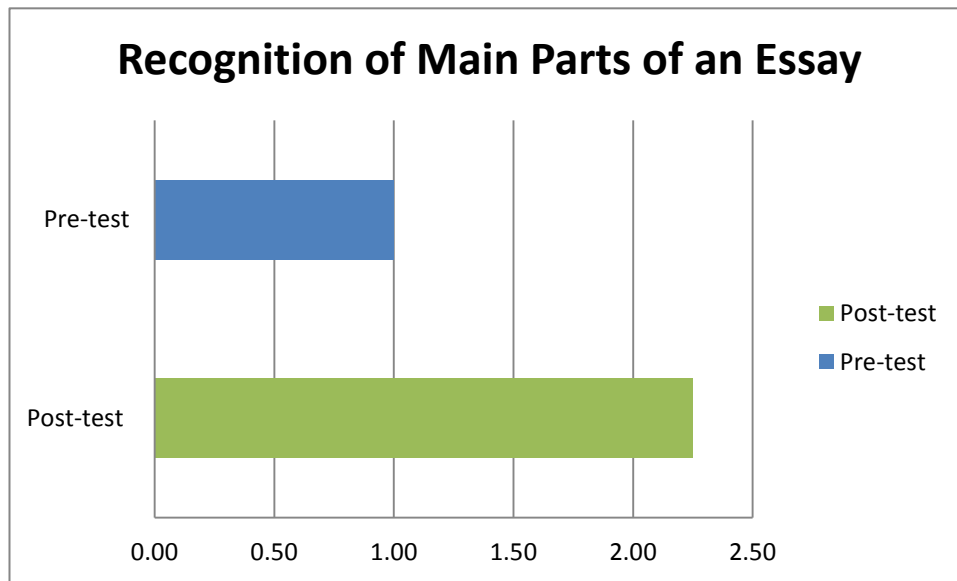


Figure 24. Results of question 1 of Pre-test and Post-test

Table 23 and figure 24 show the results of the Pre-test and Post-test in terms of the recognition of the main parts of an essay such as introductory paragraph, body paragraphs, conclusion, etc. It clearly shows that there was a considerable improvement of the students at this establishment who showed little knowledge of these terms. The first average score obtained was one, but later it improved for the post-test to more than two.

RESULTS OF QUESTION 2 OF PRE-TEST AND POST-TEST

COMPONENTS OF INTRODUCTORY PRAGRAPHH	NUMBER OF STUDENTS	AVERAGE OF RESULTS OUT OF 1 PT
Post-test	20	0,80
Pre-test	20	0,38

Table.24 Results of question 2 of Pre-test and Post-test

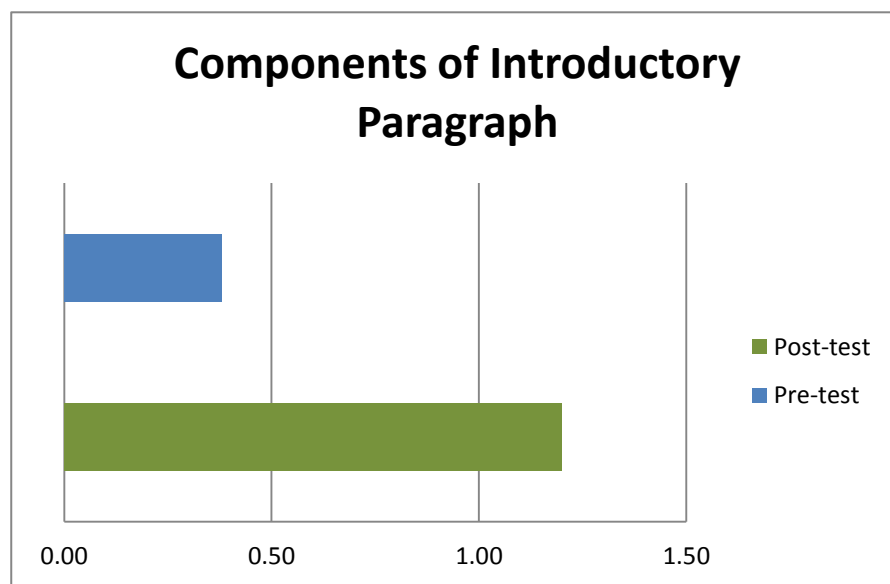


Figure 25. Results of question 2 of Pre-test and Post-test

Table 24 and figure 25 show the results of the pre-test and post-test in terms of the components of an introductory paragraph such as general sentences, narrowed details, etc. The results show that after receiving classes, the score of the students in this matter changed positively. The average results during the pre-test was less than a half point, but it improved to nod eight for the post-test.

RESULTS OF QUESTION 3 - 4 OF PRE-TEST AND POST-TEST

RECOGNITION OF THESIS STATEMENT	NUMBER OF STUDENTS	AVERAGE OF RESULTS OUT OF 4 PTS
Post-test	20	3,50
Pre-test	20	1,50

Table.25 Results of question 3 and 4 of Pre-test and Post-test

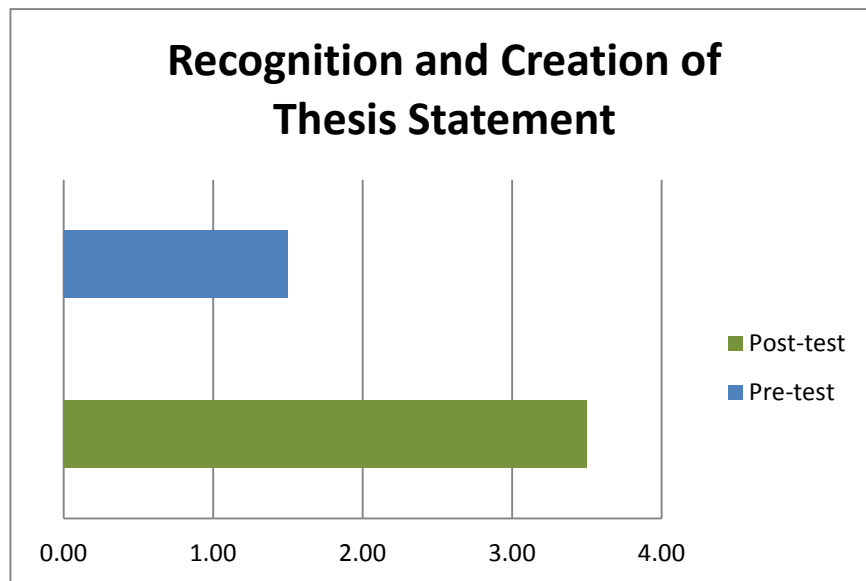


Figure 26. Results of question 3 and 4 of Pre-test and Post-test

Table 25 and figure 26 show the results of the pre-test and post-test in terms of the recognition and creation of a thesis statement that includes a logical division. The results show that student at this establishment improved widely their abilities to create a good thesis statement with a logical division. Out of a possible score of four, during the pre-test, the average score was more than one, but it was by far improved during the post-test to more than three points. This means that the classes received on this matter had a positive impact for the students.

RESULTS OF QUESTION 5 OF PRE-TEST AND POST-TEST

BODY PARAGRAPHS COMPONENTS	NUMBER OF STUDENTS	AVERAGE OF RESULTS OUT OF 1 PT
Post-test	20	0,70
Pre-test	20	0,20

Table. 26 Results of question 5 of Pre-test and Post-test

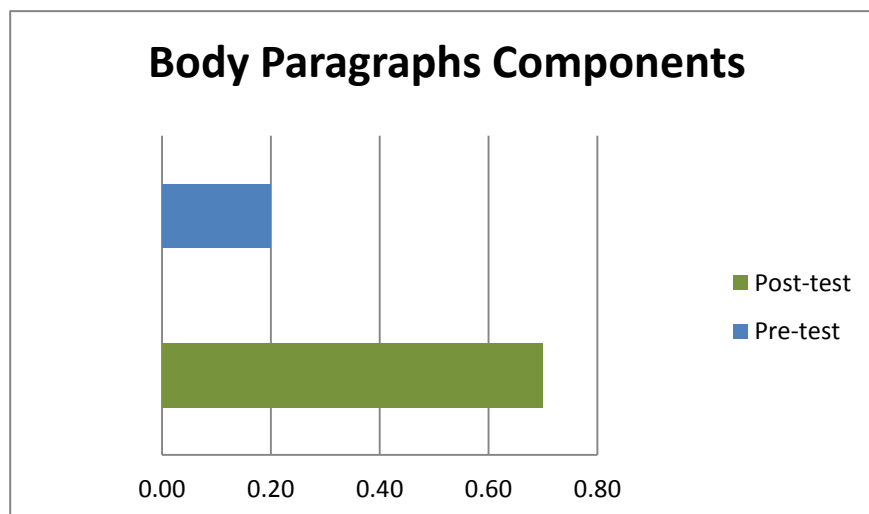


Figure 27. Results of question 5 of Pre-test and Post-test

Table 26 and figure 27 show the results of the pre-test and post-test in terms of the paragraphs components of an essay such as topic sentence, supporting details, etc. The results show that student at this establishment improved widely their knowledge in this matter. Out of a possible of one point; during the pre-test, students managed to score an average of nod two, but it was really improved for the post test in which students managed to score an average of nod seven. This shows that the reinforcement of the key terms using the exercises of the academic writing pamphlet had a positive effect in the students of this establishment.

RESULTS OF QUESTION 6 OF PRE-TEST AND POST-TEST

RECOGNITION OF ACADEMIC WRITING KEY CONCEPTS	NUMBER OF STUDENTS	AVERAGE OF RESULTS OUT OF 1 PT
Post-test	20	0,85
Pre-test	20	0,25

Table. 27 Results of question 6 of Pre-test and Post-test

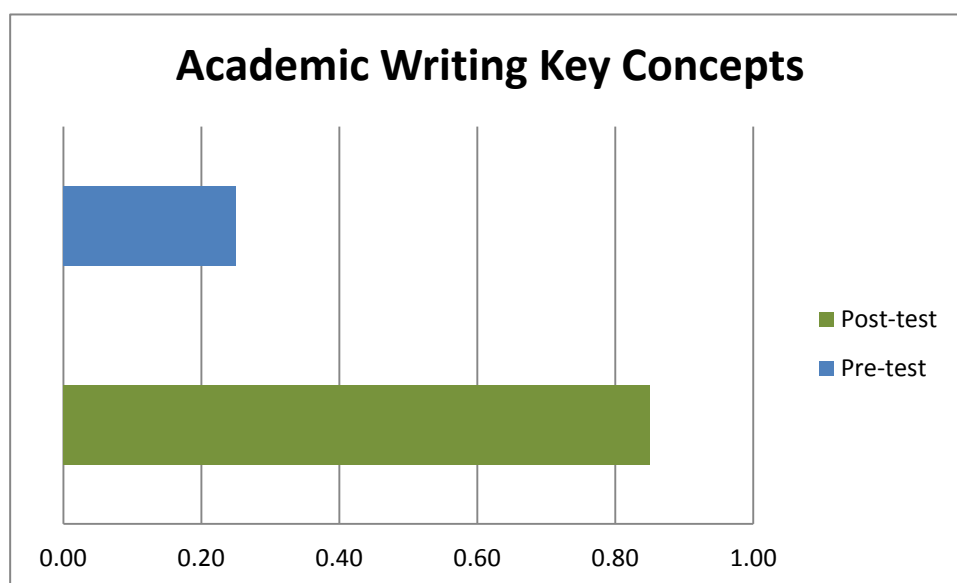


Figure 28. Results of question 6 of Pre-test and Post-test

Table 27 and figure 28 show the results of the pre-test and post-test in terms of the key terms of a written essay such as thesis statement, topic sentence, concluding sentence, concluding words, etc. The results show that the average score of the student at this establishment widely strengthened their knowledge in this matter. Their average score passes from a nod two for the pre-test to more than nod eight for the post-test. This means that the use of the step by step guide to reinforce key concepts was really successful.

RESULTS OF QUESTION 7 OF PRE-TEST AND POST-TEST

CITATIONS OF INFORMATION FROM DIFFERENT SOURCES	NUMBER OF STUDENTS	AVERAGE OF RESULTS OUT OF 0.5 PT
Post-test	20	0,4
Pre-test	20	0,1

Table. 28 Results of question 6 of Pre-test and Post-test

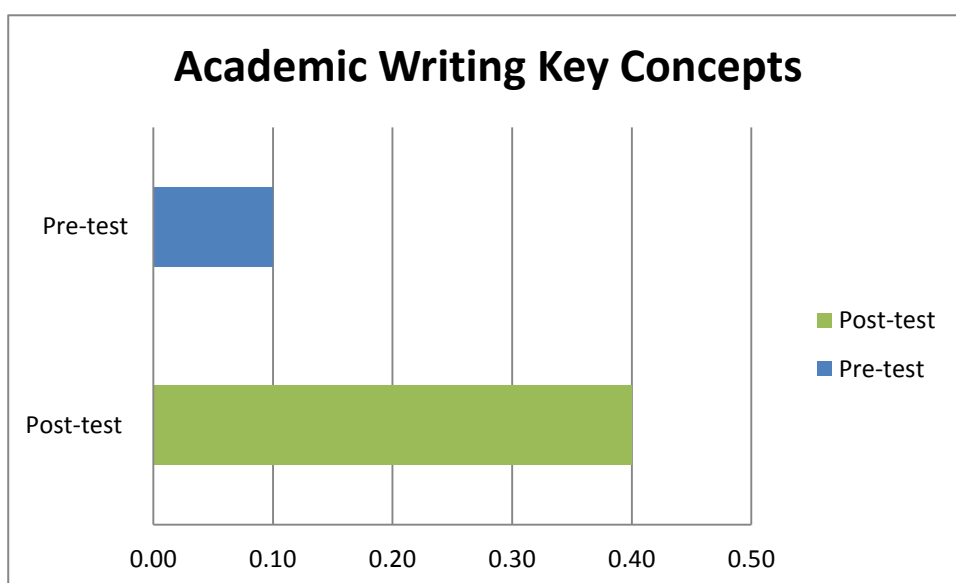


Figure 29. Results of question 7 of Pre-test and Post-test

Table 28 and figure 29 show the results of the pre-test and post-test in terms of the key terms of using the appropriate way to construct a citation when information has been taken from a different source such as the Internet, books, blogs, newspapers, etc. The results show that the average score of the student at this establishment widely strengthened their knowledge in this matter. Their average score passes from a nod one for the pre-test to nod four for the post-test out of a possible score of nod five. This means that students learned how to cite work from other people in their academic essays using the guide to reinforce key concepts.

e. Interviews to the authorities

During the development of this research project, interviews to the authorities of the institution were held. Their responses were different on certain aspects. The following shows points in which all of the people who were interviewed agreed.

Question 1: Do you feel most of the students of the Intermediate level of English have the skills needed to write a well-structured essay once their high school education is finished?

All of the interviewees coincided that for this level of English most of the students do possess a fair knowledge of the skills needed to present a final essay at the end of their high school education. The skills mentioned included mechanics such as punctuation, grammar, vocabulary, and cohesion. They also agreed that some students from this level show less knowledge from those students of the advanced level of English and therefore, have fewer possibilities to completely succeed in this requirement without extra help from another source.

Question 2: Within the planning of your language teachers' classes, how often do they practice Academic Writing activities on a monthly basis?

The interviewees coincided that their language teachers have the freedom to choose the types of activities that they develop the most; having in consideration the level of English of their students from which they give classes to. They mentioned that a teacher is required to do at least one class related to the development of the Academic Writing monthly.

Question 3: How often do you give, assign, or enroll your teachers on training courses on how to improve the writing skill of their students in their classes?

The interviewees agreed that their teachers have not received any training regarding the development of the writing skill of any aspect for at least seven years. These results shows the urgency of training needed for language teachers at “Unidad Educativa Bilingüe Espiritu Santo ” as part of their development as teachers and most important to properly develop the skills needed to write an academic essay which is a requirement to graduate from this institution. It is important to clarify that this will increase the level of acceptance of parents, which will therefore improve the outcome of students of this institution in the Academic Writing field.

Question 4: Do the students in your institution show any signs of knowledge acquired in written English in any written paper, blog, social media or magazine sponsored by the institution or any other media?

The interviewees agreed that at the moment there is no media or means to show what their students have produced in the writing field. They also mentioned that there is a project in development called “Clubs” in which they may open a writing Club for the next school year where students can share opinions, ideas, and desires through pieces of writings that will be shown in a bulletin board.

Question 5: Do you notice any lack of knowledge in English in the written aspect of your Intermediate level students?

All of the interviewees agreed that for these types of students, writing is not one the skills they like to develop the most because it requires certain features they feel students are not fully prepared to enhance. They agreed that their students need to focus more in the grammar field before they are able to produce better pieces of writings. Their answers

showed that in this institution the most important thing to consider when delivering or turning in a written piece of paper is related to the grammar field instead of other components that are far more important than mechanics in the writing process. This may bring the failure of the students in terms of producing pieces of paper as for they will be more focused in producing less grammar error instead of the content and the message that the written paper is intended to.

Question 6: Will you adopt any additional materials such as a pamphlet that uses a simple step by step guide to improve the writing skill among your teachers and students?

All of the interviewees agreed in the need of any materials that will help in the development of the writing skills their students and teachers may use with more favorable results. They also noticed that in the past five years the quality of the final essays produced by their students has decreased substantially. They never mention the reasons for this to happen, but they all coincided that a solution is needed in order to improve this matter and therefore enhance the quality of education given in this institution. This also supports the acceptance of a specific material dedicated solely to the academic writing field.

f. Written essays

In order to complement this research project, some pictures of the drafts and final essays which students presented to their teachers before and after receiving classes to reinforce the key concepts of an academic essay were taken. They show some evidence of the irregularities that are not corrected in students' pieces of writing. The information shown in the following pictures will support the facts that help enhancing the lack of preparation that students at "Unidad Educativa Bilingüe Espiritu Santo" possess when they need to write an academic essay at the end of their senior year of high school and the impact that the use of the step by step guide created had in the students of the this establishment.

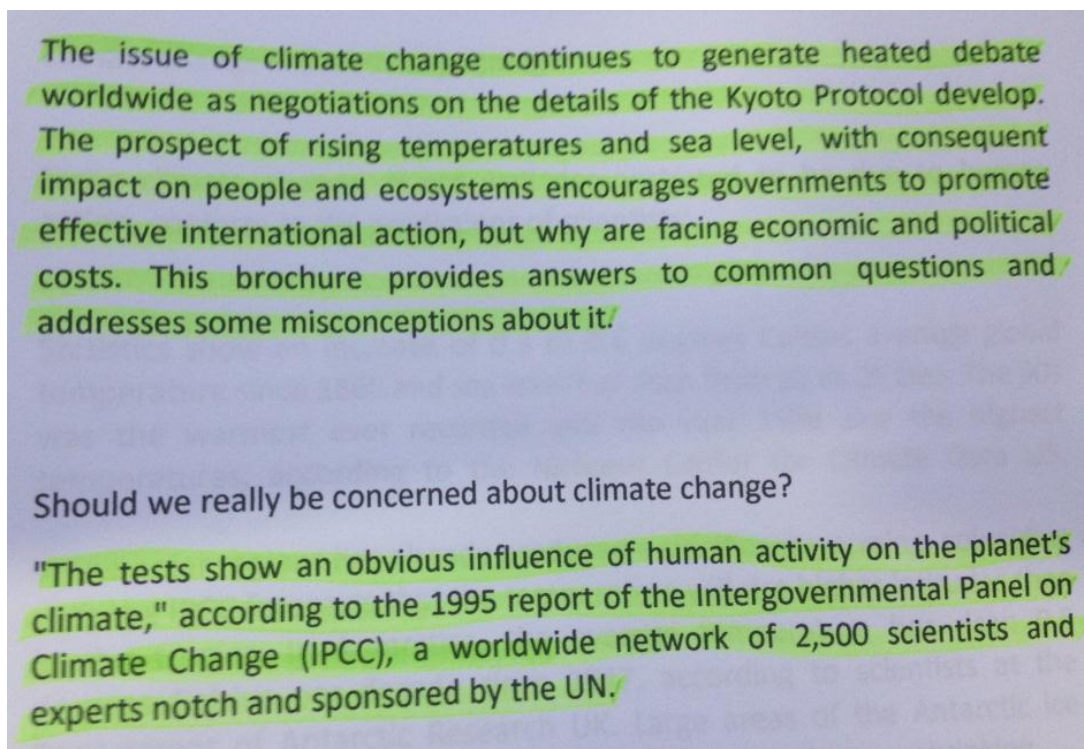


Figure 30. Sample of a written essay draft #1

Development

In 1971, a "touch sensor" was developed by Doctor Sam Hurst (founder of Elographics) while he was an instructor at the University of Kentucky. This sensor called the "Elograph" was patented by The University of Kentucky Research Foundation. The "Elograph" was not transparent like modern touch screens, however, it was a significant milestone in touch screen technology. The Elograph was selected by Industrial Research as one of the 100 Most Significant New Technical Products of the Year 1973.

In 1974, the first true touch screen incorporating a transparent surface came on the scene developed by Sam Hurst and Elographics. In 1977, Elographics developed and patented a resistive touch screen technology, the most popular touch screen technology in use today.

In 1977, Siemens Corporation financed an effort by Elographics to produce the first curved glass touch sensor interface, which became the first device to have the name "touch screen" attached to it. On February 24, 1994, the company officially changed its name from Elographics to Elo TouchSystems.

In 1983, the computer manufacturing company, Hewlett-Packard introduced the HP-150, a home computer with touch screen technology. The HP-150 had a built in grid of infrared beams across

Figure 31. Sample of a written essay draft #2

Figure 30-31 show two of the drafts of written essays that students presented from which it can be seen that the information used by the two students came from the Internet and were presented as their own work without making reference to where the information was obtained. In other words, they do not use any type of citations. This widely supports the fact that students use this mean to present most of their written work. This type of evidence reflects that students are not well aware of the consequences of plagiarism of information.

The teeth found were sent to see if ~~they are the~~ ^{there were} owners of these ⁱⁿ universities in different countries, ~~in different places~~ but there is no clear answer, ~~there are only~~ 3 possibilities, but ~~is~~ nothing concrete.

It is suggesting that perhaps this can be a new species similar to the homo sapiens never before seen or studied or ~~the sapiens~~ ^{they are older who have never been} ~~was ever seen~~ ^{seen in} the scientific community. So ^{if} this species ^{is} new or not ~~had~~ ^{has} to be analyzed deeper to have a specific conclusion.

~~To start with, another discovery~~ ^{is} ~~more important or rather equal~~ is the fossilization skeleton not too ~~such~~ complete, but ~~the~~ scientist ^{reconstructed} it very well. ^{It} This skeleton was found in Ethiopia, in the African continent.

The hominid found belong ^{to} the classification of Australopithecus apharesis. ^{It} was discovered in the year of 1974 ⁱⁿ Ethiopia with some help of American archeologists. ^{It} This skeleton, with 3.2 years of antique ^{is} ~~one~~ ^{another} of the most antique vestiges found in the world. ^{million? billion?}

The Australopithecus apharesis was ^a hominid ~~which~~ ^{who} habited the Earth ^a long time ago, approximately 3.9 and 3 millions ^{ago} of years, ^{who} lived in Ethiopia, Tasmania, and Kenai.

The time that the archeologists ~~invested~~ ^{invested} to take out all the 52 bones was ~~tested~~ ^{was} almost 5 years ^{we} wasted to take out the bones intact ^{for} the ground. ^{a lot}

Thanks ^{to} for this discovered, ^{from to} the scientist and investigators hope ^{from} get new data ^{for} the past of the humans and also upgrade the old data, in order to help ~~the~~ ^{the} science world. ^{of science.}

This skeleton was a female ~~for~~ ^{ed} about 20 years old with 1 meter ^{of height} tall, and approximately 27 kilograms of weight. ~~more characteristics of the physical appearance of~~ This hominid had the brain ^{of} the same size of an ape or chimpanzee, this specimen still climb ^{ed} trees and ^{take} care ^{for} the offerings, the teeth ~~was~~ ^{were} still big like fangs, to eat meat. ^{took of their offspring}

Figure 32. Sample of corrected draft of a written essay

Figure 32 shows one of the drafts of an essay corrected by one of the teachers at this establishment. It shows an inappropriate method used to correct the student's piece of writing. In this case, the pupil only focuses on writing and the teacher corrects most of the writing. It also shows no indentation; short paragraphs, cohesion and unity are also not reflected in each paragraph. Despite of having all these problems, they are not mentioned in the correction.

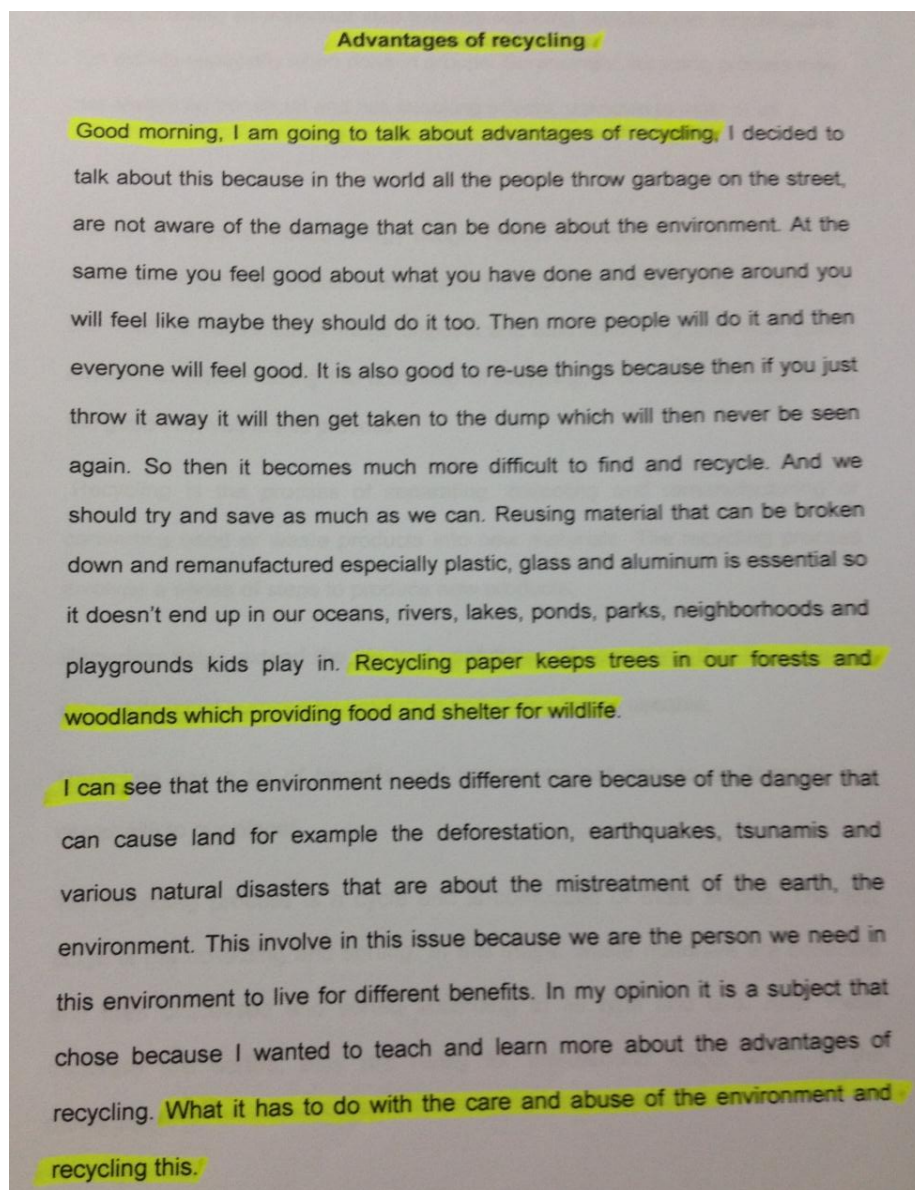
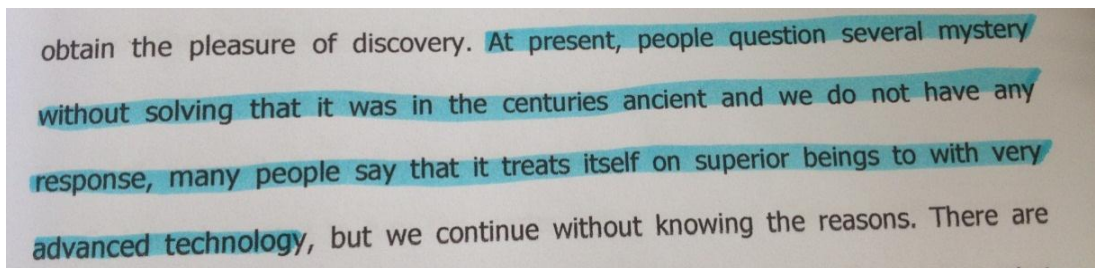


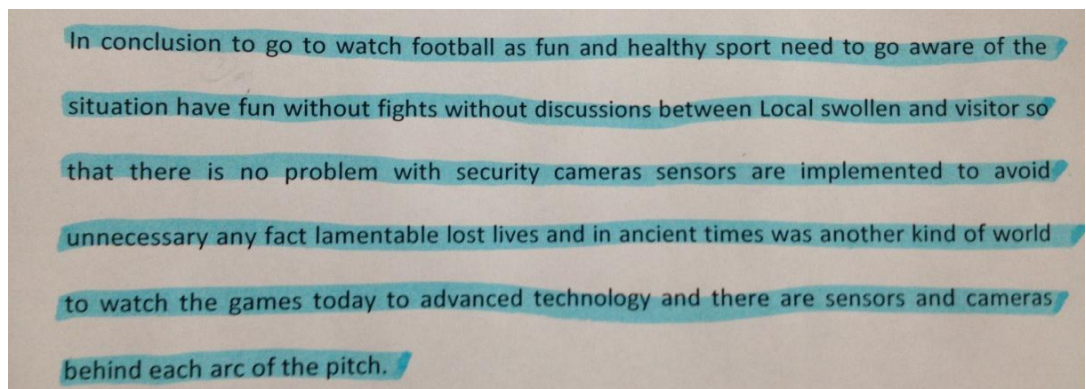
Figure 33. Sample of the introductory paragraph of a written essay

Figure 33 shows one of the essays presented to teachers. It clearly shows the lack of the main components of an introductory paragraph and the indentation that each paragraph must have. For example, this student starts the piece of writing with a salutation which must not be included. The lack of cohesion and unity is also another fact that this paragraph lacks. The most important thing that is not included in this final essay is the presence of a clear thesis statement as part of the introduction.



obtain the pleasure of discovery. At present, people question several mystery without solving that it was in the centuries ancient and we do not have any response, many people say that it treats itself on superior beings to with very advanced technology, but we continue without knowing the reasons. There are

Figure 34. Sample of a written essay draft



In conclusion to go to watch football as fun and healthy sport need to go aware of the situation have fun without fights without discussions between Local swollen and visitor so that there is no problem with security cameras sensors are implemented to avoid unnecessary any fact lamentable lost lives and in ancient times was another kind of world to watch the games today to advanced technology and there are sensors and cameras behind each arc of the pitch.

Figure 35. Sample written essay draft

Figure 34-35 exhibit two essays drafts that were presented before receiving classes using a step by step guide to create a well-structured essay. The highlighted section shows the use of a translation tool as it contains different words that the translation tool did not translate properly.

All the pictures previously shown demonstrate the type of written essays that students produced previous to the classes received using the key concepts guide to write an academic essay. They also show the lack of key concepts that students at “Unidad Educativa Bilingüe Espiritu Santo” possess in order to create a piece of writing, which are the incorrect ones to create a piece of writing.

The following pictures show the improvement that students at this establishment showed after receiving classes using the step by step guide to create a well-structured academic essay proposed as a solution to reduce and enhance their knowledge in the Academic Writing field. The changes in their writing changed drastically in terms of managing the main components that a good piece of writing as important as an academic essay must contain. The results in these pieces of writing clearly show the good impact that the use of the pamphlet had in these students and the improvement it brought to their pieces of writing. This evidence becomes the main type of data collected in order to conclude that the proposal established in this research was a complete success.



Figure 36. Classes to reinforce Academic Writing key concepts

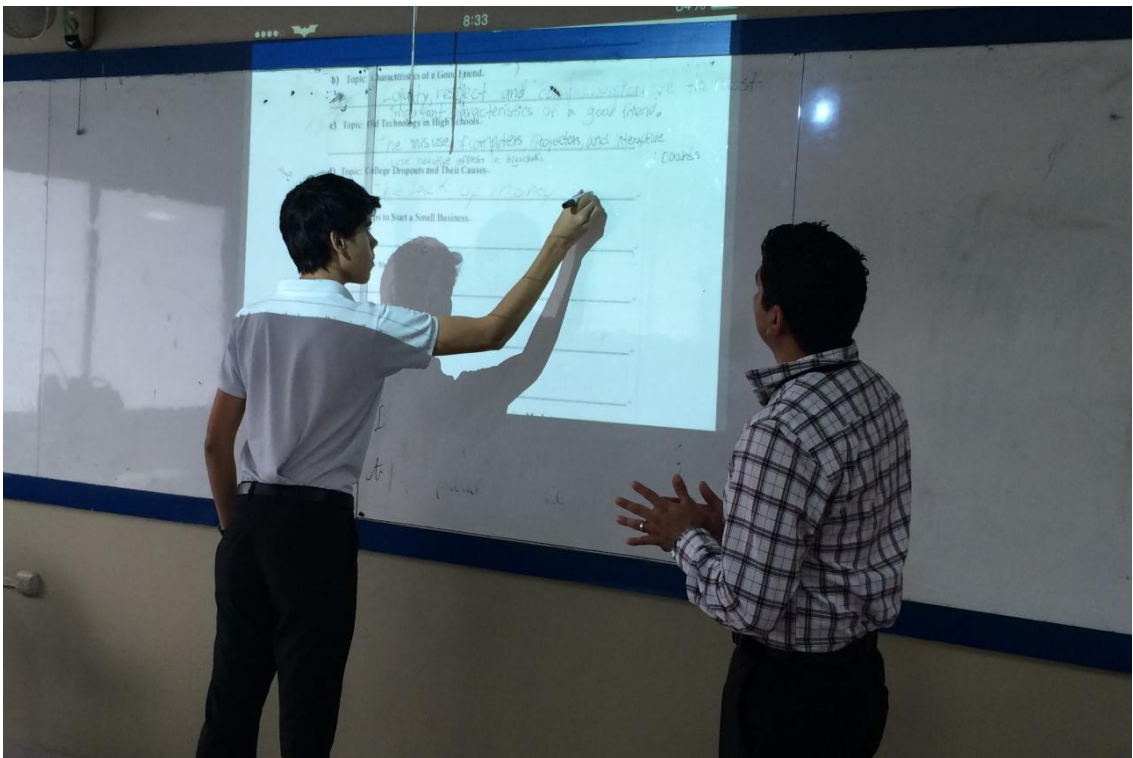
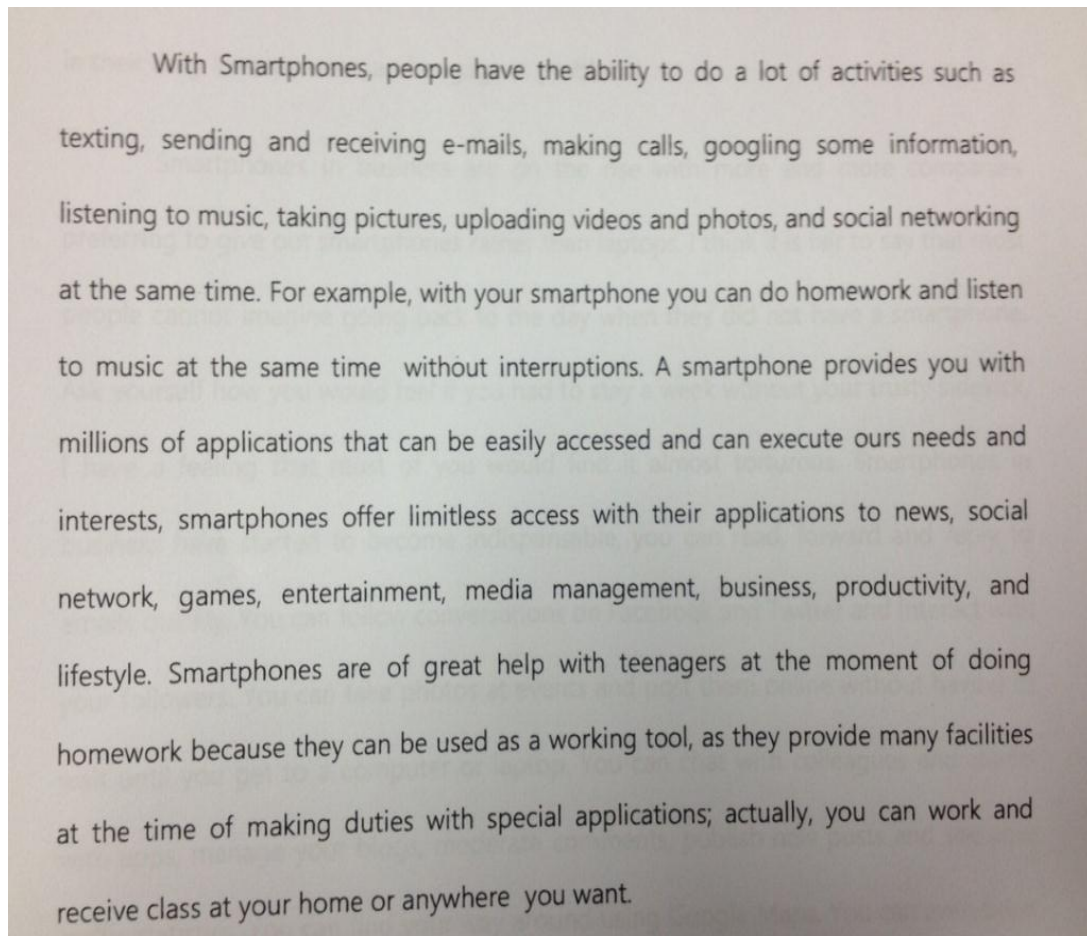


Figure 37. Classes to reinforce Academic Writing key concepts

The Green Revolution is a period in the history of the world approximately in the 50's when the scientists and the big companies changed the form of produced the food in the field, they use all the machineries and chemicals (with some changes) that were used for the second war to the agriculture and with new agriculture practices never see before (monocultures, machineries, certificated and genetically modified seeds, synthetics fertilizers and pesticides) because they said that these new agriculture would end with the hunger in the world. Nowadays, the world has more people that suffer hunger and died because they do not have food for more than 50 years. They said that farmers will benefit of the green revolution because have more productivity, but in the actuality we can see the amount of farmers in poverty, illness, and dead for the pesticides from 50 years ago. The consumers in the cities become more and more sick (hydrocephalus, diabetes, cancer and a lot of other diseases) for more than 50 years. Our planet is dying faster, contaminated rivers, contaminated oxygen, holes in the ozone layer, infertile soils, lost the biodiversity, and the power of the climate change for more than 50 years. But if the green revolution causes all these things why does it exist? Because it is a good business, because the companies that control this agriculture system earn a lot of money, the same companies that sick you are the companies that sell you the medicines and because they know that people need to eat to survive, and if they control our food, they control our money and most import our lives. The Green Revolution has a lot of impacts for the world that many people can see without problem in the actuality. These impacts include health, the environment, and the economy.

Figure 38. Sample of a well-structured introductory paragraph produced by a student

Figure 38 exhibits an introductory paragraph created by one of the students at this establishment after receiving classes regarding the key concepts of an academic essay using the guide designed for this purpose in this research project. The picture clearly shows the use of the wide-narrow tool to write an introduction. It also shows a good thesis statement that includes a logical division which was one of the most types of exercises practiced in the classes to reinforce key concepts.

The image shows a photograph of a student's handwritten paragraph on a piece of paper. The text is written in black ink and discusses the various uses of smartphones, such as texting, emailing, making calls, and using applications. The paragraph is well-structured with a clear topic sentence and supporting details.

With Smartphones, people have the ability to do a lot of activities such as texting, sending and receiving e-mails, making calls, googling some information, listening to music, taking pictures, uploading videos and photos, and social networking at the same time. For example, with your smartphone you can do homework and listen to music at the same time without interruptions. A smartphone provides you with millions of applications that can be easily accessed and can execute our needs and interests, smartphones offer limitless access with their applications to news, social network, games, entertainment, media management, business, productivity, and lifestyle. Smartphones are of great help with teenagers at the moment of doing homework because they can be used as a working tool, as they provide many facilities at the time of making duties with special applications; actually, you can work and receive class at your home or anywhere you want.

Figure 39. Sample of a well-structured paragraph produced by a student

Figure 39 exhibits an essay paragraph created by one of the students at this establishment after receiving classes using a step by step guide to create a well-structured essay designed for this purpose in this research project. The picture shows the use of the key concepts that make up a good paragraph such as topic sentence, supporting sentences, cohesion, and unity. This picture sets another example of the success, wide acceptance, and enhancement of the knowledge of the students in this establishment in terms of the key factors and characteristics that a good piece of writing such an essay must have.

3.5. Resources, Timeline, and Budget

3.5.1. Resources

There were many gadgets used in this project. They include the following: laptops and computers for the creation of the different means to collect the data, printers, sheets of paper, etc. they are better shown in the following chart.

Type of resources	Resources
Bibliography resources	Books Online books Internet articles Research papers
Technological resources	Phone camera IPhone Internet Laptop Desktop computers Printer
Human resources	1 researcher
Economical resources	\$ 955.5

Table 29. Table of resources

3.5.2. Timeline

December 2014 February 2015	Activity performed	Items used
Monday Dec 1 st to Friday Dec 5 th	Surveys Classroom observation Academic Writing Pre-test	Surveys applied to teachers Pre-test Classroom observation sheet
Monday Dec 8 th Friday Dec 12 th	Surveys Classroom observation	Surveys applied to students Classroom observation sheet
Monday Dec 15 th Friday Dec 19 th	Classroom observation	Classroom observation sheet
Monday Jan 5 th Friday Jan 9 th	Classroom observation Classes to reinforce key concepts Revision of drafts for the final essay	Classroom observation sheet Academic Writing Pamphlet Written Essays
Monday Jan 12 th Friday Jan 16 th	Interviews to authorities Classes to reinforce key concepts Classroom observation	Questionnaire applied to authorities Academic Writing Pamphlet Classroom observation sheet
Monday Jan 19 th Friday Jan 23 rd	Classes to reinforce key concepts Classroom observation	Classroom observation sheet
Monday Jan 26 th Friday Jan 30 th	Classroom observation Academic writing Post-test Revision of drafts for the final essay	Classroom observation sheet Post-test Written Essays
Monday Feb 2 nd Friday Feb 6 th	Written essays completion	Final written essays

Table 30. Project timeline

Day-Month 2015	Period	Academic Writing concept	Materials used
Monday, January 5 th	2	Essay Parts of an essay	Academic Writing pamphlet Sample essay Task 1
Tuesday, January 6 th	1	Parts of an essay	Academic Writing pamphlet Task 2
Wednesday, January 7 th	2	The introductory paragraph and its components	Academic Writing pamphlet Sample
Thursday, January 8 th	1	The introductory paragraph and its components	Academic Writing pamphlet Task 1-Task 2
Friday, January 9 th	2	Thesis statement	Academic Writing pamphlet Task 1-Task 2
Monday, January 12 th	1	Tips to create a good thesis statement	Academic Writing pamphlet Task 1
Tuesday, January 13 th	2	Parts of a paragraph topic sentences cohesion, and unity	Academic Writing pamphlet Challenge1
Wednesday, January 14 th	1	The concluding paragraph	Academic Writing pamphlet Task 1
Monday, January 19 th	1	The concluding paragraph review	Academic Writing pamphlet
Wednesday, January 21 st	2	Outlining an essay	Academic Writing pamphlet sample Challenge 1,2
Friday, January 23 rd	2	Final review of key concepts	Academic Writing pamphlet Review 1 Final review crossword
Monday, January 26 th	1	Academic writing key concepts Post-test	Academic writing Post-test
Monday Feb 2 nd Friday Feb 6 th	Final essay revision	Written essays completion	Final challenge task students' final written essays

Table 31. Timeline of classes to reinforce key concepts

3.5.3. Budget

Budget Summary

Category	Sub-total	Total
1. Travel		
A. Transportation	\$ 50.00	\$ 50.00
2. Equipment		
A. Laptop	\$ 500.00	
B. Printer	\$ 160.00	
C. Book	\$ 40.00	\$ 700.00
3. Material and Supplies		
A. Paper and copies	\$ 15.00	
B. Toner	\$ 30.00	
C. Markers, pens, highlighters	\$ 10.00	\$55.00
4. Contracted Services		
A. Internet	\$ 50.00	\$ 50.00
5. Indirect Cost		
A. 0.5%	\$ 100.50	\$ 100.50
TOTAL		\$ 955.5

Table 32. Table of budget summary

CHAPTER IV

4. Final Conclusions

4.1. Conclusions

This research project was set to determine the different factors and causes that prevent the students from the senior year of high school to write in an appropriate way a well-structured essay at the end of their high school education. It tried to point out the different reasons for which teachers and students leave behind the development of one of the main skills that an English learner needs in order to fully acquire a fair knowledge of a foreign language. It mainly focused in the use of a step by step guide and the impact it created to improve the knowledge of the students in the Academic Writing field to help them create the final written essay they must present at the end of their high school education at “Unidad Educativa Bilingüe Espiritu Santo”.

This study also proved the main weaknesses and non-productive methods that students use when they are required to create a piece of writing, especially when they have to present a formal written essay that is one of the requirements to graduate from high school in this establishment.

First of all, one of the main drawbacks students have to face when developing a well-structured written essay is the amount of hours within the language classes that teachers must follow in order to fully develop this skill. The number of hours that teachers and students must devote to the enhancement of the writing skill becomes of vital importance to have a better performance and results for the final essay presentation at the end of their high school education. The results showed that very little amount of the total number of hours is dedicated to the development of the writing skill in this institution.

Therefore, the results of the final outcome of the written essays of the students have serious problems.

Another thing that helps to increase the breach of developing a good written essay is the use of new techniques and methods used by the teachers in the classroom. Most of the time, teachers tend to simply give an instruction to start writing in class without the use of different resources that help students to create a good and clear piece of writing. This means that teachers must develop new techniques to transmit in the best way possible the habit of writing in class. They have to focus on one thing at the time if students are to increase the knowledge in the writing field. Almost always, teachers prefer to focus their attention in the development of other skills such as speaking, listening, and reading. As a result, the writing skill occupies very little amount of time in the EFL classroom in this establishment.

The use of an appropriate method to correct the pieces of writing that students create is another thing that is not fully developed by teachers. Almost all the time, they tend to correct the mistakes and errors made by students in the way of giving them the correct answer of a misspelled word, a verb form, or the correct use of punctuation. In this case, the teacher becomes a judge of the writing that students create, making them do changes that are related to grammar, syntax, and word choice to satisfy the need of the teacher, so the piece of writing looks fair in terms of mechanics and not in other aspects such as unity and cohesion. Correction should be faced in ways that allow students to become more participative in the work that they produce. It is crucial to let students know they made a mistake, so they can correct it in their own terms; teachers must only point out those mistakes and not correct them for the students. In this way, the benefits of having students analyze their work to enhance their writing skill are never developed.

Motivation also plays an important part if students are to fully develop the Academic Writing skill. When they are completely motivated and engaged to write, they can create good pieces of writing. The motivation has to come from teachers and students. Teachers must find the way to properly engage students to write. Threatening students they will receive a poor grade if they do not write a five hundred paragraph by the end of the class is not the way in which students should be motivated. Students also need to know that they are the creators of writings that may change the way people see things, so teachers and students have to find good ways to stay motivated in class.

In order for teachers to transmit knowledge, they must possess knowledge. Teachers at this institution have not received proper training in the writing field. They need to know the basic things that a good written essay has; most of them base their judge on students' pieces of writing according to the teacher's point of view. In this way, pupils are molded according to what their instructors want them to be, which sometimes can be the incorrect way. If students are molded to the image of a teacher that has certain flaws in the Academic Writing field, the result of the students will be an inappropriate one.

The types of activities used in class have to be in accordance to students' level of English, preference, and interest. In this case, activities that promote the creation of pieces of writing in class must be used to make students be more engaged in class, so they can take the most out of the writing session. The use of meaningful material is required to have students that become much more committed to get the writing skill to a new level. It is important to know that the preparation of the material to be used in class cannot only be a responsibility that falls in the hands of teachers; students can also be required to bring material they find interesting for them to make the writing activity much more meaningful for the whole class.

The use of a translation tool, which has become very popular among students lately due the use of technology at their hands, is another thing to add up to the reasons why pupils prefer to use a non-productive method when they need to turn in a written paper to their teachers. Translation is not a tool to be discouraged among students, though. When a difficult word is to be transmitted, they can use a translator without major consequences. Teachers have to let the students know that using translation tools to translate a complete piece of writing is not the best way to write in English or any other language that is to be acquired. Students should not use the easy way out by using a this tool to create an extensive written essay. Teachers also have to find better and improved means to detect the use of these tools and address it in the most peaceful way. When students use a translation tool to write, instructors must plan a way to avoid the usage without discouraging its use for intricate words that may not be part of the internal vocabulary of the teacher and the students.

Nowadays, technology is very commonly used by students and teachers. The use of the information found on the Internet can be used in a variety of way. The presentation of what others think and write as one's own words is known as plagiarism. Everybody involved in the making of a written essay using information that belongs to others must know that this type of writing is not accepted. Teachers have to make their students notice that the information presented in their pieces of writing is not to be copied from the Internet. It must be used to back up what they write and not to pretend they were the ones who created the information presented. The use of citations with a reference list in this case is needed. Teachers should include as part of their classes the use of certain means to make reference to what others think or write without committing plagiarism of information.

The use of the written material developed in this project became of great help in order to fully develop the Academic Writing on students. This guide improved certain

points that students needed to enhance their skills in the Academic Writing field. The pieces of writing that students created after receiving classes using this guide were improved widely. The knowledge acquired was visible in the types of essays that were created for their final presentation at the end of the school period. This guide can be included in their writing classes for the senior year of high school to reduce the number of errors and mistakes that may appear in their final written essay for the next school period. It can also help them in certain features such as cohesion and the unity that each of the paragraphs needs to fully convey the meaning or reason desired. For teachers, the use of this guide is going to help improving or making the knowledge they possess much wider by refreshing content that may have been forgotten or unused. They will be able to find new tools and exercises that will help them to teach students in a better way and max out their output in the writing field of their preparation.

Finally, the hypothesis proposed in this research project was accurate. Their knowledge regarding the key factors that make up a good written essay was improved with the use of a step by step guide on how to create a well-structured essay complemented with the classes given during the development of this research project. It is also important to mention that the lack of commitment and preparation in the development of the Academic Writing skill in classes affect the quality of the final written essay presented by students of the senior year of high school at “Unidad Educativa Bilingüe Espiritu Santo”. The results of the classes given were successful; this was shown in the final product of the written essay that students presented. Even though they still had some errors and mistakes in terms of grammar, punctuation, and other mechanics, the final outcome which was to apply the key factors that make up a good written essay such as the proper creation of a thesis statement, paragraphs that show unity, cohesion, topic sentences, and supporting sentences were fully completed by those students who the researcher worked with throughout the

entire development of this project. Unfortunately, those students who were not included in the selected group that received classes to reinforce their knowledge still showed inconsistencies in their pieces of writing. Students, teachers, and authorities must realize the importance of developing the writing skill in classes. This skill is a very demanding one, which means there must be a specific plan to solve the main weaknesses that impaired students to produce fair pieces of writing at the end of their high school year at this establishment.

4.2. Problems and limitations

There were many limitations and drawbacks during the development of this research project. The first one was the time which became a problem at the time of completing the classroom observations. They started during the month of December and lasted until the last week of January. During this period of time, students and teachers did not attend to classes for a period of time of two weeks as part of the holiday hiatus. When they returned from the vacation period, it was noticed that the teachers needed to struggle to make them realize it was time to continue working in their classes.

Another particular limitation that was encountered was the first survey results. The first group of students that were chosen for the survey did not understand some of the questions proposed. The researcher had to explain them each of the questions as they thought that the development of writing in class was related to the amount of time teachers devoted them to write sentences, do grammar exercises, work on their workbooks making drill exercises, etc. A second opportunity to have them do the surveys and rearrange the question in a simpler way was needed.

The number of researchers used for this project became another thing that was a bit hard to overcome. Most of the time, the researcher had to leave his work unattended to

continue collecting data and information that was used in this research project. The help of more researchers was really needed from time to time to collect information and tally the final results.

The way in which data was collected and presented became another problem to overcome in this research project. From time to time, the researcher struggled with ways of making the data collected very clear and concise. The classroom observations were not very easy to show in comprehensible terms. Data regarding the interviews with the authorities were really difficult to acquire because most of them have very busy schedules and little time to continue with the interviews.

The classes given became another problem in terms of completion due to time inconveniences. By the time students were in the course receiving classes, most of time, authorities arrived to take students to different activities related to their graduation. They were involved in activities such as preparation for exams that are mandatory by the government, they were also at the brink of the presentation of their “Monografías”, they were also a bit occupied by the fact that they had to present a project in which they had to create a small business, and other activities that are strictly related to the final arrangements before their graduation. This became one of the most important drawbacks through the entire development of the project, but the researcher managed to complete the objectives planned for the research project with a lot of collaboration from teachers of other subjects.

Some teachers did not like the presence of an observer during their lessons. It could be noticed that they felt a little intimidated by the observer. This may have happened because they are not used to be asked on a daily basis what activities they have prepared for their classes, especially in the Academic Writing field. Even though they felt a little

uncomfortable with the presence of the researcher in their classrooms, they collaborated with very important information for this research project.

The surveys applied to teachers had to be taken for a second time during the development of this project. This was mainly because during the first two weeks of December, the institution was subjected to an evaluation established by the government and it was mandatory for all the people related to the institution. For this reason, most the teachers were a little scared as they thought the questions asked in the surveys were related to the evaluation performed by the government and their responses were to be accounted in their final performance. During the second time, the researcher explained that the surveys made were related to other type of research and their honesty was really needed.

The creation of the pamphlet to enhance the Academic Writing skill became another impasse for the development of this research project. All of the exercises related to writing were created by the researcher and it took a fair amount of time to create a good model for teachers and students to follow in order to enhance their Academic Writing skill at this establishment.

4.3. Recommendations

As a recommendation to overcome any situations regarding the proper development of the writing skill in students from any level of high school education, a proper written guide to help students and teachers to create a well-structured essay is required. This guide must be a compilation of different strategies, exercises, and means to help make the students understand in a better way the steps that are to be met in order to complete an extended academic essay. The use of this guide will ensure the decrease of the different non-productive methods that have been used for creating an essay in this institution.

A great deal of commitment from the teachers is another thing to recommend to the authorities of the institution. The number of hours dedicated to the development of this forgotten skill has to change if problems in the final written essay are to be diminished. Teachers must be aware that problems will keep showing in their students work if very little emphasize is made in enhancing the writing skills of the students. It is recommended that teachers devote more time into preparing students in the parts that a well written essay contains with exercises to ensure the acquisition of the different mechanics and processes that are needed.

The commitment of the authorities is one of the things that teachers need urgently; according to the results shown by the surveys, teachers at this institution have not received any training regarding the proper development of the writing skill in their students for a long period of time. Authorities need to train their teachers more often, so they are able to transmit the knowledge to their pupils in the most accurate way possible using new methods, techniques, and tools. A course on teaching how to write is an urgent recommendation that must be applied if teachers and students are to succeed in the Academic Writing field.

Teachers have to talk out their students from using material that someone else has created and presented as their own. Some students do not know that plagiarism is a crime. Most of them are used to simply Google information and then copy and paste it without knowing that this may have consequences when they decide to enter to higher level education systems like a college, especially if they decide to apply for scholarships abroad. It is better to address this matter at this stage to avoid future complications in the creation of the final essays that students at “Unidad Educativa Bilingüe Espiritu Santo” present at the end of their high school education and in their college education.

The methodology used to teach writing in this institution has to change drastically. According to the observations made by the researcher during the period of time the research project was conducted, the most appropriate way to have students write is through warnings of receiving low grades if they do not write. Another way that was noticed was the simple set of words on the board that invited students to write a paragraph of about three hundred words about a specific topic without any intervention of the teachers in any parts of the creation of the essay or paragraph. They need to implement different strategies that guide students to the creation of ideas, pre-writing, drafting, revising, editing, and sharing. Let us remember that writing is considered a systematic process in which the ideas have to follow different paths, but they must initiate somewhere and end up somewhere. Following steps in the writing process can ensure the success in writing for different purposes.

The way in which teachers address the pieces of writing that their students produce is another issue that needs attention. They must be aware that whenever a correction is required, it is better to specify what type of correction is going to be used. For example, the first time teachers receive a piece of writing is better to focus their attention in cohesion and unity instead of looking for grammar, vocabulary, or punctuation errors as they may be addressed another time. The most common way in which teachers can correct any writing type of activity is by using a good set of correction or editing symbols. It will focus the attention to mechanics letting the students know they have committed a mistake and they have to correct it by themselves instead of the teachers doing all the work. Regardless of the method that teachers are going to use to correct a piece of writing, the students have to be familiarized with it, so they know what is the part in which they need to focus their attention when they turn in a piece of writing.

It is recommended that students keep track of their work by using some sort of portfolios dedicated to the pieces of writing created throughout the school year. In this case, it will serve as a way to keep progress of the written papers they have created. Students have to know that they are making progress in the writing field as they prepare themselves for the final essay presentation at the end of their high school year.

Most of the time, the only person who students write for is their teachers. All their hard work is only to be shared, read, and if lucky, praised by only one person. Students need to feel the pieces of writing they produce have a different audience than the teachers. It is advised that their work is presented in something similar to a newspaper or magazine sponsored by the institution. If possible, their pieces of work could be shown in a web page or blog for the entire world to see it. In this way, they will know what they write can be appreciated by others. The use of social media could become the best mean to present students' pieces of writing. Let us remember that students like to share everything they do in these sites, so this mean might be the most appropriate and cheap to use.

In conclusion, a concrete and solid plan of actions that include all the materials related to the development of the Academic Writing in students is recommended to avoid the inconveniences at the end of the high school year. This plan must include the following:

- ❖ Courses of preparation for teachers to ensure that the knowledge of how to create a well-structured essay is well handled by those who will be teaching it.
- ❖ A specific time table in which students are to create different pieces of writing as preparation before the final written essay to ensure previous practices and less errors and mistakes at the end.

- ❖ Time dedicated to develop this skill within the classroom. Students cannot develop this skill outside the classroom by themselves. Teachers must include the use of this skill at least once every two weeks.
- ❖ Written planning that indicate the type of activity to be developed related to the enhancement of the writing skill. Remember that acquiring this skill does not only mean to write. There are several key concepts and mechanics that can be developed with a well-structure planning dedicated solely to the improvement of this skill from different aspects.
- ❖ A plan to encourage students to correct their own pieces of writing or the ones created by their classmates can also be of great help. In this case, they could use guides or checklists that can easily be found on the Internet or books related to the development of the Academic Writing skill.
- ❖ A space in any media that ensures the presentation of their pieces of work for everybody to see. In this way students can feel they write for someone else different from their teachers to get a grade. This may enhance their willingness to write.
- ❖ Any extra material that can be used to get students closer to write a well-structured written essay can become the best weapon to diminish those small concepts that later become the main pillars in the creation of the final essay. The written guide created for this project can be used as a guide for the next generation of students who will also need to create a written essay at “Unidad Educativa Bilingüe Espiritu Santo”.

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APPENDIX 1 CLASSROOM OBSERVATION SHEET

Teacher #: _____ School: _____ Date: _____
 Class: _____ Time: _____ Visit number: _____

General Objective: To have a clear perception of teacher's performance in the development of the Academic Writing skills.

During each visit the teacher will be evaluated on teaching indicators having the following scale:

3 = Proficient

2 = Developing

1 = Improvement needed

	3	2	1	Comment
Preparation, planning:				
The class plan is written and readily available				
The class plan is well/designed and contains all essential elements (goals, objectives, materials, procedures, assessment)				
The class plans shows shape and balance of activities				
Organizing & Presenting instruction:				
Teacher uses a variety of teaching aids and materials to enhance the learning process of the writing skill.				
Teacher motivates or engages students in the development of the writing activity				
Teacher is creative and engaging				
Teacher is clear and confident in presenting information and models of writing				
Teacher uses effective timing and pacing of activities				
Teacher uses a clear method, approach, or technique to fulfill the objective				
Teacher uses technology as a teaching tool				
Teacher presents models of the targeted writing as examples				
Teacher uses appropriate terminology used in Academic Writing.				
Classroom Management:				
Teacher states clear expectations for students				
Teacher uses a variety of motivational techniques				
Teacher creates an effective learning environment				
Teacher provides consistent support and encouragement to students				

Assessment:				
Teacher uses correction symbols to assess students' performance				
Teacher monitors and provides feedback to students throughout the lesson				
Teacher uses pre and post assessment to assess students' improvement in the writing skill.				
TOTAL				

Rating Scale:

60-45	Teacher fulfills effective teaching indicators.
44-33	Teacher has capacity to reach effective teaching indicators, but needs teaching tips.
32-22	Teacher shows average teaching indicators, thus needs to improve.
21-11	Teacher experiences difficulty and must attempt to work consistently.
10 (or less)	Teacher lacks positive teaching indicators; needs to strive to improve.

Comments (Suggestions):

APPENDIX 2



SURVEY APPLIED TO TEACHERS

Purpose: This survey has the purpose of establishing the language period teachers devote to improve the writing skill in their students.

Please indicate which category best describes each statement listed below using **(X)** to mark your answer. Be kind and answer all the questions honestly. The answers you provide will be of great importance.

		1 Always	2 Often	3 Sometimes	4 Rarely	5 Never
1	How often do you practice the development of the writing skill within your classes?					
2	How often do you use new techniques, methods, or approaches to improve the writing skill on your students?					
3	When your students turn in written tasks, how often do you give them an appropriate feedback?					
4	When students are assigned to write in class, how often do you feel they are motivated to write?					
5	If you receive a workshop about Academic Writing and how to motivate your students to write, how often will you use the knowledge acquired in class to improve the writing skill in your students?					
6	As a language teacher, do you think your students handle the tools needed to write a full academic essay properly?					
7	How often do you use specific correction symbols to communicate the mistakes or errors produced by your students' pieces of writing?					
8	How often do you write a piece of academic writing like an essay for pleasure or to keep improving your writing skills?					
9	How often do you receive training on how to develop the Academic Writing skills of your students?					
10	How often do you notice your students have used a translation tool to write an assignment, a paragraph, or an essay?					

APPENDIX 3



SURVEY APPLIED TO STUDENTS

Purpose: This survey has the purpose of establishing the factors that prevent students from writing in an appropriate manner a well-structured essay.

Please indicate which category best describes each statement listed below using **(X)** to mark your answer. Be kind and answer all the questions honestly. The answers you provide will be of great importance.

		1 Always	2 Often	3 Sometimes	4 Rarely	5 Never
1	How often does your language teacher use activities to promote the development of the Academic Writing skill in classes?					
2	When you are asked to write a paragraph or an essay, how often do you use a translation tool?					
3	When you are asked to write a paragraph or an essay, how often do you download information from the Internet?					
4	When you are asked to write a paragraph or an essay, how often do you ask another person to write it for you?					
5	How often does your teacher motivate you to write a paragraph or an essay in class?					
6	Does your teacher show knowledge in the parts of a well-structured essay or knowledge on how to create one?					
7	How often do you write a paragraph, a letter, or an essay?					
8	How often does your teacher use a new method, technique, or approach to improve the writing activities in class?					
9	How often would you like to receive classes on how to create a well-structured essay?					
10	Would you like your teacher to guide you through the process of creating a well-structured essay using a simple step by step guide?					

APPENDIX 4
ACADEMIC WRITING PRE-TEST

CANDIDATE'S NUMBER: _____

DATE: December _____, 2014

Instructions:

- Read carefully before you answer.
- Use blue or black pen.
- There won't be answers accepted written in pencil or any other color of ink.
- The use of liquid paper, erasures, blurs, parenthesis will automatically be cancelled.
- You are not allowed to ask or borrow any kind of materials during the test.

1. The following essay is not in order. Read and identify the main parts of it in the following sample. (2.5 pts)

How to Celebrate a Special Birthday

The first thing you need to considerate is the location of the party. Sometimes, the best option is the house of a friend. In this place, you have the chance to decorate as you like. In other cases, when you do not have a place, it is better to do it in a private place such as a dance floor or a bar. This is the best option if you are not worried about money. The only problem that you may find is the decoration and the time you can spend there. When we consider the decoration the house of a friend is the best choice because you can do many things with it. You can do a theme party if you like. You can also use a picture of the special person in the cake to make it special and unique.

Finally, there is the present that you want to give to this special person. A good idea to achieve this is to trick the birthday person in order to get some information that help decide what to give to him or her. When you know what is that special gift, the next step is to get a special box in which you can put the gift. There are places in the malls in which you can get a good price for the perfect box. Sometimes it is better to create one with your hands to make the present more personalized and more special.

To sum up, when you have all the things that were mentioned, you can celebrate the birthday of that special person in your life. All you need is the help of your friends and a little budget to have the best celebration.

The next thing you need to considerate is the people you want to invite. If the birthday person has a lot of friends, it is better to use a big place. Sometimes, people have many friends that they want to invite, but for some reason you forget about them. For this, it is better to create a list of people you want to invite. In this case, according to the number of people that you invite a budget can be done. It is good when friends collaborate to celebrate another friend's birthday.

Everybody has that someone who is a very special friend; other people have a boyfriend, a girlfriend, a husband, or a wife. Every time a special occasion arrives, we want to celebrate that unique day in which someone was born. People tend to organize very complete celebrations. This celebration may include a lot of things such as cakes, music, presents, and many other things. If you want to throw a party, there are a few things to have in consideration.

2. When put in the correct order, the following sentences will form an introductory paragraph. Order them from the wide ideas to the narrow ones. Do not forget that the thesis statement is the last of the sentences. (1 pt)

Introductory paragraph

- _____ There are few characteristics that can help people to be a better friend and even become the best friend of them all.
- _____ Friends are people you can hang out with, rely on, and even depend on.
- _____ Most of the people have managed to build a close relationship with their friends making and considering them as a family member.
- 1 Everybody has friends.
- _____ A good friend is hard to find, but not impossible to get.
- _____ People can use their instinct to sort out real friends from acquaints.
- _____ In my opinion, trust, and the ability to care for each other are the main characteristics that are part of a good friend.

3. Mark with an (*) the sentences that can be used as a thesis statement. (2 pts)

- _____ The best day of the week is Saturday.
- _____ When buying a motorcycle, there are some things that are required. To survive in the wilderness requires conviction, courage, and luck.
- _____ Technology in cell phones is similar to the ones used in desktop computers
- _____ Bullying is caused by the absence of love, lack of real friendship, and poor understanding from people who surround bullies.

4. Write thesis statements for the following topics. Use a logical division that includes at least three subtopics. (2 pts)

a) Topic: Used Cars and Their Inconvenience

b) Topic: Characteristics of a Good Friend

c) Topic: Old Technology in High Schools

d) Topic: College Dropouts and Their Causes

5. Write a topic sentence for the following body paragraphs. (1pt)

_____. Love fills the heart of people with hope, life, and joy. Bullies are people who need love because their close relatives deny them from it. As bullies do not have the love of their parents, they tend to envy people who show the affection from their parents. They also tend to show their envy by calling names to the abused one. This name calling can be very offensive for people. At school, this behavior can cause the affected to be apart from classmates and later be considered excluded from the whole classroom. Bullies think this behavior makes them feel superior but the truth is that it only shows their absence of love and care from their own parents.

_____. People that get married between the mid-twenties and early thirties have more chances to succeed in their marriages than young couples. At that age, the couple has more sense of reliability and they are more confident. They also become less problematic. Couples that are younger tend to marry for a short period of time and most of the time end in divorce, helping to raise the high divorce rates in our country.

6. Identify the following statements. Mark (TST) for thesis statement, (TS) for topic sentence, (SS) for supporting sentence, and (FC) for final conclusion. (0.1 each correct answer = 1pt)

Topic: Benefits and Consequences of Smartphones

- _____ Texting, sending, and receiving emails are features included in smartphones.
- _____ Smartphones help people with a lot of benefits, but they also offer consequences to the users.
- _____ People can send e-mails and text messages to people in their working places.
- _____ People can Facetime relatives that live in other countries.
- _____ Interaction with friends is being affected by the overuse of these devices.
- _____ Smartphones can keep people connected all the time.
- _____ These devices cause health problems.
- _____ People are giving more attention to their phones than to their spouses.
- _____ In conclusion, smartphones can help people but they can also bring several consequences.
- _____ Inflammation to the muscles of your hand.

7. Choose from the following the correct way to create an in-text citation. Place (OK) if the citation is correct or (X) if it is incorrect. (0.5 pts)

_____ Raimes (1983) recommends five points to intervene with the pieces of writing that students create.

_____ Raimes, 1983, recommends five points to intervene with the pieces of writing that students create.

_____ Tompkins (2005) says that Revision is not just polishing writing; it is meeting the needs of readers through adding, substituting, deleting, and rearranging material (p. 83).

_____ Tompkins (2005) says that “Revision is not just polishing writing; it is meeting the needs of readers through adding, substituting, deleting, and rearranging material” (p. 83).

APPENDIX 5
ACADEMIC WRITING POST-TEST

CANDIDATE'S NUMBER: _____

DATE: January _____, 2015

Instructions:

- Read carefully before you answer.
- Use blue or black pen.
- There won't be answers accepted written in pencil or any other color of ink.
- The use of liquid paper, erasures, blurs, parenthesis will automatically be cancelled.
- You are not allowed to ask or borrow any kind of materials during the test.

1. The following essay is not in order. Read and identify the main parts of it in the following sample. (2.5 pts)

Characteristics of a Good Friendship

Most of the people have friends; people they can hang out with, rely on, an even sometimes depend on. Most of people have managed to build a close relationship with their friends; making and even considering them as a family member. A good friend is hard to find, but not impossible to get. **There are few characteristics that can help people to be a better friend and even become the best friend of them all.**

Confidence is the first characteristic to be built in someone in order to become a better friend. Sometimes, helping other people can help you gain their trust. Thus, people who help others in matters of work or even life problems have better chances to become someone's best friend. Therefore, this characteristic can be misled as people who help others in exchange of a favor can take advantage of your confidence and trust just to get some sort of benefit from you. A real friend never expects something out of you when helping you. They are very confident and do not need a present or favor in exchange of his or her favors.

In addition to this, willingness to help others is also an important matter when being a good friend. Everybody has problems, but sometimes we are overwhelmed by them that we cannot help feeling depressed. A good friend always helps others no matter the time or place. Sometimes even a call can be the relief that someone is looking for. Friends that help friends have a place in people's minds. They are always people to look after and take care of in many ways. A real good friend tries the impossible just to make you feel better. This characteristic makes them valuable and worth keeping.

In conclusion, a good friend is someone you can rely on no matter the situation. He or she helps you in your distress and offers you comfort when there is no way out of your problem. This person also shows no interest in gaining or taking advantage of your friendship when being helpful. This type of friend that fulfills all these characteristics is very rare. Therefore, keep your good friend nearby you all the time.

2. When put in the correct order, the following sentences will form an introductory paragraph. Order them from the wide ideas to the narrow ones. Do not forget that the thesis statement is the last of the sentences. (1 pt)

Introductory paragraph

- _____ There are few characteristics that can help people to be a better friend and even become the best friend of them all.
- _____ Friends are people you can hang out with, rely on, and even depend on.
- _____ Most of the people have managed to build a close relationship with their friends making and considering them as a family member.
- 1 _____ Everybody has friends.
- _____ A good friend is hard to find, but not impossible to get.
- _____ People can use their instinct to sort out real friends from acquaints.
- _____ In my opinion, trust, and the ability to care for each other are the main characteristics that are part of a good friend.

3. Mark with an (*) the sentences that can be used as a thesis statement. (2 pts)

- _____ The best day of the week is Saturday.
- _____ When buying a motorcycle, there are some things that are required. To survive in the wilderness requires conviction, courage, and luck.
- _____ Technology in cell phones is similar to the ones used in desktop computers
- _____ Bullying is caused by the absence of love, lack of real friendship, and poor understanding from people who surround bullies.

4. Write thesis statements for the following topics. Use a logical division that includes at least three subtopics. (2 pts)

e) Topic: How to Stop Smoking

f) Topic: Rising Divorcing Rates

g) Topic: The Best Ice Cream

h) Topic: Limitations that Imports Bring in the Ecuadorian Market

5. Write a topic sentence for the following body paragraphs. (1pt)

_____The two sports can lead you to a very healthy life if you practice them very often. They can improve your resistance when you constantly practice them. They can also make you become more active in your daily activities. They can make you feel more energetic if you practice them constantly. You will notice the difference after a few days of practice. Another good thing that soccer and basketball can do for you is to keep you away from bad things like alcohol or drugs. They can improve your concentration and also prevent people from gaining weight. In other words, the two of them are very good for the person that practices them.

_____. Love fills the heart of people with hope, life, and joy. Bullies are people who need love because their close relatives deny them from it. As bullies do not have the love of their parents, they tend to envy people who show the affection from their parents. They also tend to show their envy by calling names to the abused one. This name calling can be very offensive for people. At school, this behavior can cause the affected to be apart from classmates and later be considered excluded from the whole classroom. Bullies think this behavior makes them feel superior but the truth is that it only shows their absence of love and care from their own parents.

6. Identify the following statements. Mark (TS) for thesis statement, (TS) for topic sentence, (SS) for supporting sentence, and (FC) for final conclusion. (0.1 each correct answer = 1pt)

Topic: Traditional Education versus Online Education

- _____ Traditional education has some benefits.
- _____ Online education has advantage over regular education in terms of time, cost, and availability.
- _____ In traditional education, doubts can be clarified immediately.
- _____ Online education is cheap.
- _____ People can log in with an account and start learning right away.
- _____ To summarize, online education can bring a lot more benefits than traditional education.
- _____ There are different websites that can offer online courses.
- _____ Applications can be downloaded to study in your own time.
- _____ Questions can be solved within the classroom.
- _____ The only drawback with online education is the commitment the user has to put.

7. Choose from the following the correct way to create an in-text citation. Place (OK) if the citation is correct or (X) if it is incorrect. (0.5 pts)

_____ Raimes (1983) recommends five points to intervene with the pieces of writing that students create.

_____ Raimes, 1983, recommends five points to intervene with the pieces of writing that students create.

_____ Tompkins (2005) says that Revision is not just polishing writing; it is meeting the needs of readers through adding, substituting, deleting, and rearranging material (p. 83).

_____ Tompkins (2005) says that “Revision is not just polishing writing; it is meeting the needs of readers through adding, substituting, deleting, and rearranging material” (p. 83).

APPENDIX 6
INTERVIEWS HELD TO AUTHORITIES OF UNIDAD EDUCATIVA BILINGÜE
ESPIRITU SANTO

Name:

1) Do you feel most of the students of the Intermediate level of English have the skills needed to write a well-structured essay once their high school education is finished?

.....
.....
.....

2) Within the planning of your language teachers' classes, how often do they practice Academic Writing activities on a monthly basis?

.....
.....
.....

3) How often do you give, assign, or enroll your teachers on training courses on how to improve the writing skill of their students in their classes?

.....
.....
.....

4) Do the students in your institution show any signs of knowledge acquired in written English in any written paper, blog, social media or magazine sponsored by the institution or any other media?

.....
.....
.....

5) Do you notice any lack of knowledge in English in the written aspect of your Intermediate level students?

.....
.....
.....

6) Will you adopt any additional materials such as a pamphlet that uses a simple step by step guide to improve the writing skill among your teachers and students?

.....
.....
.....

APPENDIX 7 PHOTOS



APPENDIX 8
ACADEMIC WRITING KEY CONCEPTS PHAMPLET



ACADEMIC WRITING KEY CONCEPTS

A step by Step Guide to Create an
Academic Essay

WILLINGTON CORDOVA R.

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ESSAY

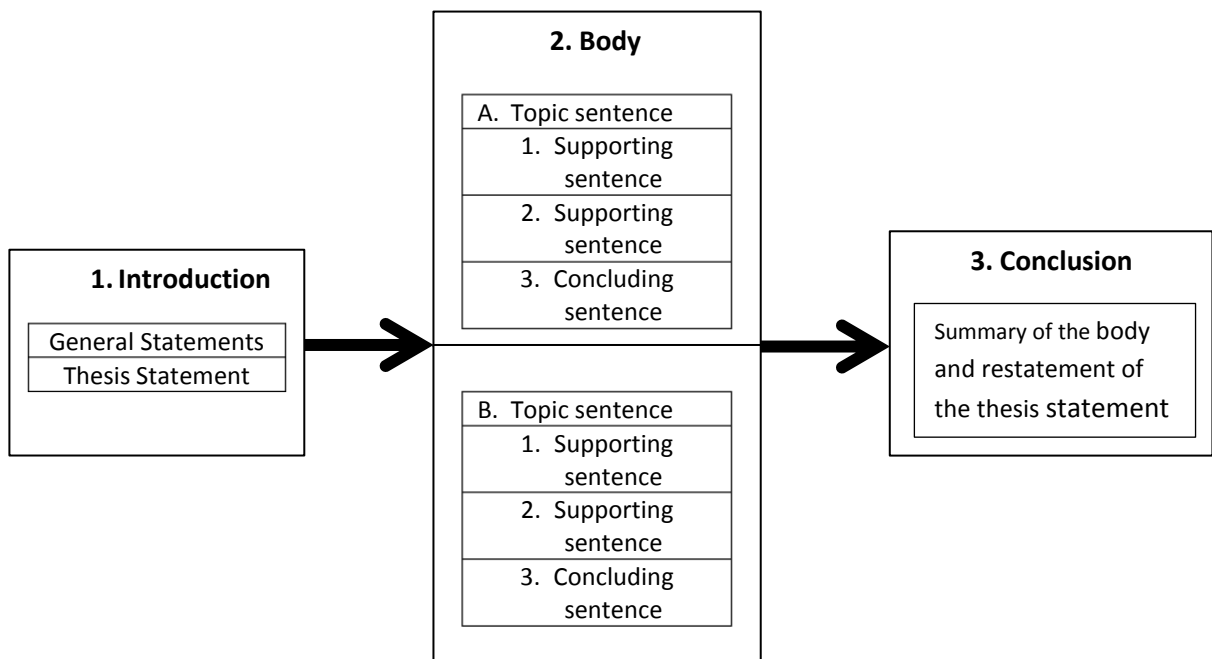
An essay is a piece of writing that is formed of several paragraphs. It focuses in only one single topic that will be developed in different subsequent paragraphs. The topics of discussion in an essay may vary, but due to its complexity; it needs to be divided in several paragraphs.

There are different things that make a paragraph different from essay. Essays are usually longer than paragraphs. Essays tend to cover a topic from different angles and discuss deeper topics than paragraphs. An essay must include an introductory paragraph and a concluding paragraph.

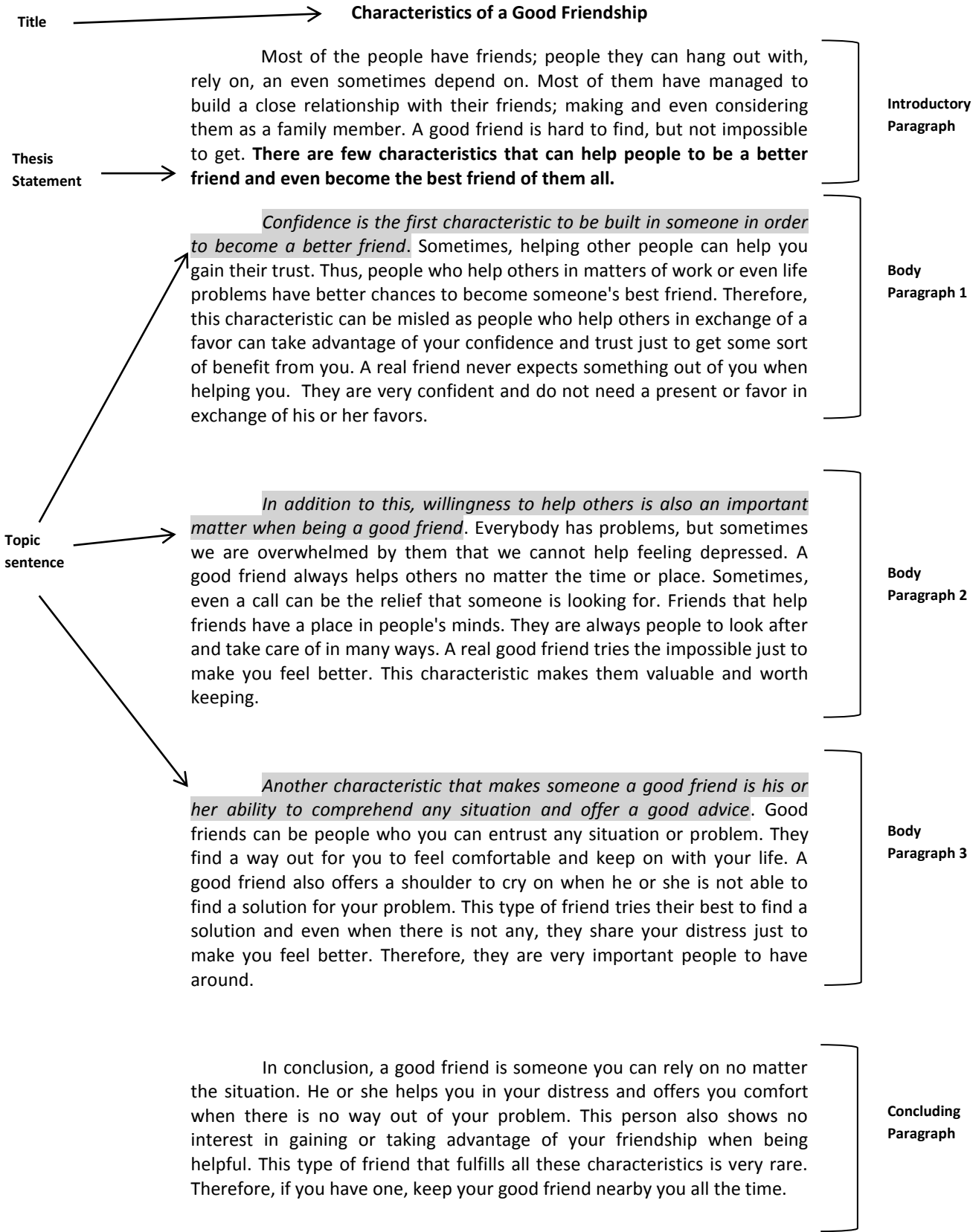
PARTS OF AN ESSAY

Any written essay is divided in three parts: an introduction which is often referred as an introductory paragraph, a body that consists of one or many paragraphs that discuss one topic each, and a conclusion or concluding paragraph.

Each of the parts of a written essay has a set of characteristics that differentiate each other. The following shows characteristics each part of an essay has.



Sample Essay



TASK 1

The following essay is not in order. Read and identify the main parts of it in the following sample. Underline the thesis statement.

How to Celebrate a Special Birthday

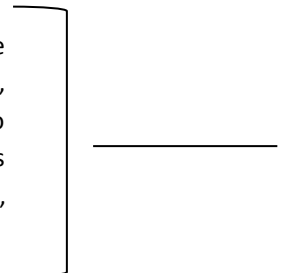
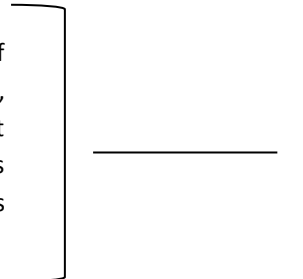
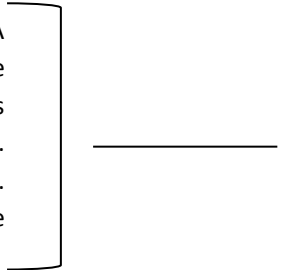
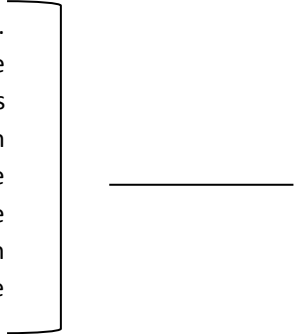
The first thing you need to considerate is the location of the party. Sometimes, the best option is the house of a friend. In this place, you have the chance to decorate as you like. In other cases, when you do not have a place, it is better to do it in a private place such as a dance floor or a bar. This is the best option if you are not worried about money. The only problem that you may find is the decoration and the time you can spend there. When we consider the decoration the house of a friend is the best choice because you can do many things with it. You can do a theme party if you like. You can also use a picture of the special person in the cake to make it special and unique.

Finally, there is the present that you want to give to this special person. A good idea to achieve this is to trick the birthday person in order to get some information that help decide what to give to him or her. When you know what is that special gift, the next step is to get a special box in which you can put the gift. There are places in the malls in which you can get a good price for the perfect box. Sometimes it is better to create one with your hands to make the present more personalized and more special.

To sum up, when you have all the things that were mentioned, you can celebrate the birthday of that special person in your life. All you need is the help of your friends and a little budget to have the best celebration.

The next thing you need to considerate is the people you want to invite. If the birthday person has a lot of friends, it is better to use a big place. Sometimes, people have many friends that they want to invite, but for some reason you forget about them. For this, it is better to create a list of people you want to invite. In this case, according to the number of people that you invite a budget can be done. It is good when friends collaborate to celebrate another friend's birthday.

Everybody has that someone who is a very special friend; other people have a boyfriend, a girlfriend, a husband, or a wife. Every time a special occasion arrives, we want to celebrate that unique day in which someone was born. People tend to organize very complete celebrations. This celebration may include a lot of things such as cakes, music, presents, and many other things. If you want to throw a party, there are a few things to have in consideration.



TASK 2

Use the sample essay in task 1 and complete the following.

a) How many paragraphs does the essay have? _____

b) How many paragraphs does the body contain? _____

c) Which sentence constitutes the thesis statement? _____

d) Which are the first words of the last paragraph? _____

e) Write the topic sentences in each of the paragraphs in the body.

Body paragraph 1: _____

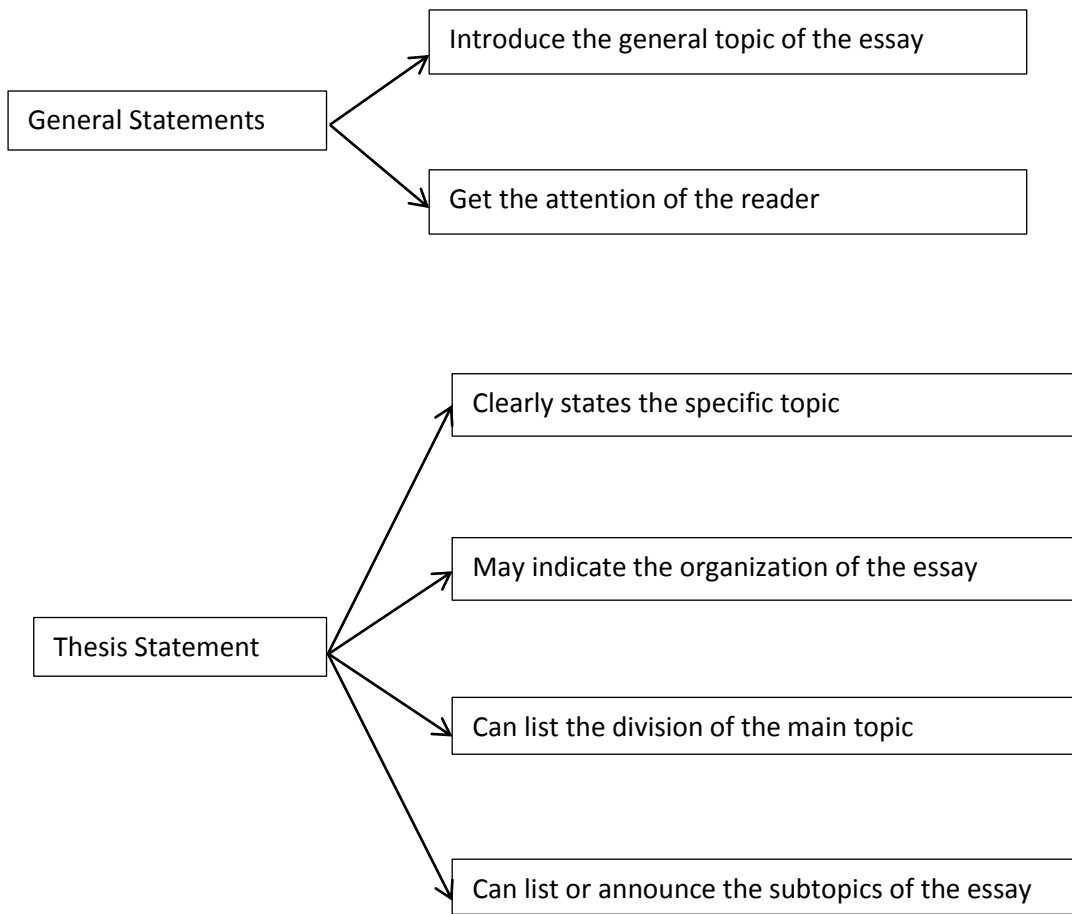
Body paragraph 2: _____

Body paragraph 3: _____

THE INTRODUCTORY PARAGRAPH

The introductory paragraph is the main pillar in the creation of a written essay. It is formed of two parts that complement each other. The first one is called **General statements** and the second and very important part is called the **Thesis statement**.

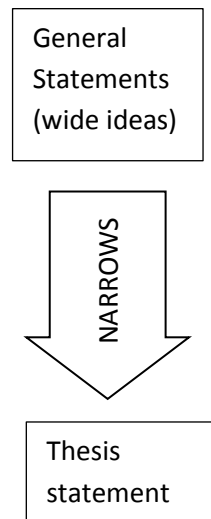
The following shows characteristics that each of them contains.



One of the features that the introductory paragraph has is the wide-narrow introduction. This means that the general statements are formed of sentences that are generalized (**wide ideas**) about the topic. Then, each of the subsequent sentences **narrows** the topic of the essay and finishes with the **thesis statement** which contains the main idea of what will be written in the essay.

Sample

The world we live in is surrounded by different types of technology. Mobile phones are a good example of the gadgets that are used nowadays. People have used cell phones for over twenty years. At the beginning the cell phones were simple and very big. They could only be used to make phone calls. As time passed, more features were added to satisfy the needs of the consumers. Now, the technology these devices offer has advanced in different ways. Cell phones are used to send emails, take pictures, record videos, and many other utilities. Nowadays, they use a type of software that is similar to computers. Some of them use a system called ANDROID; others use a system called IOS. These smart phones are used all around the world. Most of the people do not know which one to choose when they buy a cell phone. There are few things to have in mind when you decide to acquire one. **Accessibility and entertainment must be counted if you decide to rely on a smart phone and its operative system.**



In this sample, the introductory paragraph starts with wide ideas. As it continues, it narrows the topic of the essay and finishes with the thesis statement that is an announcement of what will be written in each of the body parts of the essay.

TASK 1

When put in the correct order, the following sentences will form an introductory paragraph. Order them from the wide ideas to the narrow ones. Do not forget that the thesis statement is the last of the sentences.

Introductory paragraph 1

- _____ There are few characteristics that can help people to be a better friend and even become the best friend of them all.
- _____ Friends are people you can hang out with, rely on, and even depend on.
- _____ Most of the people have managed to build a close relationship with their friends making and considering them as a family member.
- _____ Everybody has friends.
- _____ A good friend is hard to find, but not impossible to get.
- _____ People can use their instinct to sort out real friends from acquaints.
- _____ **In my opinion, trust, and the ability to care for each other are the main characteristics that are part of a good friend.**

Introductory paragraph 2

- _____ This type of abuse increases during the school stage.

- _____ Bullying is a form of abuse.

- _____ Bullies are people who bother the weak ones by hitting or giving them inappropriate and offensive nicknames.

- _____ Bullying can manifest in a physical and a psychological way.
Most of the time, people who are bullied are the ones who cannot defend themselves because they do not have the strength needed to do it.
- _____ Bullies tend to harm people because they do not have the attention and love of their parents.
- _____ **Bullying is caused by the absence of love, lack of real friendship, and poor understanding from people who surround bullies.**

THE THESIS STATEMENT

The thesis statement is the most important part in the introductory paragraph of a written essay. It clearly states the topic of the essay. It gives the purpose of the piece of writing by guiding the reader on what will be written. The thesis statement in an introductory paragraph may indicate the number of paragraphs in the body. It can also list the different subtopics. Here, are some samples of thesis statement that indicate a *logical division*.

Sample

- a) In order to buy a new cell phone, price, size, and special features need to be considered.

- b) There are four steps to follow to buy a new a house.

- c) Location, price, and a financing plan are required to buy a house.

- d) Although photographers may know or have a lot of experience, they have to follow three important steps before creating a good set of pictures.

The first sample clearly expresses that the written essay will dedicate one paragraph for the price, the second one will explain the importance of the size. Finally the third paragraph will be devoted to the special features in order to buy a new cell phone.

The second sample clearly expresses that there will be a division of four paragraphs. Each of them will solely focus on one step to follow in order to buy a new house.

In both of the samples, the logical division type of thesis statement will give the reader a clear image on how the written essay is going to be divided.

TASK 1

Mark with an (*) the thesis statements that follow a logical division. Underline the different topics that will be discussed in the body paragraph.

- _____ The best day of the week is Saturday.
- _____ Living in an apartment by your own without any help is very hard; especially if you do not have money, friends, or family.
- _____ Invitations, location, and entertainment must be the key elements to have a great party.
- _____ When buying a motorcycle, there are some things that are required. To survive in the wilderness requires conviction, courage, and luck.
- _____ Technology in cell phones is similar to the ones used in desktop computers
- _____ Having kids and working a full job has advantages and disadvantages.
- _____ Bullying is caused by the absence of love, lack of real friendship, and poor understanding from people who surround bullies.

TASK 2

Add subtopics to the following thesis statements.

- a) College education involves _____
- b) Photographers have to deal with _____ to take the perfect picture.
- c) Poverty in third world countries are cause by the lack of _____

- d) Good teachers have _____
_____ as qualities to be best.
- e) _____ are the best tools to create the best picture.
- f) The lack of respect that teenagers show has three causes: _____
- g) _____ must be completed in order to get a college degree.

TIPS TO CREATE A GOOD A THESIS STATEMENT

- a) Include a ***logical division*** for your thesis statement
- Love, hate, happiness, and sadness are to be expected in a new love relationship.
 - Misbehavior in students is caused by lack of rules, bad parenting, and lack of commitment from the authorities.
- b) Avoid generalizations or wide ideas
- Love is good for the soul of the lonely.
 - Computer skills are required in a good job.
- c) If the division is too wide use quantifiers such as: some, a few, many, etc.
- There are some things to consider when organizing a big surprise party.
 - To buy a pre-owned car, people need to consider a few things.
- d) Avoid the announcement of the topic.
- I will write about the consequences of cigarettes in non-smokers.
 - This essay will develop the consequences of misbehavior.
- e) Avoid ideas that are too obvious.
- Technology is used in all aspects of our lives.
 - You need a driver's license to drive a car.

TASK 1

Write thesis statements for the following topics. Use a logical division that includes at least three subtopics.

a) Topic: Used Cars and Their Inconvenience

b) Topic: Characteristics of a Good Friend

c) Topic: Old Technology in High Schools

d) Topic: College Dropouts and Their Causes

e) Topic: Steps to Start a Small Business

f) Topic: How to Stop Smoking

g) Topic: Rising Divorcing Rates

h) Topic: The Best Ice Cream

i) Topic: Limitations that Imports Bring in the Ecuadorian Market

j) Topic: Smartphones Applications for The Care of Pets

CHALLENGE 1

Complete the following outline with sentences for an introductory paragraph. Start with a generalized idea, narrow it and finish with a thesis statement that includes a division.

a) Topic: Used Cars and Their Inconvenience

- _____
- _____
- _____
- _____
- _____
- _____

Thesis statement: _____

b) Topic: Social Networks and the Laziness They Bring

- _____
- _____
- _____
- _____
- _____
- _____

Thesis statement: _____

c) Topic: Advantages of Strategy Video Games

- _____
- _____
- _____
- _____
- _____
- _____

Thesis statement: _____

d) Topic: Disadvantages of College Students

- _____
- _____
- _____
- _____
- _____
- _____

Thesis statement: _____

e) Topic: Benefits of Social Networks for Businesses

- _____
- _____
- _____
- _____
- _____
- _____

Thesis statement: _____

THE BODY PARAGRAPH

The body paragraph of an essay is formed of several paragraphs that add continuity to the written essay. Each of the paragraphs must include certain features to accurately deliver a desired message and become a good one.

PARTS OF A PARAGRAPH

Every paragraph in a written essay is made of three key elements. The **topic sentence** that usually states the main content of discussion the paragraph will follow. **Supporting sentences** add examples, ideas, and opinions that contribute to the topic sentence. Finally, the **concluding sentence** that briefly summarizes the topic sentence.

Sample

Social web pages like Facebook, Twitter, and Instagram offer the chance to upload any type of information helping users to become addicted to social networking. → Topic Sentence

These include pictures, videos, comments, and files of any type. In the future, people will not remember any important event in the late past but what they posted or twitted last year or months ago. People who are addicted to this sites cannot wait until they get home or workplace to sign in and upload their latest picture they took and put it in a silly named album. Sometimes, they are so into pictures that they take a picture of themselves in front of a mirror just to add picture number one thousand in front of the mirror to their "in front of the mirror album". They are waiting for someone to post a comment or simply thumb up at their stupidity. These people only waste the time they could be doing something useful. → Supporting Sentences

They spend hours and hours in front of their Facebook page waiting for someone to write something moronic to comment or post about them. These only contribute to continue their addiction to social network sites. → Concluding Sentences

For a paragraph to successfully convey what the writer desires, cohesion and unity have to be present throughout each sentences of the paragraph of the written essay. **Cohesion** refers to the logical order the supporting sentences must follow. The first sentence of the paragraph acts as the idea that the following sentences will support. They must continue logically with the topic sentence. In other words, they have to follow the lead of the first sentence. Finally, **Unity** refers to the discussion of one and only one idea from the beginning to the end of the paragraph. For instance, if the first body paragraph describes one of the advantages of using technology in the classrooms, the whole paragraph must be in sync with the topic sentence and discuss only one idea at a time.

TASK 1

Write a topic sentence for the following body paragraphs.

_____ The two sports can lead you to a very healthy life if you practice them very often. They can improve your resistance when you constantly practice them. They can also make you become more active in your daily activities. They can make you feel more energetic if you practice them constantly. You will notice the difference after a few days of practice. Another good thing that soccer and basketball can do for you is to keep you away from bad things like alcohol or drugs. They can improve your concentration and also prevent people from gaining weight. In other words, the two of them are very good for the person that practices them.

_____. People that get married between the mid-twenties and early thirties have more chances to succeed in their marriages than young couples. At that age, the couple has more sense of reliability and they are more confident. They also become less problematic. Couples that are younger tend to marry for a short period of time and most of the time end in divorce, helping to raise the high divorce rates in our country.

TASK 2

Complete the following outline for a paragraph with supporting sentences for the topic sentence given.

a) Topic sentence: Accessibility is very important if you decide to buy a smart phone.

- _____
- _____
- _____
- _____

Concluding sentence: _____

b) Topic sentence: People that get married between the mid-twenties and early thirties have more chances to succeed in their marriages than young people.

- _____
- _____
- _____
- _____

Concluding sentence: _____

c) Topic sentence: Poor communication also leads couples to divorce.

- _____
- _____
- _____
- _____

Concluding sentence: _____

d) Topic sentence: The first step to considerate when we want to take a good picture is the selection of the environment.

- _____
- _____
- _____
- _____

Concluding sentence: _____

CHALLENGE 1

The following paragraphs show problems of Cohesion or Unity. Identify what is the problem and mark (U) for unity problem, (C) for cohesion problem, or (OK) if the paragraphs does not show any problem.

_____ Teenagers and children are the ones that are affected the most by social networks. They spend several hours surfing in their friends' Facebook pages. They tend to play videogames in their cell phones. Downloading applications that contain inappropriate content that most of the cases parents do not approve for their children to play becomes the most important issue.

_____ Another characteristic that makes someone a good friend is his or her ability to comprehend any situation and offer a good advice. Good friends can be people who you can entrust any situation or problem. They find a way out for you to feel comfortable and keep on with your life. A good friend also offers a shoulder to cry on when he or she is not able to find a solution for your problem.

_____ Finally, there is the present that you want to give to this special person. A good idea to achieve this is to trick the birthday person in order to get some information that help decide what to give to him or her. Ask his or her friends about what could be the perfect item as a gift. Do not forget to buy the cake, especially if the birthday person likes a special kind of cake; try to get it.

_____ The last step in order to buy a new laptop is the price. The amount of money that you have is really needed. Do not forget to ask for the discount if you are a college student. The main reason to buy a computer is to create your presentations for your subjects. The operating system included in the laptop must be up to date.

_____ The lack of strict rules at home from parents gives more reasons for teachers to believe students misbehave in classes. Other reason is the poor communication at home. The last reason is the absence of parents at home when students need it the most.

THE CONCLUDING PARAGRAPH

The last part of an essay is its concluding paragraph. This paragraph includes several things in order to summarize everything that has been written throughout the essay. In order to make a good concluding paragraph, the following characteristics must be included.

- a) It summarizes the main ideas or points of the essay.

All in all, the main reasons for a couple to fail in their marriage and end up increasing the divorce rates are mainly based on the poor understanding, poor communication, their little or no planning on how things will occur, and the poor experience they have when they get married.

- b) It uses different words to restate the thesis statement.

Thesis statement: Bullying is caused by the absence of love, lack of real friendship, and poor understanding from people who surround them.

In conclusion, *the way a bully acts is mainly caused by the reduced amount of affection, love, real friendship, and understanding by those who are closed to them.* Their anger is mainly a way of saying that they need attention and they envy and then bother those who have it.

- c) It makes a final comment for the essay.

To summarize, a good friend is someone you can rely on no matter the situation. He or she helps you in your distress and offers you comfort when there is no way out of your problem. This person also shows no interest in gaining or taking advantage of your friendship when being helpful. This type of friend that fulfills all these characteristics is very rare. **Therefore, keep your good friend nearby you all the time.**

TASK 1

Complete the following concluding paragraphs by restating the thesis statement or giving your opinion.

- A) Thesis statement:** Inexperience, poor communication, and planning are the main cause for the rising divorce rate.

In conclusion, I strongly believe that the perfect age to get married is between twenty five to thirty because at that age people _____

- B)**

To summarize, the three steps that a photographer follows for taking good pictures consist in the way a photographer uses the environment, the correct equipment, and resources that make possible to obtain the wanted picture.

- C)**

To summarize, the Android and the IOS system can be very useful for the person that uses the smart phone. They can offer the user a very good experience and a lot of fun playing and using applications. However, _____

- D) Thesis statement:** People that practice soccer or basketball know that the difference lies in which parts of the body get to be developed.

In conclusion, these two types of sports offer many advantages to the people that practice them. They can offer very good health, life, and also improve your concentration. The difference between these two _____

REVIEW 1

Identify the following statements. Mark (TST) for thesis statement, (TS) for topic sentence, (SS) for supporting sentence, and (FC) for final conclusion.

Topic: Benefits and Consequences of Smartphones

- _____ Texting, sending, and receiving emails are features included in smartphones.
- _____ Smartphones help people with a lot of benefits, but they also offer consequences to the users.
- _____ Facebook, Twitter, and Instagram help people to stay connected.
- _____ People can send e-mails and text messages to people in their working places.
- _____ People can Facetime relatives that live in other countries.
- _____ Interaction with friends is being affected by the overuse of these devices.
- _____ Smartphones can keep people connected all the time.
- _____ These devices cause health problems.
- _____ People are giving more attention to their phones than to their spouses.
- _____ In conclusion, smartphones can help people but they can also bring several consequences.
- _____ Inflammation to the muscles of your hand.

Topic: Traditional Education versus Online Education

- _____ Traditional education has some benefits.
- _____ Online education has advantage over regular education in terms of time, cost, and availability.
- _____ In traditional education, doubts can be clarified immediately.
- _____ Online education is cheap.
- _____ People can log in with an account and start learning right away.
- _____ To summarize, online education can bring a lot more benefits than traditional education.
- _____ There are different websites that can offer online courses.
- _____ Applications can be downloaded to study in your own time.
- _____ Questions can be solved within the classroom.
- _____ The only drawback with online education is the commitment the user has to put.

OUTLINING AN ESSAY

The outline of an essay is probably the first thing to compose before the actual writing begins. A good outline can bring specific detail of what will be written throughout the entire essay. It offers a clear guidance about the topic chosen to write in a logical order. It will state the things that will come first, second, third, etc. it will also bring the main point to be discussed.

The basic form of an outline for a written essay may take the following form:

Title: XXXXXXXXXXXXXXX

I. Introductory paragraph

- A. General idea
- B. Narrow ideas
- C. Narrow ideas

D. Thesis statement

II. Topic sentence 1

- A. Supporting sentence
 - a. Supporting detail **A1**
 - b. Supporting detail **A2**
- B. Supporting sentence
 - a. Supporting detail **B1**
 - b. Supporting detail **B2**

C. Concluding sentence

III. Topic sentence 2

- A. Supporting sentence
 - a. Supporting detail **A1**
 - b. Supporting detail **A2**
- B. Supporting sentence
 - a. Supporting detail **B1**
 - b. Supporting detail **B2**

C. Concluding sentence

IV. Concluding paragraph

Sample

Bullying and its Effects

Title: Bullying and its Effects

I. Introductory paragraph

- A. Bullying in school is common
- B. Traumas people who is bullied suffer
- C. Things to do to overcome bullying

Thesis statement: The absence of self-confidence and problems with grades are the effects of bullying.

Body paragraph 1

II. Topic sentence 1: Students that receive any type of abuse by bullies suffer from low self-esteem

- A. Helpless victims
 - a. Examples of victimization
- B. Difficult to make friends
 - b. Consequence of not having friends

Body paragraph 2

III. Topic sentence 2: Bullying causes low grades of victims.

- A. Victims worry more about their well-being
 - a. Things to worry about
- B. Victims forget about homework
 - b. Reasons to forget homework

IV. Concluding paragraph

Nowadays, students from any kind of school bother their classmates. These types of students do not know what can be the consequences of putting names to other people. The students that are affected can be put into a very difficult situation. There are a good number of traumas that they have to live. People that receive any kinds of abuse at school have to receive treatment in order to pass the bad moment that their classmates put them into. The absence of self-confidence and problems with their grades are the effects of bullying.

Students that receive any type of abuse by bullies suffer from low self-esteem. Those students always bother the ones that have no opportunity of defense. Bullies treat them very bad. They spread rumors that are not true. They call names and hurt their victims. This bad behavior causes low confidence in the victims of the bullies. These can also lead the victim to refuse to make friends. This also increases the opportunities for the victim to be alone.

Other thing that bullying cause is the bad grades of the students; bullying make the victims worry about their well-being. Students that suffer any type of abuse at school always low their grades because they have to think about their well-being. Bullying also causes students to forget about their grades because bullies oblige them to do their homework.

In conclusion, bullies that do not treat their classmates in a very good way make their victims suffer. They can create a low self-esteem in their victims. They can affect the grades of the victims. They also make the victims be afraid of everything.

IMPORTANT: The number of paragraphs in the body varies according to the writer's need. You can write as many as you desire following the same pattern.

CHALLENGE 1

Create an outline for the two topics given. Remember to write a thesis statement with a logical division.

A) Title: Videogames and their Benefits

I. Introductory paragraph

- A. _____
- B. _____
- C. _____

Thesis statement: _____

II. Topic sentence 1: _____

- A. _____
 - a. _____
- B. _____
 - b. _____

III. Topic sentence 2: _____

- A. _____
 - a. _____
- B. _____
 - b. _____

IV. Concluding paragraph:

B) Title: Apple Smartphones VS Samsung Smartphones

I. Introductory paragraph

A. _____

B. _____

C. _____

Thesis statement: _____

II. Topic sentence 1: _____

A. _____

a. _____

B. _____

b. _____

III. Topic sentence 2: _____

A. _____

a. _____

B. _____

b. _____

IV. Concluding paragraph:

C) Title: The Benefits of Using Technology in The Classroom

I. Introductory paragraph

A. _____

B. _____

C. _____

Thesis statement: _____

II. Topic sentence 1: _____

A. _____

a. _____

B. _____

b. _____

III. Topic sentence 2: _____

A. _____

a. _____

B. _____

b. _____

IV. Concluding paragraph:

DOCUMENTATION OF SOURCES

In Academic Writing, especially when writers create an extensive piece of writing; they include information that comes from different sources such as the Internet, books, magazines, newspapers, articles, etc. All the information gathered for the piece of writing must include the source where information was obtained. Plagiarism is an important matter to avoid when using the works of other people. In order to avoid it, the use of citations is needed within the piece of writing. The APA (American Psychological Association) citation style is commonly used for Academic Writing purposes. This means there must be an in-text citation accompanied with a reference list when extra information is used in the academic piece of writing created. The following shows the most common ways in which a writer should cite other people's work.

IN-TEXT CITATIONS

For the APA style, in text citations are placed within sentences and paragraphs to make the information cited (paraphrased or quoted) clear.

- a) **Works by a single author:** for these type of citation the last name of the author and the year of publication are placed in the text.

Example: Writers have the ability to modify, mold, and even change the way readers see the world (Zamel, 1983)

If the name of the author or date is part of a narrative, cite only missing information in parenthesis.

Example: Rivers (1975) illustrates this point by stating that...

- b) **Works by multiple authors:** When a work has two authors, always cite both names every time the reference occurs in the text. For this case, join names using an ampersand (&).

Example: This has been shown in (Badger & White, 2000).

If it is part of a narrative, join the names with the word “and.”

Example: Badger and White (2000) show two types of approaches in the EFL classroom.

- c) **Works with no authors:** When a work has no authors, Use the first two or three words of the work’s title as your reference, capitalizing each word. Place the title in quotation marks if it refers to an article, chapter of a book, or Web page. Italicize the title if it refers to a book, brochure, or report.

Example: on climate change (“Climate and Weather,” 1997).
Guide to Agricultural Practices (1981)

Anonymous authors should be listed as such followed by a comma and the date

Example: on climate change (Anonymous, 2010).

- d) **Specific parts of a source:** To cite a specific part of a source (always necessary for quotations), include the page, chapter, etc.

Examples: There are a different numbers of reactions to this type of approach. (Stigter & Das, 1985, p.65)

Cordova (2012) said that “There is only one way... for the EFL classroom” (p.102).

(Cordova, n.d) said that “There is only one way... for the EFL classroom” (p.102).

REFERENCE LIST

In order to be fully complete, a well-structured academic essay must include a reference list. This list contains the sources used throughout the piece of writing to complement and support it. This list provides the information necessary to identify and retrieve each source for further information that was obtained from newspapers, articles, journals, books, etc.

Information retrieved from books

This type must include the following elements: author(s) or editor(s), date of publication, title, place of publication, and the name of the publisher.

One author, in print

Karl, W. (2013). *New techniques to discourse*. Boston, MA: Little, Brown & Company

Two authors, in print

Karl, W. , & Brown, C (2013). *New techniques to discourse* (3rd ed.). Boston, MA: Little, Brown & Company

One author, accessed online

Hyland, K. (2002) *Directives: Argument and Engagement in Academic Writing*, Oxford University Press. Retrieved from:http://www2.caes.hku.hk/kenhyland/files/2012/08/Directive_arguments-and-engagement-in-academic-writing.pdf

Article from an online encyclopedia

Familiarization. (2010) . In *Encyclopedia Britannica*. Retrieved May 6, 2008 , from [http:// search.eb.com](http://search.eb.com)

Magazine article in print

Klugger, K. (2013, June 4) . Why we hate. *Time*, 56-59 .

Articles in journals, magazines, and newspapers from an internet journal

Colvan, K. (2011, July 21) . Information to enhance business. Fortune, 76-78.
Retrieved from Business Source Complete, EBCO Retrieved from
<http://search.ebscohost.org>

TASK 1

Choose from the following the correct way to create an in-text citation. Place (OK) if the citation is correct or (X) if it is incorrect.

- | | |
|---|---|
| <p>_____ Raimes (1983) recommends five points to intervene with the pieces of writing that students create.</p> | <p>_____ Raimes, 1983, recommends five points to intervene with the pieces of writing that students create.</p> |
| <p>_____ Tompkins (2005) says that Revision is not just polishing writing; it is meeting the needs of readers through adding, substituting, deleting, and rearranging material (p. 83).</p> | <p>_____ Tompkins (2005) says that “Revision is not just polishing writing; it is meeting the needs of readers through adding, substituting, deleting, and rearranging material” (p. 83).</p> |
| <p>_____ Writing can also be recursive and convoluted. Writers have the ability to modify, mold, and even change the way readers see the world. (Zamel, 1983)</p> | <p>_____ Writing can also be recursive and convoluted. Writers have the ability to modify, mold, and even change the way readers see the world. Zamel, 1983</p> |

TASK 2

Choose from the following the correct way in which the previous citations should be included in a reference list. Place (OK) if the citation is correct or (X) if it is incorrect.

- _____ Raimes. A. ((1983). p. 95-96) Techniques in Teaching Writing: Oxford University Press.
- _____ Tompkins, Gail E. Teaching Writing: Balancing Process and Product. Columbus: Merrill, 1990. Print.
- _____ Zammel. J. ((2003). p. 79-84). How to teach English. Location: Pearson Education Limited.

FINAL REVIEW

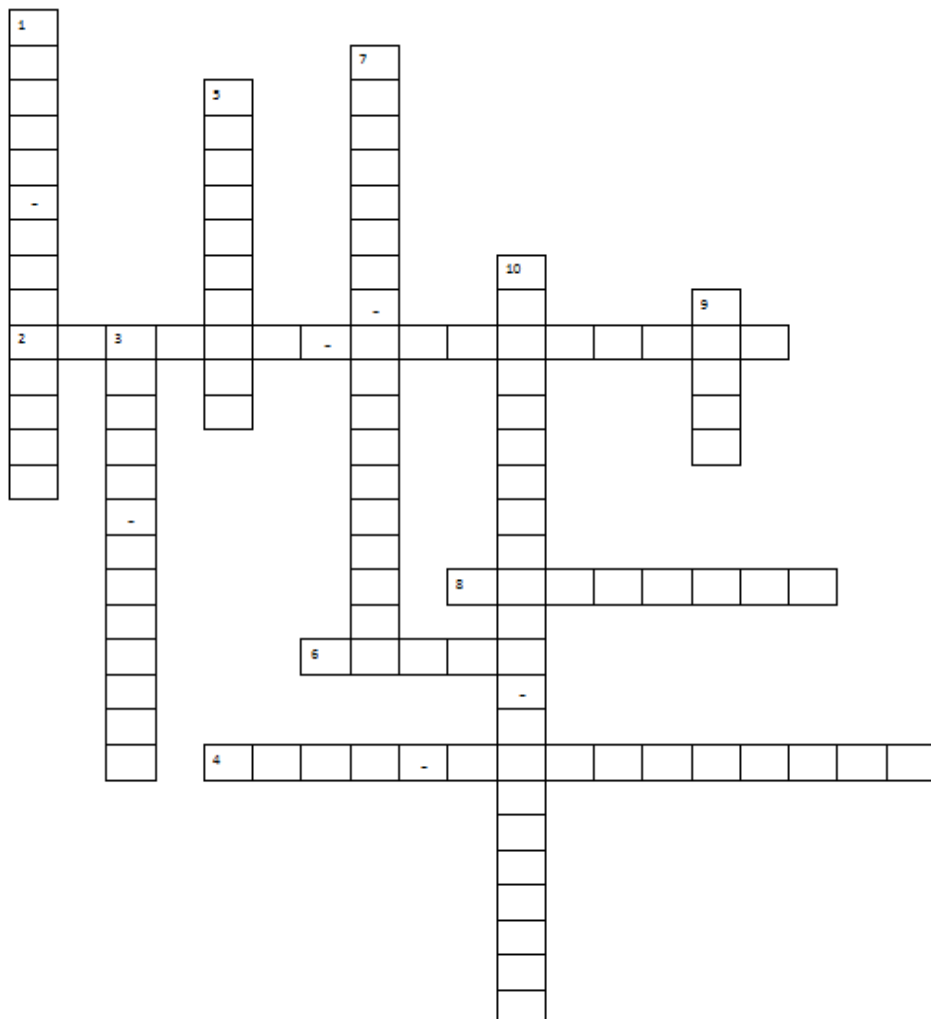
Use the hints and descriptions to complete the following crossword.

ACROSS

2. The most important part of the introductory paragraph that states the purpose of the essay.
4. It can include several paragraphs to add continuity to the written essay.
6. Piece of writing that focuses in only one topic with several paragraphs.
8. The logical order the supporting sentences follow.

DOWN

1. It usually states the main content of discussion in a paragraph.
3. The first thing to write before the real writing of an essay begins.
5. The summary of the body paragraphs and restatement of the thesis statement.
7. It introduces the topic of the essay in a general way.
9. Discussion of only one idea in a paragraph.
10. It contains general statements and the thesis statement.



FINAL CHALLENGE

Use one of the outlines from page 21-23 previously made to create a well-structured essay.
