

UNIVERSIDAD TÉCNICA DE AMBATO



DIRECCION DE POSGRADO

MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema: "GUIDED WRITING IN THE WRITTEN PRODUCTION"

Trabajo de Investigación, previo a la obtención del Grado Académico de Magister en
Enseñanza del Idioma Inglés como Lengua Extranjera

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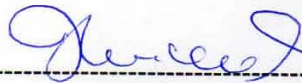
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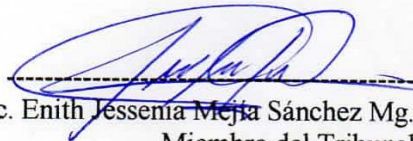
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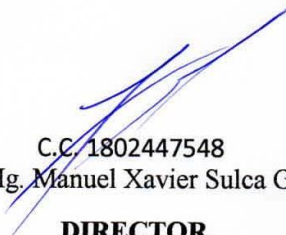
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To my beloved parents and nephew,
from whom I always receive their
love and support.

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tutor Lic. Xavier Sulca, colleagues
and friends. Thanks.

DEDICATORY

I thank God, my family and Mathias because they gave me the guidance and courage to achieve this new goal in my professional life.

Sonia.

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EXTRANJERA**

TEMA: “GUIDED WRITING IN THE WRITTEN PRODUCTION”

AUTOR: Licenciada Sonia de los Angeles López Pérez

DIRECTOR: Lic. Mg. Manuel Xavier Sulca Guale

DATE: October, 28th, 2019

RESUMEN EJECUTIVO

Los estudiantes utilizan la destreza escrita para poder expresar sus ideas, sin embargo, el proceso de escribir correctamente en inglés demanda de una secuencia sistemática, lógico y controlado por parte de docentes y estudiantes, por ello, se plantea como objetivo, analizar el uso de la escritura guiada para el desarrollo de la producción escrita de los estudiantes de Turismo y Hotelería. Por medio de un pretest los estudiantes han podido expresar sus pensamientos, pero no de forma organizada mientras que después de la aplicación del post test se evidencio un cambio en su desempeño. La investigación es realizada a partir del enfoque epistemológico fenomenológico y ontológico. Además de contar con un enfoque cuantitativo y los datos tratados por medio de La estadística y cualitativo debido a la calidad de mensaje emitido, la información se recolecta por medio de 26 unidades de estudio, a quienes se les aplica un cuestionario semi estructurado. Los datos muestran que existió un cambio positivo en la mayoría de los estudiantes en todos los componentes trabajados, es decir, en contenido se obtuvo una media 3,3, en logro comunicativo 1,6, en organización 1,6 y en lenguaje 2,2. Pudiendo estos datos mejorar en los niveles superiores si existe un trabajo continuo para beneficio de los estudiantes

DESCRIPTORES: Guided writing, writing tasks, type of texts, writing scaffolding, written production, productive skill, English language skill.

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ABSTRACT

Students use the ability to write to express their ideas, however, the process of writing correctly in English requires a systematic, logical and controlled sequence by teachers and students. Therefore, it aims to analyze the use of guided writing for the development of the written production of the Tourism and Hospitality students. Through a previous test, students have been able to express their thoughts, but not in an organized way. After the application of the strategy and the results of the subsequent test, they have changed their performance. So that the research is carried out based on the phenomenological and ontological epistemological approach. In addition, this research has a quantitative approach and the data is processed through statistics and qualitative due to the quality of the message delivered. The information is collected through 26 units of study, to which a semi-structured questionnaire is applied. The data show that there is a positive change in the majority of the students in all the components worked, that is, in the content an average of 3.3 was obtained, in the communicative achievement 1.6, in the organization 1.6 and in the language 2, 2. It is possible to improve these data at the following levels if there is continuity in this type of activity for the benefit of the students.

KEY WORDS: Guided writing, writing tasks, type of texts, writing scaffolding, written production, productive skill, English language skill.

INTRODUCTION

When students are learning a foreign language they need to work on receptive and productive skills in a short period of time. Students are unique human beings who have their own way to process the information. This aspect is related with their multiple intelligences which are developed through the exposition to the language and the activities that teachers present to them in class.

In this line, writing skill is the most difficult skill to be managed for native speakers and most for students who are learning this language because this skill needs of lexicon, grammatical structures, cohesion, coherence and punctuation in order to help students to express their ideas, thoughts and feelings. These and other elements are acquired by students through the time and effort inside and outside class in a synchronic or asynchrony way.

As a consequence of the previous information the present project has the specific purpose to help students in the manage of their writing skill through the application of the strategy of guided writing with the students of Tourism and Hospitality major, who are in the seventh semester at Tourism and Hospitality, Faculty of Human Sciences of Education

For the crystallization of the present investigation, it works with a unique course because in this major there are few students in each course and only one parallel. For this reason, students wrote about a specific topic which was considered as a pretest where they showed their level of knowledge of this skill. For the results collected was evident that students did not have order in the organization of the events that wanted to present. It was evidenced that their activity did not catch reader attention because the ideas were not connected. The data were collected, codified and processed with the test of *t-student*, as a statistic way in order to validate the hypothesis. The final results show that the majority of the students who have followed the guided writing had improved the way of express their ideas, feelings and thoughts because there was an increment in all indicators in a short period of time

CHAPTER I

1. PROBLEM

1.1 Theme of the problem

Guided writing in the written production

1.2 Problem statement

Developing the writing skills in the lower levels or beginner levels is not an easy job, since it is not so promoted. That is students have to write simple phrases or write short compositions. Compositions contain vocabulary that was taught in class or maybe vocabulary that they have learned in their previous learning experience, so students who feel the need to accomplish their writing tasks look for information on the net. Thus they are exposed to tons of information that is shared on different websites. But the risk is that they might face more difficulties rather than find a proper guide.

Students have several problems when they have to write and that is a big issue in all the levels that they must overcome when they are learning a foreign language. Writing process has generated resistance on their behavior when they have to write in English about specific topics through the different levels. In fact, writing is also difficult for native English speakers and for all people who are learning how to write in English as a foreign or second language, so by implementing a guided

writing program the researcher wants to guide students so they can improve their compositions made in the second level of Tourism.

1.2.1 Contextualization of the problem

There are several institutions that had standardized the content that has been taught around the **world**. In the United States of America, it is ACTFL (1999) and in Europe appeared Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 2002 but it has not been standardized the way that they should be taught and there are some activities that students need to do in a separated way. Moreover, in the document of ACTFL Proficiency guidelines, 2012 there is some information about how to write in English from the lower to the distinguished level. Also there is information related to the sub levels, their lexicon, punctuation and content (ACTFL Professional Programs, 2012)

In Latin America, this language is taught by institutions of high prestige, for instance, International TEFL Academy which offers the opportunity to learn the language on line according the students' needs and with the support of English teachers (International TEFL Academy, 2018). In the International TEFL Academy mentioned above the four skills are delimited by levels and contents that students need to overcome during the learning process. In spite of getting all information in the internet, however most of the time people do not write according to what is known as Standard English, it means people do not write complete thoughts. That is, language users reduce words or use images to send messages. For that reason, it is evident that they are not writing correctly even though they can communicate or send messages in English as foreign language through the internet. In order to improve the quality of language teaching, there are some institutions that are hiring

native speakers or qualified English teachers who are using the web to promote the study of this foreign language in an academic way. (Teach english:esl, 2018; Teach in Central and South America, 2018; ielanguages.com blog, 2017).

Otherwise, **Ecuador** has its own policy in order to teach foreign languages and works together with teachers from public schools: primary and secondary schools in order to get material in English according to the level of students. This material is managed by a staff of teachers and the own facilities that each institution has for this purpose. Inside the book there is a section devoted for writing which is developed according with the topics covered and students need to write few words to do the task. The way teachers develop each skill varies according to their style that is they are free to develop their own methodology under the criterion of academic freedom.

Among the alternatives that can be used for teaching writing, it is **guided writing** which is present since 1960's – 1970's and its purpose is to improve the way that students can express their ideas. In addition, it must be taken into account that it is an important tool in the learning process because students are assisted by teachers during all the steps that are necessary for doing a written task (Primary National Strategy, 2007), for that reason and others , it is presented in the writing curriculum.

One way to develop the writing skill is guided writing which has the particularity to engage in the activity both teachers and their students at the same time. This technique takes into account the prior knowledge of students that had acquired in previous levels or general background of the language during their

lives. Thus, it can be developed in the classroom because it can motivate students to use the lexicon that they knew and also it can be very interesting to follow a pattern that give them security in the way to express their ideas with a low risk of making mistakes. Even though that mistakes are part of the learning process they should be reduced during the learning process of a foreign language. This technique can be implemented with any kind of topics (British Council, 2018).

It seeks to involve students through a conversation or a story. It is necessary for students to practice the same type of writing several times to master the structure. Also, it is necessary to focus on sentences structure, spelling and punctuation. In other words, when guided writing is taught. It means that is a way of teaching writing to any kind of students. The students receive help during the process (Collins, 2018). Furthermore, this technique is used in schools and in the international exams like Cambridge English: Key (KET) for schools (Cambridge English Language Assessment, 2018).

This technique can be used by young and adult students that have problems with writing in English. These students even they learned about structures and have lexicon they express their ideas with a wrong structure because writing is a skill that need to be developed individually however it can be taught in collaborative or small groups inside or outside the classroom. In fact, it is necessary to devote twenty minutes for work. The time could be set by teachers in order to optimize the students' time and resources. (readwritethink, 2018).

Thus, the guided writing can be developed in the classroom because it motivates the students to use the lexicon that they know and also it can be very inspiring to follow a pattern that gives them security in the way to express their ideas with a low risk of making mistakes (British Council, 2018).

1.3 Problem Tree

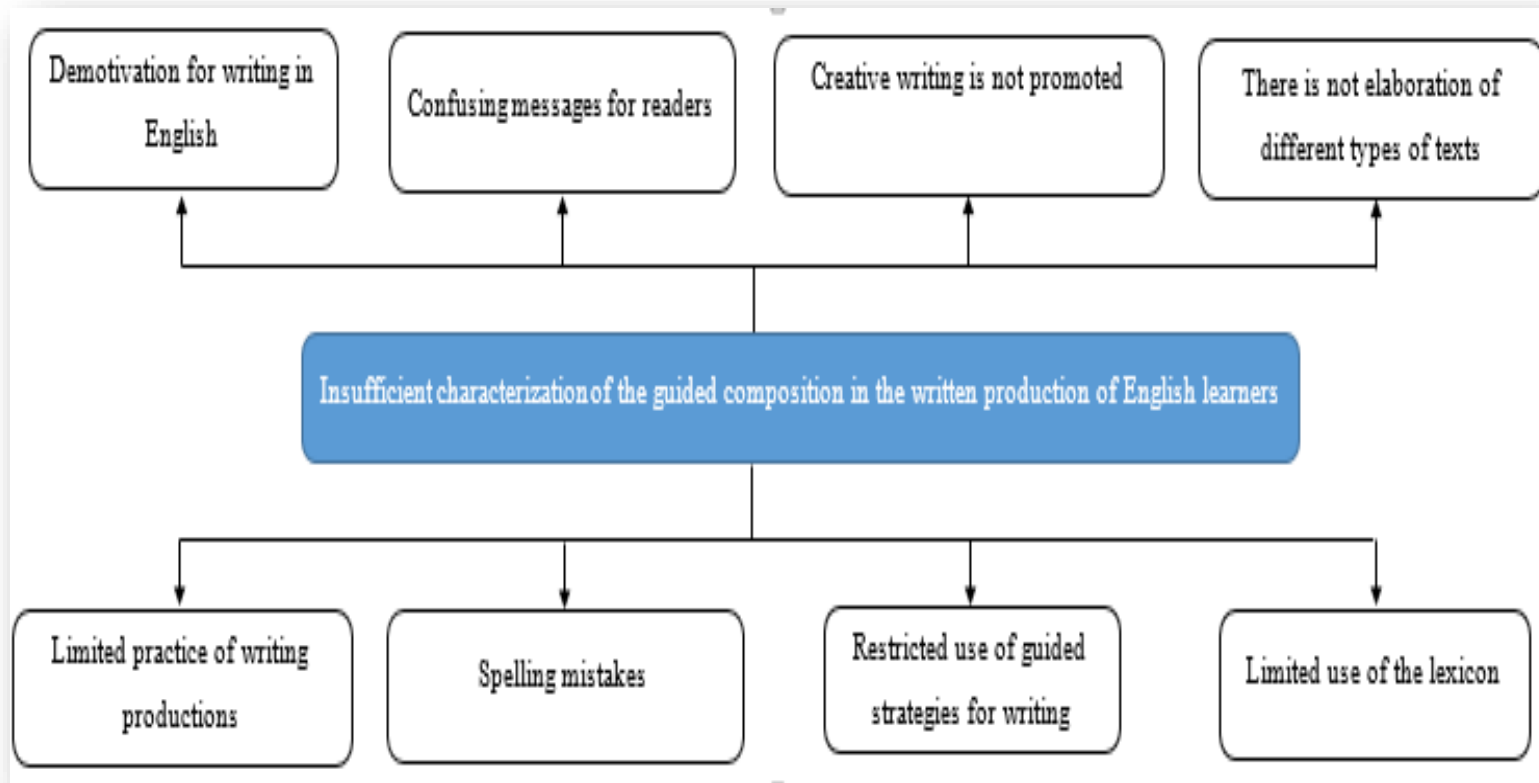


Figure 1. Problem tree

Source: Direct Research

Prepared by: López, S. (2019)

1.3.1 Critical analysis

The **insufficient characterization of the guided writing in the written production of the English learners** is due to the fact that students for several reasons inside and outside the learning process have a **limited practice** in relation to written works that are present in the guide book. That is, that topics and times are imposed, which means that students feel **demotivation to write** in English most of the time. As a result of this written malpractice, students often make different types of mistakes. It is not possible to identify the nature of them, even though they are considered as a part of the learning process and it is possible to find spelling mistakes in the different grammatical elements. However when many of them are presented students send a **confusing message to the readers** of the activity.

In general, teachers must cover certain topics at specific periods of time regardless of the interruptions they have had during their work, so they should **restrict the use of strategies for writing** when facing writing assignments. This directly affects students' motivation who have to develop this activity. In general, students use a limited lexicon in their writing and as a consequence they do not develop their creativity in this productive skill. In other words, **they do not use creative writing** to express their ideas, emotions or defend their view points. Students who are in this level must make small written compositions with the vocabulary reviewed in classes and the one learned in the previous semesters. This generates that the students **recycle the lexicon which limited** their practice in written production of **different types of texts** that need to be developed in each part of the learning process, between them are the compositions which are seen like something easy to do because the main idea is to communicate a message.

1.3.2 Prognosis

In fact, if this project is **not implemented** students could not improve the way how to write their compositions in English. As a result of this investigation, they are going to develop a good level in their writing skill in a foreign language according to their level.

In the case of writing, it is not enough that students write some ideas or phrases to fill a personal form or post card. Students need to know how to write correctly all type of texts. According the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 2002. People who are learning English have to develop different styles in each level. Even though there is not enough time to develop it in a deep way or identify the main characteristic of each ones, such as compositions, so people need to find the way to write correctly in English, this process could be evidenced in the way that they express their thoughts because they can support ideas according to the level.

1.3.4 Setting of the problem

What is the contribution of the guided writing in the development of written production of Tourism students?

1.3.5 Research questions

In order to develop this research, there are some questions that are going to be answered:

- 1) What is the level of proficiency that students have in the writing skill?

- 2) Which are the types of strategies that teachers 'use when teaching English?
- 3) What guided writing components are used to promote correct writing?

1.3.6 Delimitation of the Research Problem

Field: Education

Area: Teaching English as a Foreign Language.

Aspect: Teaching-guided writing strategy.

Spatial scope: This research study was developed with students from second level students at Tourism and Hospitality, Faculty of Human Sciences of Education.

Temporal scope: The study was carried out since September 2017 - February 2018.

1.4 Justification

When students are learning a foreign language, they need to develop the receptive and productive skills in order to communicate in an easy way. However, the level of development of each one is different in each student according to their multiple intelligence (Howard, 2008). So this research is **interest** because it seeks to promote the writing skill that must be learned by students of the English language through the elaboration of compositions on various topics.

It is important to note that for the development of this work it is mandatory because the **beneficiaries** are students and teachers who are learning this language in this major. In general, writing in English is the last skill that develops both inside and outside the classroom because several elements are necessary to apply it. Obviously,

these elements are acquired through practice, feedback from the teacher as well as from their classmates and the autonomous work of the same student. One factor that must be taken into account for this ability is enough time for students to perform this activity, so this work is **novelty** to note that writing has its own classification, for example, compositions, essays, advertisements, etc. According Lee (1994) writing is taught in advanced levels or in courses designed with this purpose. It is evident that this skill is difficult to acquire because needs time and effort of students and teachers.

In spite of students are exposed to the language since they start school and the topics are updated, many students are not motivated for writing. As a consequence, the results are not so satisfactory. Even though they can manage the language in a passive way while are reading. That is, they can read some articles: this change when students have to write about what they read, most just write sentences, the same ones that have good grammar but do not connect to each other, so the message arrives fractionally. This being one of the reasons why many students arrive at this university and take English from the first level (A1), only few of them can pass the next levels but have problems when they have to write in English, thus, the **importance** of write correctly in English is a priority.

Obviously, there are many reasons that can affect the learning process of writing. For instances, it could be related with their classmates, the class environment, teachers' corrections, change of teachers and so on. These reasons and others could affect direct and indirect the writing skill, these characteristics make this an **original** work. It also important to notice that this skill is not covered in its totality and there are limitations in their writing production.

This research seeks to improve written expression, that is, in the way that students have to write in English. They must write about different topics in which they must express their feelings, emotions or experiences in a clear and safe way, independently of the topic. When performing these types of exercises in a certain period of time, students can make mistakes that can then be revised or corrected with the help of the teacher, their partner alone.

It is important to say that this research is **feasible** because there is support from the authorities of the Tourism and Hospitality Industry, from the professor who teaches the subject and from the students themselves, who are very interested in improving this ability within the learning process of the English language. Mainly because students have a direct contact with foreigners when they carry out their guidance activities and indirectly when they have to read about related subjects on their different subjects in this language. It should be noted that students receive this subject within their Curriculum and have few hours devoted for it.

1.5 Objectives

1.5.1 General

To analyze the use of guided writing to develop the written production of seventh level Tourism and Hospitality, Faculty of Human Sciences of Education Tourism students in the semester September 2017 - February 2018.

1.5.2 Specific

- To find out the level of proficiency that students have in the writing skill.

- To study the types of writing strategies that teachers' use when teaching English.
- To identify what guided writing components can be used to improve correct writing.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 Research background

This research took into account some previous works in the repository of Universidad Técnica de Ambato and it was found the work developed by Moreno (2011) entitled *Guided use of writing prompts to improve academy writing* which focused on the implementation of guided and systematic use of guidelines that help the structure based on different communicative contexts. The final result was positive for all participants in it, Besides it was possible to review the thesis *writing techniques and their impact on the development of written communication skills in the pre intermediate level of English* developed by Arias (2011), in the conclusions mentioned that it was demonstrated that the use of writing techniques are very useful for the written production. It was focuses in allowing students to express their ideas with confidence, fluency and clarity and thus capture the attention of the reader.

Additionally, it was reviewed the thesis about guided strategies and the development of the writing skill in the Unidad Educativa "Pedro Fermin Cevallos" of Ambato city (Caiza 2016), in this document it was demonstrated that the guided strategies improved the writing skill because were patters that students followed

according to the type of text that needed to be developed through variety activities that helped to encourage the information received in class. Finally, the work carried out by Cando(2016) entitled *Guided practice and English language writing skills in first-year students of bachillerato general unificado de la Unidad Educativa Guayaquil*, the final results demonstrated that they promote writing skills within the writing process a written text, as well as the use of comments to encourage this activity in both students and teachers.

Moreover, some researchers had used some techniques in order to help their students to write correctly in English. One of them were **Lan, Hung & Hsu (2011)** who used the *guided writing techniques with young students' writing*, they focused in their attitudes for this skill. According to the results had found students felt motivated to write some written task in English because they had a path to follow that was the same for different topics. As a result of this process it was possible to reduce the level of their anxiety and it was increased the intrinsic motivation in each one.

In the same line, it was found the research of Ross (2018) who had to teach novice writers in his assignment. Thus, it was mandatory to find a way which helps his students to acquire enough lexicon to write a coherent composition in a short period of time. He applied a sequence of steps that were adapted to his students' needs. As a result he and his students followed a sequence of steps, it meant he used guided writing in that process. Another tool that he introduced was a rubric for the writing activities, so the students were able to know their progress in writing skill. At the end of the process the result was positive for teacher and students in the writing skill.

On the other hand, guided writing is used in schools as a way to teach how to write in English, such as the research of **Gibson (2008)** worked with *children and the use of video material to taught them a correct way to write* in the following levels. The main final conclusion was that she gave them a useful tool that could be managed by themselves or with the support of their teacher.

Consequently, when students learnt a foreign language they have to write about different topics. Their written production is increasing in each level, in the initial levels they have to complete informs, write postcard while in the upper level their written production evolved compositions, descriptions or narrations and so on. Therefore, in this field, it was found the research of Jiménez (2018) where students from schools used the trascription skill in order to improve their written composition in class. At the end of the research was that the they improved their written production. This was evidenced in their narrative writing activities developed inside and outside of classroom.

As Watcharapunyawon & Yusaha (2012) said writing is the most difficult skill that students need to develop in their learning process. The material of Reynolds (2012) mentioned that there were several components that needed to be into account when writing must be taught. He mentioned that evaluation through rubrics which helped to measure different characteristics synchronously. Finally, at the end of his research he empathized in the importance of the tools and techniques that were implemented to improve the writing skill.

In the same lines, it was found a paper about the use of the grammatical elements are difficult for the students it does matter the level, for that reason Jara (2012)

investigated about the use of adjectives through the use of a guided blog and the final results showed that students reworked the used of adjectives with noun however the same author mentioned that it is necessary to continue with the writing process specially with the students who have weakness in their writing activities.

Writing involves a complex set of elements that students need to manage week by week. This process is working when students can see his own writing, in other words, when they can express a clear message in a clear way using a specific style and taking into account the readers of their writing task, this means that they can use the language (Bartholomae, 2016).

The field for writing is wide because there are several factors that need to take into consideration, such as, the level of the students, the purpose of the teacher, the requirements of the level, the students' need and so on. For that reason, there were review different aspects in relation with composition in English. People write in different styles but there is a general problem in this process. They may have some problems when they start to write their writing compositions. For that reason teachers look for different alternatives o techniques in order to avoid this problem.

To begin with Robayo & Hernández (2013), they implemented a project with different writing task because students have problems with the organziation of the ideas as well grammatical strucute.the project allowed that students could share knowledge, interes and motivation for their writing task. The final result showed that collaborative work help them to increase the manager of the language, especially with the use of connectors and the organization of the structures through the ideas.

In this line, there is a study carry by Pragasamet et al (2018) about improving narrative writing through the use of task-based learning, the students can improve the way how they write because can manage confidently the lexicon and know how to begin and end their writing task. The main conclusion was that when students need to write about something, they need to face several things that are difficult for them so they can mistakes which are part of the learning process and obviously in the different levels.

According to Navas (2016) mistakes are a resource of information which can help to improve the process of writing with feedback of the teacher and the analysis of mistakes made by students by the interference of their mother tongue. The most important conclusion was that in order to correct these mistakes, it is important the use of a common code and to continues with the writing activity.

Written production is the final stage on the development of the writing skill Kumar (2014) it is the opportunity that students have in order to apply all the steps and vocabulary that have learned inside and outside of the classroom. In order to acquire the lexicon they have worked in individual and peer work. In any case, the final finding was that the use of punctuation was taking into account, especially the use of commas was studied it. Therefore, it is evident that the students must work on the different elements that are soon needed for this skill. Students acquire both grammatical elements, punctuation and structure. Students must develop the ability to express their ideas and thoughts on a piece of paper through constant practice and the use of techniques with the help of both their peers and the teacher.

Based on the previous information, it can be established that the guided composition has been studied by several researchers from different perspectives but having as a coincidence point the ability that students have to write correctly in English, they can be able to express their ideas clearly. They also can express in a simple way through the writing activity which is carried out in a pleasant way and is not as a forced and demotivating activity because teachers focus more on errors than about the message that is desired to process in a short period of time.

2.2 Philosophical foundations

Phenomenology is related to the way of investigating with the rigor of science and with the philosophical tools the world of the subject that makes science (Aguirre & Jaramillo (2012). The phenomenological approach is based on the effects of the events carried out by people who are part of the study. Therefore, there is a real contact of what is being done and based on that being able to establish the corresponding corrections (Maykut & Morehouse, 1994). Qualitative research is directly related to the **ontological approach**. The ontological level has relation with the form as well as with the nature of the social and human reality. Reality is not static but dynamic and is constructed through a process of interaction between the researcher and the population on which the proposal is applied (Marcano, 2011).

2.3 Legal basis

People around the **world** have different motivations or reason in order to learn languages but the contexts are different for each one. As a result of this, many people and official institutions have worked together in order to find a way for teaching the same themes and pass the same levels however the time is different according each

students and their possibilities to learn a foreign language. Consequently, in the United States of America was used *The American Council of Teaching of Foreign Language (ACTFL)* in order to evaluate the material that was used in the teaching process of the language, curriculum, evaluation and research. Also, it wanted to identify the successful areas and work in the weakness areas (Phillips & Abbott , 2011). On the other hand, in Europe it follows a similar path about teaching foreign language. Therefore, the last document that was created with relation to teach language is the Common European Framework for teaching (CEF, 2002). It is used as a guide for teaching foreign language around the world.

In **Ecuador** and within the Ecuadorian Constitution of 2008, Article 350 refers to the "higher education system is aimed at academic and professional training (...) and dissemination of knowledge and cultures (...) (Ecuadorian Constitution, 2008) That is to say , it is about providing students with the necessary tools for their comprehensive training. Therefore, the standardization of contents for the teaching and learning of the English language as a Foreign Language at the primary and secondary levels of a public nature is encouraged. This procedure is carried out by means of the agreement between the Government of the United Kingdom and Ecuador in 1992. This process has been evaluated and the pertinent corrections have been taken by the corresponding entities at the content level as well as at the institutional level (Complementary Agreement, 1989).

Moreover, according to Toda una Vida- Plan Nacional de Desarrollo 2017 – 2021 guidelines, which is part of the present development process. In the relevant part it refers to Ley Organica de Educación Intercultural (LOEI) and through this, it is governed Sistema Nacional de Educacion, the same that applies throughout the country, respecting the differences of the region and the needs of students.

It is important to mention that in January 2019, the Consejo de Educación Superior (CES) revised the Regulaciones del Régimen Académico: **art. 63** learning a second language. Learning a second language will be necessary to graduate in third level careers, with the following sufficiency levels of the Common European Framework for Languages (...)

b.) For level three, level B1 will be required (...)

It is important to mention that the regulation is aligned to El Plan de Desarrollo Nacional de la Vida 2017 -2021.

At **university** level within the ecuatorain consitutcion article 355 proclaims "the State will recognize the universities and polytechnic schools academic autonomy ..." (Ecuadorian Constitution, 2008: 163-164). Regarding the Technical University of Ambato, there are several faculties with their corresponding careers. Specifically in the faculty of human sciences and education, is the career of Tourism and Hospitality and within this career is within the curriculum the subject of English from the first to the eighth semester, with four hours a week in of each semester.

2.4 Key categories

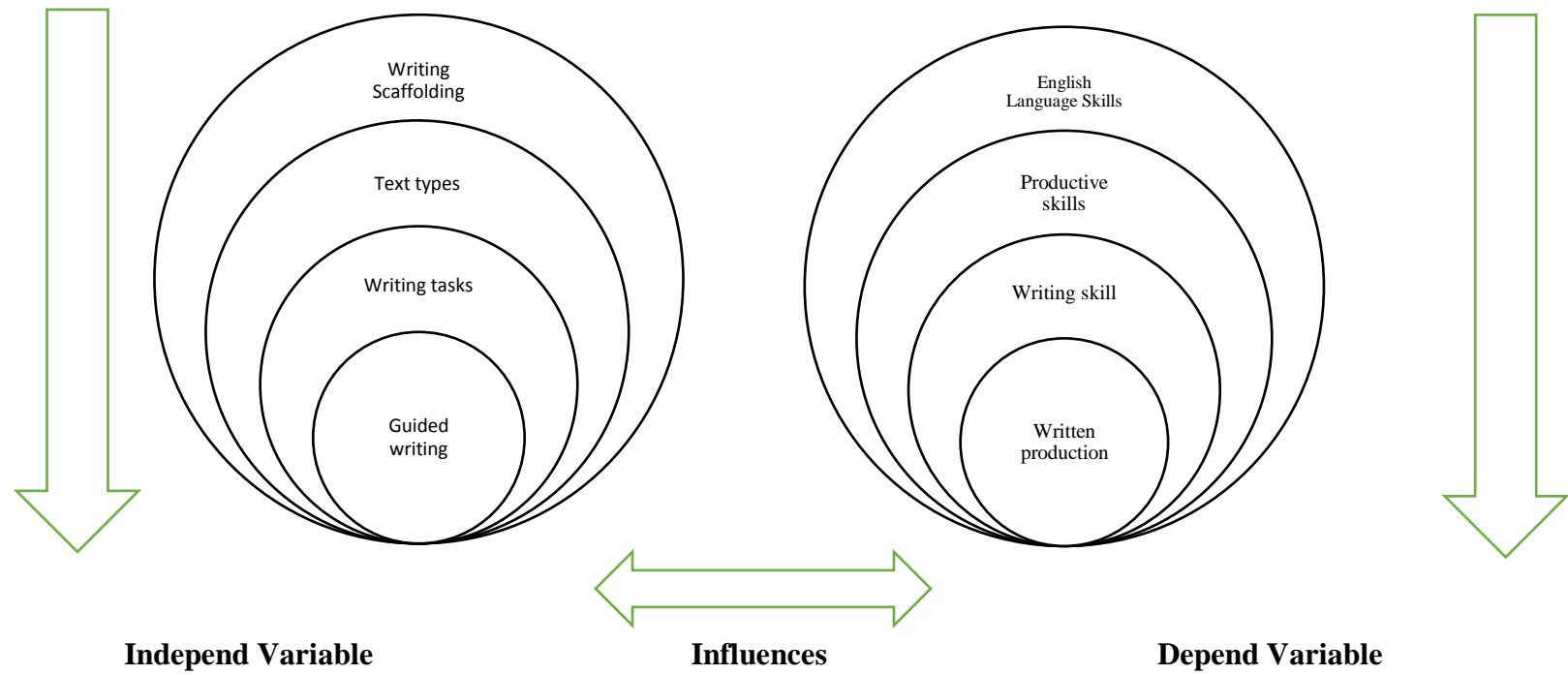


Figure 2. Fundamental categories

Source: Direct Research

Elaborated by: López, S. (2019)

2.5 Hypothesis

H1. The use of guided writing does develop written production

H0 (Null). The use of guided writing does not develop written production

2.6 Pointing of hypothesis variables

Independent Variable

Guided writing

Dependent Variable

Written production

2.7 Writing scaffolding

Students around the world need to learn how to write in English. They can express their ideas and emotions in an accurate way. one way to do this through scaffolding. In fact, there are some researches about it, for example, Aziz-Faraj (2015) had used the scaffolding in the process of learning English as a Foreign Language through the writing skill. It was emphasized that was not only write in this language, it was necessary that students had to play the role of writers in an accurate way.

The scaffolding is a technique which allow that students can learn how to write in logical way, they can express freely their thoughts (Laksmi, 2006), however, it is not enough that teachers teach this path to increase students' written activities in the classroom also it is necessary to practice several times in order to develop this skill in

a short period of time using most of the elements that are learned with work and feedback among teachers and students.

Nowadays, there are more information about this topic through the internet. People can surf on the net freely. The majority the web sides allow to join without pay fees, however there are some exclusive sites that have specific rules in order to have access to the information in their sources just with write key words tin few seconds the information that are looking for. The information is update frequently by authorized people or institutions. On other words, students can check and see how different researches implement this technique is some elements of the writing skill (Murphy, 2012).

It was found a work made by Englert, Zhao, Dunsmore, Yevgenyevna & Wolbers (2007)where Scaffolding technology joined the work done in the writing skill orderly and planned joined with the use of the Internet, it was shown that students adjust to the way of learning from their peers, they are in the scaffolding technique a very useful tool to internalize the information by means of the different skills, and applied them in the writing tasks and then with the guidance and the permanent work of the teacher to carry out all the tasks in class, and as a final result to establish the implementation of the technique of scaffolding positively affect the work of the students during their learning process of a foreign language.

It is important to mention that for many students writing skills is very difficult to manage, for that reason several research had focused in it from different aspects, in this line, it was reviewed the work made by Dewanti (2006) where he focused in the work that students did in their writing task in the role of writers while they are learning mainly grammar of a foreign language in class previous their attendance to a regular writing course. The results showed that students were more confident in their writing

task at the moment to express their ideas, thoughts and point of view with the corresponding examples.

The fields where scaffolding could be used widely, an example of this cases, it was the research made by Thompson (2009) where it was used in a direct way with the student in the writing task. It was used not only with the elements that were needed for them. Teacher used his language body for clarify ideas and concepts that were needed in the compositions, specifically narrative texts. The final results showed that was effective the combination between previous and new knowledge combined with motivation through scaffolding, and it was evidenced that there were some weakness in this research that needed to be work in futures researches.

2.8 Text types

One way for students to communicate is through writing. For this, they make use of different types of texts depending on the message that they wish to express. That is why for Keir (2009) texts are classified as explanatory, counting, reporting and descriptive. While in the opinion of Hutchinson (2005) are descriptive, expository, narrative and persuasive texts. In other words, students at various levels must develop both literary and non-literary texts.

2.8.1 Literary text

The literary text is based on the presentation of information through chapters. The subjects are referred to stories and novels that can be invented by students of an A2 level. (Muñoz-Basols et al., 2012). Students must handle a grammar and grammar structure clear enough to capture their ideas both in the introduction of the theme, the knot of the situation and the outcome of it.

2.8.1.1 Narrative text

The narrative text usually to this type of text is reserved for high levels within the process of learning the language, because it needs a vast vocabulary and grammatical times to locate the facts chronologically and temporally in order to attract the attention of readers. As for its execution structure, it is based on an introductory framework of the topic, a complication as well as the respective resolution of the situation or situations presented and incorporates the evaluation section of the same (Pérez, 2006).

2.8.1.2 Argumentative text

Students, while passing the respective levels of foreign language learning, acquire the necessary lexicon that will allow them, at a certain moment, to express their own ideas, to give a positive or negative opinion with their respective support. The presentation of the same should be in a chronological as well as logical. Its structure is based on supporting a thesis, which will be the basis of the theme to be defended, followed by the body of the text itself, which contains the reflection that has been reached through the presented theme and closes with the presentation of the conclusion of the subject faced (Marimón, 2006).

2.8.1.3 Descriptive text

This type of text is preferably used at level A1, where they begin to write small compositions in which students work on the description of several subjects. At this

level a lot of work is done on the use of the details, this allows the reader to keep the readers engaged in the presented work (Rodriguez, 2005). Another factor that should be taken into account in the descriptive text is that they are used to represent parts of people's daily lives as well as to describe the places where the action takes place, as mentioned (Álvarez & Álvarez, 2005). For this type of activity is usually used brainstorming, as you can also take notes of the primary ideas, otherwise you can make use of mental maps to associate and manage in an appropriate way the lexicon that should be used for the realization of this type of text. For the writing of the main idea as well as the whole text, the information should be presented in paragraphs in addition to taking care of the wording throughout the text.

2.8.1.4 Explanatory text

Within the process of written communication are texts that allow writing clearly and accurately about an idea or concept. This type of text is used when students already have knowledge of the language, it can be applied from an A2 level according to the common European framework. This type of text is used to present papers through technical reports as well as the report of the information gathered in a conference. The structure for this type of texts should be initiated with an introduction to the topic, then the theme is developed and finally closed with a conclusion (Pérez, 2006).

2.8.2 Non-literary texts

This type of texts are preferably used at the intermediate and high levels of the foreign language learning process. Its use varies according to the needs of the students and is of a much more technical handling in the lexicon management and is directed to

a specific reading public. In the first place, the scientific texts that are used for the diffusion of the knowledge of the different areas of knowledge, a precise lexicon must be used and the events must be presented in a logical and chronological way. This type of texts presents its own classification, that is, scientific, technological and didactic among others (Comparán et al, 2007).

Then, there are legal and administrative texts, which are structured by sections, articles and chapters among other elements that have their own hierarchy, in addition to presenting the information in a logical and clear to the audience that is focused (Girón, 1993). The journalistic texts responsible for the presentation of facts in which the actors can perform positive and negative acts must also be taken into consideration, and nevertheless, the presentation of the same must be done impartially. Its publication depends on the type of newspaper as well as the audience to which it is directed (Martinez, 2006).

Finally, the advertising texts in charge of promoting various types of products directly and clearly. The help of figures is preferably used to convince the audience to acquire the product (Dupont, 2004). Even though the specific vocabulary that need to be use, the images can guide the readers to try to understand the text, so it could be the risk that students do not pay attention to the words and only figure the meaning by the pictures in the text.

2.9 Writing tasks

There is not a unique definition of task because it needs of different requirements according to the receptive and productive skills. It also mandatory to take

into account the purpose of it inside the process of learning a foreign language and the needs of the students who are going to do it in a specific period of time and other conditions. In other words, it is necessary to identify the types, their role for writing and how they are fixed in writing activities done by students.

2.9.1 What are writing tasks?

In general works tasks are designed in order to ask students to do a specific activity that help them to reach a goal. The tasks use different alternatives of written, visual or spoken material to get it. In other words, task are the ways that teachers and students take to solve problems that occurs inside and outside of classroom. Their importance is not only the final result that is presented to the readers, in fact, it is so important the process that is necessary in order to get the final product. For that reason the tasks must be done according the topic, students and real facilities that are available during the learning process (Hyland, 2019).

Because of tasks give assistance to supply teachers in their learning process, especially in the writing activities. Undoubtedly, in the case of a second language writing class or course, they are divide in two sections, the first one, it is the pedagogic which want to develop their competence in writing and the other, they are focused in communicative purpose, it means that the activities are related with situations that help them in real situations. Hence, if students can manage both they are going to develop the writing skill in a better way. So, some writing tasks could improve in other areas such as develop or improvement punctuation, brainstorm skill and argumentation of the theme presented.

The field of application of writing tasks is big, an example of this is the study carried out by García (2007) who worked about the importance of the writing activities done by students by themselves or in pairs when they have to write about specific writing tasks. The main point in these activities were the interaction between that they can manage inside the composition in or out of the classroom.

A possible way to reach this goal, it was mentioned by Hyland (2019) who said that some writing tasks that are used according to the needs of students and the goals that have teachers in mind in order to develop the writing skill as follow it:

- ✓ **Content:** this point is focused especially in the ideas that are needed in order to develop the themes that are worked in written texts.

- ✓ **System:** it is related with the correct use of the language in the task used by students.

- ✓ **Process:** it is related with the way in which students have enough knowledge about the drafting of the text and also it is related with the revising stage.

- ✓ **Genre:** this aspect has relation with the communicative purpose that have the task, and it also related with the specific structure that need to be respected during the task.

- ✓ **Context:** in this point student's work with their expectations that are related with their beliefs or point of view that want to express or transmit to the readers.

As a consequence of the information presented before, teachers can use them in order to response their student's needs according to the material that need to be covered in a specific period of time. So that, it is very important to select the tasks which have to be applied in the learning process.

In addition, it is important mention that writing tasks are the initial part in the write-review-revice cycle. Thus, **writing** tasks allow that students work in new texts, then **Review** tasks are focused in coordinate that the data are reviewed in order to have sequence and interaction between the situations and finally the **revision** tasks were students can review their work and receive direct feedback. All this process is directed by teachers who design the task in advance, during or after class in order to optimize time, resources and reach their goals (Eli, 2019).

2.9.2 Designing task

Teachers need to take advantage of all resources that help them to teach a foreign language. teachers based on their academic freedom select the tasks to be implemented in class, taking into account the number of students, the subject to be taught and, above all the real needs of their students when are learning a foreign language. Since there are a lot of them this process is easier to do it than before. As Nunan (1989) mentioned that is correct to say that all language tasks should have the following components:

- **Input:** as input it is considered all information that students receive as visual, textual or electronic way that is used to do or complete a specific task
- **Goal:** this aspect is managed by teachers; it is referred to the main goal of the task in the learning process through real or adapted situations that help students to acquire knowledge for their life.
- **Setting:** this point it is relational with the physical area that teacher have such as the classroom, audio laboratories, electronic equipment that allow that their students can work in team, groups, pair or individual work in each specific task.
- **Roles:** it is important that students are involved in different roles when are learning a foreign language, so they can learn without pressure and must be very motivate to learn the language that have selected it.
- **Activity:** it is the action that students can do according to the input, instructions and resources that have received in order to realize the task proposed by their teachers.

2.10 Reading and writing tasks

These elements are needed in written production which are acquired through the other skills, especially thorough reading. If students want to write in English they need to read a lot before to express their own ideas in a piece of paper. In fact, when students are in beginner levels when they have to write few words especially in gap exercises.

Furthermore, students use writing activities because they get them a main purpose for reading, and in the elementary and intermediate levels and according to the upper levels they have to face different written production with specific lexicon, structure and styles (Campbell, 2012). Students have to write about different types of texts such as narrative, descriptive and persuasive text according the topics that are suggests by teachers and in some cases students can decide about what they want to write.

2.10.1 Types of writing tasks

There is a specific classification about the types of writing tasks which can be applied according to the main goal that teachers want to reach in the classroom or as final product of the learning process of their students, these are:

- **Mechanics of writing:** it is related with punctuation, paragraphing, words-processing and typing that is necessary in writing tasks done by students when want to express their own ideas, feelings and thoughts.

- **Language scaffolding tasks:** this is important because students need to receive information which are going to use in the writing tasks. In other words, the language familiarization through the model analysis, controlled compositions and guided composition.

- **Composing:** this is related to all activities which can permit to develop writing skills using composition skills.

Obviously students need to use these three elements in their different types of texts written which are according to students' level, and it also is related with the instructions of their teachers. However there is not a recipe about writing tasks, all could change in relation of what types of text students need to practice and for that reason it is necessary to use specific designed material for English Foreign Language (EFL) writing classes in their courses or in regular classes (Asunmaa, 2015).

It is important to mention that there are different tasks which can be develop pre – during - and after the learning process which is directly related with the main goals of teachers and student's need. Also, the written tasks are focused to help students to write in English through permanent activities or writing tasks in each level. Generally, writing skill is a process that need time, effort and feedback by teachers and in some cases by students in a permanent way during all the time that are studying the language.

2.11 Assessment tasks

In general, teachers need to evaluate their activities because is a part of the learning process because is a request by the authorities of the institutions as well as an important part of their daily activity in order to reach their students' goals.

In this line, teacher need to assess the tasks in the classroom this means getting their students with a lot of opportunities to show what they have learned in the regular course in all the skills. In this research is assessment tasks that are related with written production. Especially in the case of English as a Second Language (ESL) writing tasks there are some rubrics that can measure the different aspects that are involved in the

activity. Their main function is related with the identification of their strengths and weaknesses of students while are learning how to write correctly in English (Hyland, 2003).

For this project was used the rubric of Assessing Writing Performance – Level B1 which is validated by experts in English which was developed with reference to the Common European Framework of Reference for Languages (CEFR). In fact, this instrument teachers measures how students done their written production in the corresponding level, according to the prompts that receive for do it in content, communicative achievement, organization and language. These components have five bands which contains specific aspects which need to be covered by students in their written production.

As a general conclusion of it, writing is regarded as an extension of grammatical elements which need of some patterns in order to build or produce well-formed statements or situations. In order to do these possible situations in this skills in general it is used a four stage process: familiarization, Controlled writing, *Guided writing* and Free writing (Hyland, 2019).

2.12 Guided writing

There are several concepts about the guided writing, according to Collins (2017), expresses that guided writing are tasks or activities that students have to do in a writing way. The main component is that students have to follow several prompts which could be specific words, structures or images in order to write a specific composition in a determine period of time which main goal is the communication among people who understand the same language, in this case English.

Guided writing is mentioned as an important manner in the balanced writing curriculum which has the purpose that foment by Golkova (2014) in a close future students can develop independent writing in any kind of writing tasks (Graham, 2013), the way in which it is developed depends on internal factors and external factors to its actions. As reported Golkova (2014) if students are using this kind of writing, it is because gives them grades of freedom to communicate the ideas or thoughts. Also, it is very useful to have a pattern that their teachers presented in class to this activity. So, teachers can have the oportunity to grade them with a rubric that all students must know during the process.

Guided writing has a sequence in order to be applied, it can be used words or pictures to express students' ideas and feelings. As a result of this process, guided writing could be also a method that help students, and small groups of students to write about different topics (educationandbehavoir. com, 2018).

However, this process can be adapted to the students' need and teachers' goal, etc. This pedagogical resource is very useful, as it is noted in (Professional development for Educators, 2018) it said that “the purpose of guided writing to teach a writing strategy” (par. 2). This process has a previous, during and end of the activity that need to be respected by all the participants.

As there is a sequence in this process which can be adapted by internal or external factors during its application. However it always allows that teachers use to scaffold their students through this technique, the guided writing which is applied according to teachers 'plans in their regular classes. In order to get good results in this

skill teachers first get specific examples and the work on them several times to the empowered of them (Oczkus, 2009).

Students are a fundamental part of the learning process and within this area, the criterion of Hoyt (2015) is found, who works guided writing in small groups that has a prior understanding of how to write in this language within a planned period of time. Some teachers recommend that is necessary a minimum of 25minutes and it can be more if it necessary according to the students' needs. It is important that during this period of time, the teacher can teach or reinforce, through micro-lessons, the shortcomings in the students' knowledge or in areas not previously studied by various factors.

2.12.1 Importance of guided writing

As it was mentioned before, this activity is done with small groups where students want to increase their ability to write in English. Teachers with this technique have the opportunity to teach mini lessons in order to reinforce specific areas. During this process teachers provide synchronic feedback and students can work this skill in their own time with a specific scheme. So, they have the opportunity to practice and improve their way how to write in this foreign language (Holly, 2018).

Through guided writing students can share or transmit their experiences. This process demand of them that they control the way of present the events with a logical sequence. Students have different styles of study and for teachers are difficult to control what are they understood after that they have received the information. This information could be through dialogue or conversation with some prompts or exercises

to fill or maybe the information of some texts with all these resources they can write with responsibility in short period of time in class. If this activity is done alone or in group, they can keep their memories for a long period of time (Dorfman, 2017).

In many occasions teachers need to modify their plans in order to solve the students' need in the learning process. In this case, as writing is a huge field to be taught during the class. As Graham & Kelly (2013) mention that some teachers work with guided writing because they want to motivate their students to express accurately their ideas and with this activity, teachers have the opportunity to teach or reinforce a specific aspect of writing where they are having problems and according to the time, they can evaluate the activity and work on the strategies that are going to solve the problems with positive results for the majority of them.

So for this reason it is important that students have a way to follow while doing the tasks. Obviously that students have different resources to do an activity, between them is memorization (Hiatt, 2013). In fact students tend to memorize the sections that need to be covered but they cannot memorize all the elements that are necessary in the writing composition thus students are able to express their ideas, thoughts and defend their position in a specific situation in a coherent and clear way.

2.13 Draft in the process

According to Gardner (2000) talked about the multiple intelligence that students had inside them. Different styles that students had to process the information and explanations done by teachers. As the previous author mentioned that for some students who are visual, and kinesthetic who have problems in order to keep in mind all the

details in the writing tasks, especially if the instructions are made by orally and they can see the instructions. In fact, things like these influence in the final task that is delivered to the readers or teachers in class or it was sent as homework and receipted in a specific date that was accordant previously amount teachers and students.

2.13.1 Guided writing in the classroom

In general each process has its own structure. In the case of this technique, it is necessary to follow the next steps:

Direct instructions: it is very important for students that receive not only reason for doing the writing activity. They need to receive clear and simple instructions for it. Teacher need to verify that everybody know how to do it.

Share experience: teachers are facilitators, they do not have all answers. They are in the same learning process. Students have previous knowledge and it is possible that need to reinforce in some areas however they know more in other areas because they have investigate by personal reasons or because their teachers assigned it inside or outside of classroom.

Feedback and scaffolds key: In the learning process students need to receive feedback during all the process of writing. For this reason, scaffolds is very useful because students can reinforce each section in a synchronic way. It is important to notice that with this process students are been prepared to write in an independent writers (Holly, 2018).

Around the world there are some institutions which can emit official certifications according to the level that student's approve in the learning process of the language. These certifications are focused in the developing of the four skills. These institutions offer official material through platforms, email about specific packages. They offer courses which can be developed in a parallel way of their activity in the classroom, with the activities in the platform and online; one of these institutions is Cambridge.

2.13.2 Guided writing through guided reading

As previously mentioned, writing skills need the support of the receptive skills and productive skills because they are its source of resources. In fact, there is an alternative that can be used to develop the writing skill and it is the guided reading that students do during their language learning process. This activity in its first stage is done by students with the support of teachers while are doing the planned activity during class hours. When students must carry out this activity at home, they take advantage of dictionaries or translators to control if they are writing well since this activity will be evaluated later by teachers. That is, students need to read before they can write in order to express their ideas simply and clearly (Hoyt, 2015).

In order to sum up the productive skills share the sense of communication of the students in oral, written, all depend the facilities and purpose of use them in real situations.

2.14 Cambridge English Preliminary

This material is focused for students which level is B1 or intermediate level qualification which is related with the use of lexicon that is used every day according to the CEFR scale. The main goal in this part of students' learning process is that they are able to understand accurate information and express their opinion in both spoken and written English. As well, in relation to the areas that can be promoted at this level, there is tourism because they can develop written works related to their personal experiences both in hotels, restaurants as well as the events that occurred in their travels.

It is important to notice that in this level writing skill is divided in three sections one task focusing in vocabulary and grammar, other is related in communicative task and finally the option longer which has two alternatives an informal letter or a story of about 100 words. So that, the tasks are focused to give information about the exam format and also what is tested in each part of it. Also, the In relation to the areas that can be promoted at this level, there is tourism because they can develop written works related to their personal experiences both in hotels, restaurants as well as the events that occurred in their travels.

2.14.1 Writing part 3

Students have to write a story (composition) in about 100 words. In other to complete the task, they receive specific prompts in the different sections. Although teachers guide the process. They also respect the different learning styles of their students and it is framed in the evaluation of the content of each section previously taught. Therefore, the evaluation will focus on the content, communication

achievement, organization and language used in the written work. Students should use several tenses, the use of lexicon according to the level or material presented in class. Errors will be taken into account, which are part of a learning process, in relation to their impact on the transmission of the message to the reader. In this part it will be considered spelling, grammar and punctuation (Cambridge, 2019).

2.15 English Language skills

People need to develop their English language skills in order to communicate because a message can be transmitted by oral or written way, the way that teachers use to teach must be according to the students' needs inside and outside of the classroom. In the process that students follow to develop them several factors can influence in the process of acquisition could it be positive or negative. It is also important to notice that the speaking, listening, reading and writing can be taught and learned in a direct and indirect way.

People need to focus in the way that they write in English, as Lidvall (2008), demonstrated in their research carried out in that year, it was about the importance of this skill inside the curriculum and made evident that students were not motivated when they had to write in English even though that they received the information or reasons for making it, the final results were not satisfactory because the difference between the new technique and the traditional way was almost the same.

Nowadays, it is a fact that students must handle languages for work reasons as well as for their personal interest. There are researches on the importance of being

biligues, an example of this is the work of Bialystok (2016) which showed that managed of two languages in early age of students encouraged their performance despite had specific requirements and the final result showed good results in the research carried out.

In the same line, it has found the work done by Aoki (2015) focused on the relation that existed between the age of students who study English as a foreign language and the place where it was learned among other implications. It was registred the way of how they learned this language at the school level and its implication in their healthy. At the end, it was concluded that the language skills developed by students who have emigrated to an English-speaking country was fruitful for them.

It was found the research made by Parupalli (2019) who worked in the writing skills. In this research it was found that students did not have motivation when they had to write in English. Also it was evidenced that students had a limited knowledge of lexicon, this was caused by the way in which the teacher had taught the language. At the end of the process, it was evident that students had problems to express their ideas by writing,for that reason there were made some suggestion in orden to improve this skill.

Finally, it was reviewed the reaseach made by Mat, Mat & Abu (2005)where showed the relation between the writing task with the anxiety. The results showed the negative efect that anxiety caused in weak students than the strong ones in writing activities in English as a Foreing Language. The final conclusion was that the method had to be changed in order to had better performance in writing skill.

2.16 Productive skills

When students are learning a foreign language need to develop the four skills in order to understand and express their point of view with reference to different topics. This research is focused in the productive skills, speaking and writing. Teachers need to implement different methods, techniques and instruments to teach these skills according to the material, time, equipment that they have inside and outside the classroom, and obviously taking into account the students' needs in order to be successful in their acquisition for the production of the language.

It is important mentioned that the four skills are linked together, Thus, it is important to emphasize that the four skills work intertwined as each one contributes to develop the other. Although it is true that the teacher is responsible for promoting one of them in their hours, or combines the skills that meet the needs of their students. In this line, we reviewed the work done by Pacorari & Malmström (2018), in which it is noted that receptive skills are the basis for the development of productive skills, emphasis was placed on the management of receptive vocabulary managed by university students and then used to the production of different texts, this action allowed students to make effective use of the language they were studying.

In relation to listening, this skill could be very difficult for some students because it needs several elements such as lexicon, grammar and identification of words in phrases in real situations. When students can speak most of the time it is because they have to practice the lexicon or structure several times. On the other hand, students need to be exposed to the target language through conversations and dialogues where they have to fill the gaps in individual tasks, pair or collaborative activities in group and so on. This aspect can help them to acquire fluency and improve their

pronunciation in real situations, however, there is a huge disadvantage when students can not practice the language among them most of the time (Kuśnierek, 2015).

Another factor that need to be taking into account is that for many students this skill is so difficult to manage. In the research made by Mihaljević & Horváth (2016) it was evidenced that students have to remember their previous knowledge about the language. It is not enough to process the information that receive in in the current classes or in the middle of the exercises that is in the learning of the present, but in the courses of the exercises. This information comes from both skills and production, since language learning is logical and sequential in relation to content and complexity.

Another aspect that it needs to consider in order to develop speaking is the way how students express their ideas because it is not enough learn about lexicon, it is necessary to know how to link this with their ideas, feels or point of view. Sometimes, students coul not engage their thought even though the previous knowledge, this aspect generate on them insecurity and lack of motivartion in order to talk among them or in front of people. This aspect was studied by Leong & Masoumeh (2017) in his research about the communication in the modern world and its relation with the mass media, where students are not able to speak with fluency and coherence.

Student must focus on the needs of their students to solve their doubts and concerns about how to use the information received through reading as well as the auditory material they receive in each class to later use it to express their own ideas. so the work done by Thanh (2019) who makes use of mental maps for the transition between the receptive skills towards productive skills in a productive way during their process of learning the English language has been reviewed.

According to the students' needs teacher look for specific strategies, in this line it was reviewed the work made by Prieto, Sánchez & Escabias (2018), where a study was carried out at the university level to establish the preferences of the students in relation to their motivation in front of the different tasks to be carried out in the process of language acquisition, the final results determined that the majority of the students study this language for reasons personal and that admas give greater attention to the written skill that is more regulated than to the oral detachment that is part of their learning process.

In the same line about the productive skills are intimanente connected to the receptive skills, it is the work done by Golkova & Hubackova (2014), in which it was evidenced that although the facilities currently offered by the web service, it needed to be based in the information provided by the reading of texts, where elements such pronouns, prepositions and other grammatical elements that were difficult to handle by students. The problems that they had to face were reviewed either for lack of concentration during the exercises in class or for assimilation of the contents by them through the four skills of the language. As well as the information found in the conversations that students listened to, and once they have been able to internalize the information, they were ready to produce it in real contexts.

As it can be deduced from the information presented about the productive skills inside of a foreign language, it is determined that they can not be produced in isolation but are intimately related to the receptive skills from which they acquire the lexicon, structures and organization and so on. Thus, they are basic elements to to be developed in productive skills through some specific methods, thecniques or instruments according to the specific demands of students in the corresponding skill,it also has to

take into account the format established by the requirements of both teachers and students must have in relation of the content that need to be teach in a specific period of time through the process of teaching English as a foreign language.

Productive skills are used in different fields, there is going to mention just two of them in ordert to have an idea about their use . In this context, it was found a reseach made by Abulgassim, Mahmoud & Hashim (2018) in Sudan where teacher paid attention to his students' need in the mylitary services, in this field students receive orally the instructions so for them are very important to understand the commands. In this work the author selected the descriptive method for evaluated the productive skills. It meant that the data were not manipulated because all of them were presented as they were gotten.

Most of the time, teachers works with the resources that have a su alcance, it means, electronic equipment, books, flashcards, realia and so on. As menioned in this research there are a big variety of resources which are used according to their main goal and students' needs in order to improve receptive and productive skills, this activities are better in pair or colaboraive group because students can auto correct or ask someone else for some help in a synchronic way (Roig, 2018).

These skills can be developed through the web, an example is the work made by Pham (2019). he wroked with writing skill, teacher worker with the written texts that were used in evaluation on line. The data showed some results that evidence the progress of the students in their learning process of English as a foreign language. In this work, students and teacher needed to use the resource of the technology in order

to process the information of the written part that was necessary of the exams that were used for evaluated their activity.

It is important to mention that for writing skill teachers in the past did not give much importance since it took constant work and time for students to correctly handle the different elements required so that the message they wanted to express reached the corresponding audience in a simple, clear and precise. This vision has changed in the Last few years, as evidenced by the work done by, as it is evident the vision and management that students have when developing their written activities. in them they can express themselves freely in the different topics because they can support their point of view by means of concrete examples Mihaljević & Horvath (2016).

As Watcharapunyawong & Yusaha (2012) mentioned that this skill is the most difficult because some elements are required, such as lexicon, structure, organization and punctuation in order to send a clear message to the reader because who writes can receive a direct feedback of the topic that was written. However, teachers and students need to understand that it is not the same write in order to learn, it means that students complete a writing task assigned by the teacher versus when students write for writing which means that they can express their own ideas, feelings or point of view using examples or specific details about any topic (Hamer, 2010).

In the same line, it was found the research of Belhabib (2015) who worked in both productive skill with university students who did not pay attention to the techniques in order to learn how to write correctly. However, after the research it was consensued that these productive skills needed to be improved inside and outside of the

classroom because they could give students' opportunity to express themselves in a free way which has to be supported with a specific guide.

The main goal of productive skills is the communication, however they need of some specific activities which are based in students' needs. So that, they are involved in some kind of exercises that foment in them the desire to communicate a specific message, at the beginning with simple phrases and with the practice and feedback by teachers or classmates. This is important because if there are some problems, specially teachers can apply some techniques which permit them to control and guide the communicative activities. These activities could be by oral or written way, an important aspect that is necessary to be cover is the use of new language in each step of the learning process (Isra, Abdul & Ahmed, 2018), the final purpose is that they can express freely and with coherence their own message.

2.17 Writing skill

Writing is a skill that need to be developed since the first contact of the student with the language. This process is based in modelling and demonstration of the different steps which teachers have to demonstrate in the learning process . In fact, children learned to write since school but they did not learn how to write appropriately. In some schools children learned how to write with teachers' help who like to increase this skill. One way in order to did this aim is using the guided writing. It was based on the idea that children at early years were able to build their knowledge of writing. They just needed some patterns or guide in order to get it. (Guzman, 2014).

For some authors, as Watcharapunyawong & Yusaha (2012) consider that writing is the most difficult skill for students. There are many reasons for that, here are some of them. It is the criteria of Sullivan (2012) there are the ways and forms as teacher evaluate this skill and the way how the student develop it. Even though that is an important skill, according (Lan et al, 2011) most students did not like to write in class or outside of it. They need to be motivated all time through different techniques and ways.

This kind of activity was used in the past in the process of teaching writing in the different levels. As an example of this point, it can be referred to the position of Raines (1983) who said that students receive some information that have to be used in order to do the task and the final product is similar but it is not identical. The reasons for these situations could be the exposition of the students to the language, the ability of each student to join their ideas or thoughts in paragraphs and write long essays. Also, it must be taken into account the grammar patterns and lexico that teachers have to teach according to the level that are working.

Nowadays, there are some teachers that want to improve their students' writing skill. They pay attention to specific activities during the process, such as: filling the gaps, completion exercises, replacement exercises and so on. These and other activities are employed to teach guided writing. According to Kumar (2014) if students are using this kind of writing, it is because it gives them a degree of freedom to communicate the ideas or thoughts. Also, it is very useful to have a pattern that their teachers presented in class for this activity. So, teachers can have the opportunity to grade them with a rubric that all students must know during the process.

Even though the problems teachers and students can have many reasons for writing. For teacher writing is a way in order to reinforce the grammar, lexicon and structures that students have learned. Teachers can follow the writing process: planning, drafting, reviewing and editing but this process consumes time and effort. On the other hand, students need more than motivation to write, they look for a reason in order to do it. When they write about a specific topic they have more time for language processing. However, they need to make the difference between writing for learning (write simple phrases or words) and writing for writing, its meaning them” should be better at writing, whatever kind of writing that might be (Harmer, 2010:112).

On the other hand, writing is a productive skill that needs time, effort, knowledge and feedback during its process. According (Liane, 2017) “writing is an activity that requires knowledge, training and the mobilization of multiple processes” (pg. 323), so it is necessary for teachers to look for time and space in order to develop it in a correct way.

Another thing that is necessary to take into account is that writing needs several things in order to be done. The first thing is the work among teachers and students. In other words, Teachers need to give their students enough information through the other skills and students have to work with the acquisition of lexicon, grammar structures, connectors and so on. (British Council, 2017). All these elements have to be connected in order to give a specific result, in our case, compositions.

Many people consider that writing skills is very difficult to reach it. In this way, there is who says that writing skills is the most difficult skill, because in order to develop it. The students need time, effort, grammatical elements, and students need a lot of practice and feedback. The feedback could be done by the teacher and the

students themselves but it is evident that there are students who had problems in writing (Liane, 2017) sea in content, quality in their writing task in and outside the classroom.

Nowadays, in order to have a way that could be followed by everybody who wants to learn English as a foreign language can use the European Frame Mark, 2002. This document is a common guide for many authors in the elaboration of English Book from the level A1 to C2. In each level it is developed a specific kind of writing, for example composition, essays, report, loyal articles, advertisement and so on (CERF, 2012). The lexicon and the grammatical composition are increased in each level but the grammatical elements and punctuation are always presented in the different types of texts.

Table 1 Level B1

B1	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas	Text is connected and coherent, using basic linking words and a limited number of cohesive devices	<ul style="list-style-type: none">• Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis.• Uses simple grammatical forms with a good degree of control.• While errors are noticeable meaning can still be determined.
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Source: Cambridge English Preliminary, 2016
Elaborated by: López, S. (2019)

The next figure represents only the two first levels that students needed to pass in their learning process to acquire a foreign language.

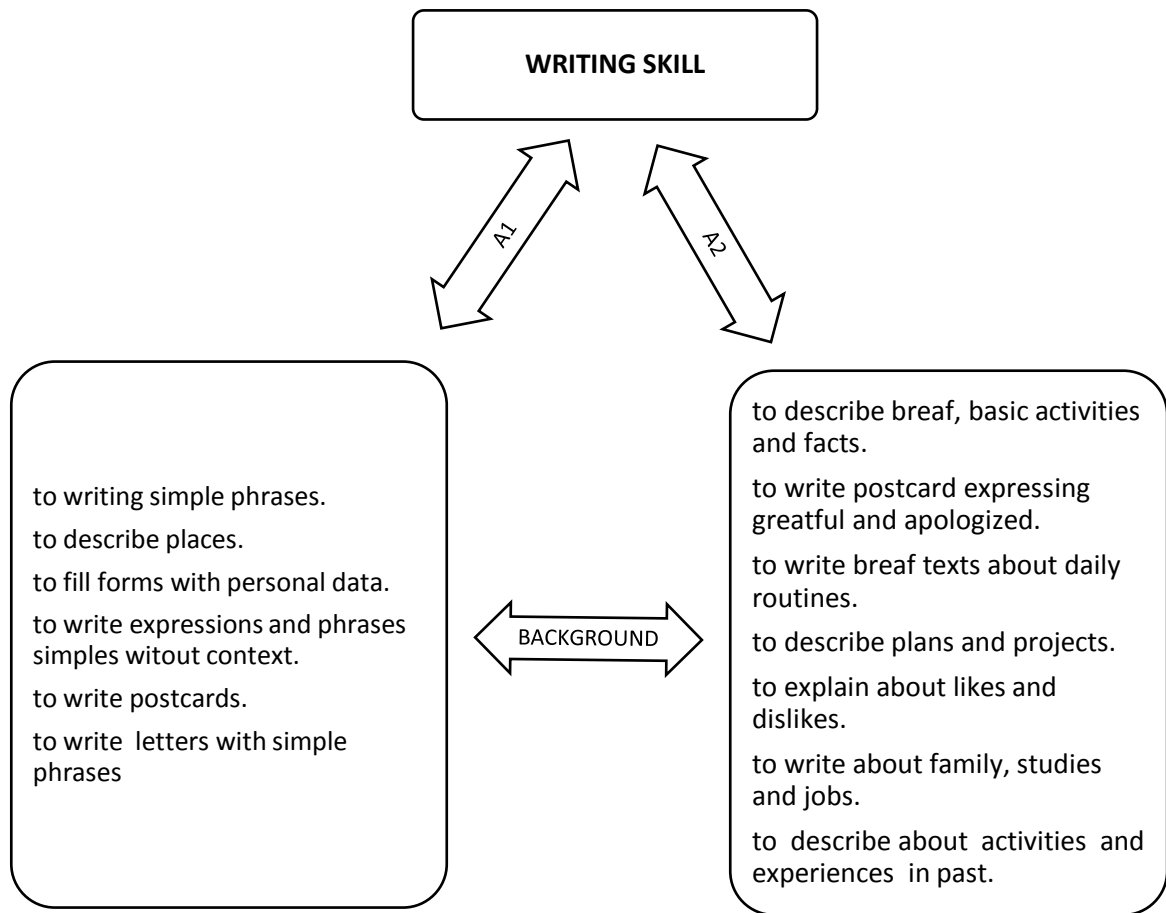


Figure 3. Writing expression

Sources: CEF, 2002.

Elaborated by: López, S. (2019)

This kind of writing is very important in the process of learning and manage of the language because it is the previous step for free writing (Ministry of Education , 2017). When students get enough information according to the level. The students can express their ideas and feelings easily. Another factor that help to write with coherence is because they are motivated it. They are interested in the topic or because they receive several prompts, such us strategies, techniques or simply modelling of the composition where they have to change or add several words.

Also, teachers use feedback in the students' written. Obviously the feedback is asynchrony and it is made in an indirect way. This resource is very useful because students are more responsible for their learning process (Westmacott, 2017).

2.17.1 Writing strategies

There are different strategies teachers use to help their students write. Among the most used is dictation. This strategy adapts to the needs of the students and the objectives of the teachers. According to Jimenez (2019), the **dictation** is to listen to what teachers said and students wrote into a piece of paper, then there is feedback, so that students can correct themselves. Among the different options of this type of technique is the twin dictation, which is based on the interaction of teachers with students. That is, teachers say the complete sentence at normal speed and students try to write it in a correct and complete way. Once teachers finish the exercise, in pairs students self-correct. This exercise focuses both on language comprehension, speed of taking notes, grammar, spelling and punctuation.

In the same line are Ransdell & Barbier (2012), who states that people who practice English as their second language for a long period tend to develop their linguistic skills, which help them develop the ability to **take notes** of the material they hear through the teacher, of auditory or visual material. These resources individually or collectively help students write in English in a consistent and conscientious manner.

On the other hand, the technique of filling spaces is used to promote the development of skills written in a second language. It is based on completing the ideas present in a written text, regardless of style, but they must have the motivation of the

student to perform this activity. That's why students want to take notes on what they hear or see it. In this way, they expand the vocabulary provided by teachers or the texts. This strategy aims to encourage those who write the acquisition of a permanent experience in this activity that is part of the learning process of a foreign language (Healy, 2012).

2.18. Writing process

Students have their own style when they have to write in english, however they need to pass for the specific stages of the writing process. According to Hogue(1996) the writing process has five steps:

- **Prewriting:** in this part students have to narrow the main points, they have to write the purpose of this activity according to the final reader.
- **Drafting:** in this section students need to write all ideas about the topic. It is usually that they do not put the ideas in order which is important is that they try to have enough information in order to do the task.
- **Revising:** when students write their ideas they do not pay attention in the mistakes, however it is important that when they finished to write it is mandatory to revise because maybe some important dates could be not mentioned or the writer consider that some events are not relevant for the activity.

- **Editing:** this part is equally important because the writer must check the grammar elements, punctuation, structure and so on. This activity allows them to change some ideas or reinforce them.
- **Publishing:** when the writer has done the previous stages, it is in position to deliver their writing activity to the final reader.

2.19 Written production

When students want to express by orally or written way their previous knowledge, these skills are developed inside them according to their multiple intelligences Gardner (2011), and the frequency with they practice them. Obviously, that when students speak in front of the audience they use their body language in order to transmit the message in a better way and can see how the audience receives the message. However, there is not the same when students write a composition because they can get feedback from the audience, it means, they can not see their reaction about what they are reading, this is one of the reasons because many people find writing in English so difficult.

According to CEF, 2002 students will have to do some tasks in order to learn the language, and they are going to receive a guide in the different activities, in this case, it is in writing tasks.

Table 2 Levels of written expression

LEVELS	WRITTEN EXPRESSION IN GENERAL
C2	Write complete texts with clarity and fluency, with an appropriate and effective style. It has a logical structure that helps the reader to find meaningful ideas
C1	Write clear and well-structured texts and highlighting the main idea. It is extending to a certain situation and defending the ideas and conclusions about it.
B2	Write clear and detailed texts on a variety of topics related to their specialty and evaluating information from various sources.
B1	Write simple and cohesive texts on different topics that motivate you under a sequence of logical events
A2	<i>Write simple and cohesive texts on different topics that motivate you under a sequence of logical events</i>
A1	Write simple and isolated sentences and sentences

Source: CEF (2002)

Elaborated by: López, S. (2019)

According to the level, students have to write just words or phrases, complete their personal information in forms, postcards, formal and informal letters. In addition they must write several types of recipes, material for newspapers, books, magazines work with advertising information and so on. This process show how they need to manage the different.

In the present research it was focused in how students write their compositions in English. They received a prompt in this aspect, so they have to use their previous knowledge and the new information for writing about the topics that were present in the guide book used in the corresponding level. Students must complete their personal information in forms, postcards, formal and informal letters. In addition they must write several types of recipes, material for newspapers, books, and magazines must also work with advertising information.

Teachers work according to the needs of their students, one way to develop written skills is to read a text before rewriting the same topic, this is a way of knowing how students are internalizing the language. In this line we found the work done by Phillips & Ucelli (2019), it was valued the work of students in the writing skills of young students with a high performance in the skill, the content presented and encouraged in this way their independent performance.

The way how students process the information when they are English. During this process, students need to process the acquired information through the receptive skills and then using one productive skill in this case writing, they translate it into a written document. This process was demonstrated by Planton, Jucla, Démonet, & Soum (2017), whom in their study took the time line as an important element in the writing process that as implemented through the dictated way at the end of the process students showed that had increased the managed of this skill.

Also, it was found the work done by Angelini (2019) in which they have worked on the written production with emphasis on the orthographic aspect. At the end of this investigation the final results showed an increase in this skill made by them. The

technology can help students practice asynchronously in the activity of writing in English outside the classroom. Several programs have become a feedback on the mistakes made by the student, who can do the same job again or a new job based on what they learned and the final result reflected a positive balance.

2.19.1 Coherence

It refers to the written text that combines the relationship between the reader and the person who writes. In the process of write the text it needs to take intoaccount the prior and new knowledge acquired of the writer through the receptive and productive skills of the language is used. Its action is based on the logical presentation of the central idea or thesis, the development of the thematic by means of ejemplifications and is finished with the conclusion.

2.19.2 Cohesion

It is important when students write in English because there must be continuity in the events that are presented to the readers, this efect is created by join words, phrases, statements in order to create a message. There is a logical order between each parragraph with the structure inside of the type of text that is being developing in each section. This efect is related with some relevant charactersitc that have to be presnet in orde to catch readers attention (Halliday, 2014).

2.19.3 Motivation

The motivation is characterized by being the combination of the effort made through the different activities for the mastery of the language combined with the desire to reach the goals established by both the student and the teacher. On the other hand, a factor that should not be neglected to work throughout the process is a positive attitude in each of the tasks performed (Dornyei, 2001).

2.19.3.1 Intrinsic motivation

When students have to do any activity they must be motivated for the activity and this activity is facilitated by the presence of students' intrinsic motivation because it is innate in living beings. Moreover, this kind of motivation is strongly associated with the need for human beings to be competent in what they do either individually or in a group (Deci, 2012).

2.19.3.2 Extrinsic motivation

It is when students do not have a real interest in doing the activities or tasks because they are not motivated. There are many reasons for this situation, so it is not possible to generalize them. However, if this situation is presented, they are likely to show lower levels of participation in the learning process of the language. And as a result, they do not engage in more efficient and creative thinking processes. Simply, they settle for passing the level with the minimum grade which is required to be promoted it (Oxford, 2017).

2.20 Composition

It is an activity that is developed in class. It is made step by step which are taught by teachers through exercises in class and with the respective feedback about the mistakes that are made in set the ideas in order to argument their thesis statement or main and supporting ideas. In fact, this activity can be done in pair or collaborative groups inside or outside the classroom and this activity is looking for helping students with manage of the language. (Brickey, Beadling & Martens, 2014).

A composition could be formal or informal however it has a specific structure. In this type of composition, the ideas need to be supported in a positive or negative way. In the first parragraph are the ideas that are going to be developed in the body in different parragraphs and a conclusion where all the ideas are summarized and there is not new information.

Some students like to write but others not like it because they can express their ideas in an appropriate way. However, all students have the ability for do it. So, one aspect that can give confidence to them in their writing task is the punctuation. It is necessary the use of punctuation marks in order to send a clear message to the audience. In this line, it is the position of Klawitter (2007) when people talk about this topic, they refer that students need to understand the correct use of all them. In fact, there are made several types of writing where each one of them it is necessary or useful for sending the message.

2.20.1 Parts of a composition

The structure that is used for a composition, it is the same through the years. A didactic way of the parts that conform a composition was presented by Robinson

(1997), this structure was composed by introduction, body and conclusion. It is important to notice that each one of them it had its own structure.

2.20.1.1 Introduction

The introduction permits the first contact of the writer with the audience and has the main idea of the writing activity. In order to write this section, it is mandatory to write the thesis statement which should be short and clear, after that, it is necessary to give some information about the situation, for instance, it is possible to mention some interesting facts or details which it will be developed in the next paragraphs.

2.20.1.2 Body

Then, there is the body of the composition which has to develop the main idea of the task. This section needs to stablish the events that occur but in sequence. It also is important that each idea has its own support with detail and examples which are connected through transition words. These words are taught previously by teachers and students have to select them in base of the topic and the ideas that students want to transmit in this type of activity.

2.20.1.3 Conclusion

Finally, there is a paragraph that summary the situation. In general this section has a few statements and point the strong ideas developed during all this activity. In other words, students repass the ideas of the composition, it can contain the position of the writer and it must be short (González, 2019).

2.21 Punctuation

Punctuation marks must be used correctly according to the different types of texts and the message that you want to send (Maqueo, 2005). If students manage the different punctuation marks readers can be interested to read all the document and it could keep motivated to read again another paper of the same writers because have a clear idea about their job.

That is why you should use punctuation marks appropriately and in this way you can qualify the message to be attractive to the reader, this point of view is shared by Alvarez and Alvarez (2005), who also emphasizes that if students know how to interpret punctuation marks and the written text will be easy to understand since each of them has its intensity, modulation and with the help of other elements can also capture the attention of readers. Finally, it should not be forgotten that there are punctuation marks with fixed rules and others that are used according to the subjectivity of the writer (Suazo, 2000).

2.22 Scheme for the written production

In the written production people can write in a piece of paper their thoughts, ideas or dreams. They need to practice any kind of writing tasks or compositions. The practice is necessary because students can manage the language and reinforce the grammar structure which permits the development of the content that are presented in the books guide. (Irving, 2007).

People can write in a formal and informal way. People just put in a piece of paper their ideas without a specific order, this type of activity is for hobby. Obviously many people have a purpose for writing and have a linear model o type of composition which has its own structure.

Teachers consider that is important to foment in their students the writing skill so that they look for some techniques, moments to do it according to the numbers of students, their previous knowledge and motivation for that activity. The following scheme is an alternative that look to serve as a guide in this learning process.

- Title
- Exposition
- Body
- Conclusion

When students prepared their written production in this level, they used the previous scheme that was worked during the semester in the final forty minutes of certain hours. Teacher and students has studied each section through some exercises which were controlled by their teacher. Even though that not all the alternatives were checked in their totality because of the time for this skill, it is important to mentioned that it was elaborated a corpus of the words which needed to be used in their written production. In other words, they need to do these activities:

First, it was the **title**, which must be simple, concrete and it has to present the main topic that is going to be developed in the next paragraphs. Second, it is the **exposition** which means that readers found how the story start, who are the main actors

and the place where the situation happened. Third, it is the **body** or the section where the story was developed. This sections contains positive and negative situations which are supported with some examples or explanation according to the theme and finally, the last paragraph which is related to **conclusion** the story. It is important to notice that it is not allow to present new information. All the information has to be presented or developed in the previous sections using a specific lexicon that was studied in and out classroom through the different tasks which students worked in the others skills.

CHAPTER III

3. METHODOLOGY

3.1. Approach

The project approach is quantitative and qualitative. It is **qualitative** because it focuses on the quality of the activity carried out, it is analyzed in a depth way. Moreover, it also has a **quantitative** approach because the data of the variables are treated by means of statistics, objective data is obtained, which allows conclusions (Pelayo & Arroyo, 2015).

3.2 Type of research

The present investigation it is **descriptive** Hernandez et al (2014). It had given that the data is presented without manipulation by the researcher in the pre-test and post-test. For the presentation of results, statistical methods are used through the use of the SPSS version 23 program. In order to facilitate the interpretation of the results obtained, tables and graphs are used.

3.3 Sample population

The research was carried out at Facultad de Ciencias Humanas y de la Educación; Turismo y Hotelería major. It is important to notice that in this major there

is only one course for each level, the population will be equal to the sample (Hernandez et al, 2014), and it means 26 students. Students were exposed to the language, they had previous knowledge about writing however they did not work in a specific type of text during all semester. So, it was applied a pre-test. Students received only the topic and developed the writing activity. Then it was applied a post-test but this time the group received guided writing a strategy to develop their writing skill.

3.4 Operationalization of variables

Table 3 Guided writing

Independent Variable: Guided writing	Dimensions	Indicators	Items	Techniques & Instruments
<p>Guided writing involves a teacher working with collaborative groups of learners on a specific writing task. The aims of this type of tasks are based on what they have studied previously and what they have been learning about how to write in English.</p> <p>Its aims is supporting learners in this psychologically and cognitively difficult activity in different type of texts which are developed during their learning process of the language (Holly, 2018).</p>	<p>1. Writing task</p> <p>2. Writing process</p> <p>3. Type of texts</p>	<p>1.1. Communicative 1.2. Argumentation 1.3 Content 1.4 System 1.5 Process 1.6 Context</p> <p>2.1 Prewriting 2.2 Drafting 2.3 Revising 2.4 Editing 2.5 Publishing</p> <p>3.1 Narrative 3.2 Descriptive</p>	<p>The content is relevant to the task.</p> <p>The communicate achievement is presented.</p> <p>There is organization in the activity.</p> <p>There are appropriate use of the language.</p>	<p>Pre-test Post-test Rubric.</p>

Source: Direct Research

Prepared by: López, S. (2019)

Table 4. Written production

Dependent Variable: Written production	Dimensions	Indicators	Items	Techniques & Instruments
According to Common European Framework of Reference for Language (CEF) students have to demonstrate in their writing tasks that they apply that they are learning about the language. Also they have to demonstrate the use of appropriate coherence and cohesive in the events that are presented in their written productions in the different topics showing that they are motivated for this activity (Halliday, 2014).	<p>1. CEF</p> <p>2. Coherence</p> <p>3. Cohesive</p> <p>4. Motivation</p>	<p>1.1. Levels of proficiency</p> <p>1.2. Standards</p> <p>2.1 Thesis statement</p> <p>2.2 Organization</p> <p>2.3 Clarify ideas</p> <p>3.1 Grammatical elements</p> <p>3.2 Connection between the ideas</p> <p>4.1. Intrinsically</p> <p>4.2. Extrinsically</p>	<p>Activities according to the level and specifications.</p> <p>Express ideas with clarity.</p> <p>Ideas are connected and supported</p> <p>Mistakes do not interrupt the main idea because readers can get the message.</p> <p>There are reasons in order to write events and expressing their feelings.</p>	<p>Written compositions</p> <p>Post test</p> <p>Rubric</p>

Source: Direct Research

Prepared by: López, S. (2019)

3.5 Collection of information

3.5.1 Experiment Design

For the collection of data, the survey was used and applied to students and teachers of the mentioned major. The questionnaire had relevant information and it got questions 10. It means that 4 were closed, 3 were multiple selections and 3 were opened.

In order to evaluate the written composition, it was selected Preliminary English, which is used for level B1, and has official rubrics for each skill. In this case, it was used a Rubric for writing, part 3 that is related with composition and has a specific structure to work on. Moreover, the B1 assessment scale are divided into six bands from 0 to 5. (0 being the lowest and 5 the highest).in relation to the descriptors that are considered for each section, there are three bands (1-3-5), they are used to indicate what students are expected to fill up in each section in content, communicative achievement, organization and language. All these elements are necessary in compositions.

3.5.1.2 Instrument validation

It was used the Validation of experts. First, a bank of questions related to the thematic was elaborated, then it was filtered according to the variables under study and a questionnaire of 10 questions was elaborated, 3 experts in the area were presented, who made the pertinent observations. Relevant corrections were made until approval

was obtained. Subsequently, a pilot test was conducted with five randomly selected students, to complete the validation cycle.

CHAPTER IV

4. DATA ANALYSIS AND INTERPRETATION

4.1 Analysis of results and data interpretation

4.1.1 Data analysis

For the analysis of the collected data four aspects regarding the written composition are considered:

- *content*
- *communicative achievement*
- *organization*
- *language*

The results of the tests: pretest and posttest were as follows:

4.1.1.1. Pre test

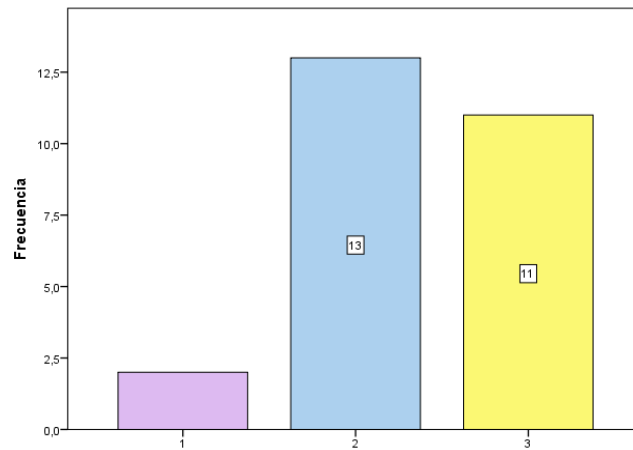
Here are the results of the application of the pre-test.

PRE-TEST

		Frequency	Percentage	Valid Percentage	Accumulated percentage
Valid	1	2	7,7	7,7	7,7
	2	13	50,0	50,0	57,7
	3	11	42,3	42,3	100,0
	Total	26	100,0	100,0	

Table 5. Content

Author: López, S. (2019)



Graphic 1. Content

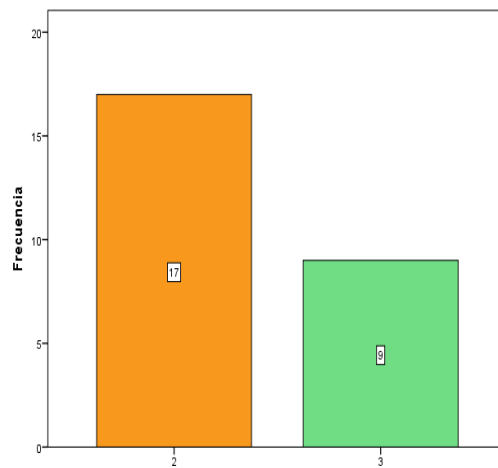
Author: López, S. (2019)

ANALYSIS AND INTERPRETATION

The results of pre-test related to content shows that 7, 7% of it is completely irrelevant while 50% of them write a composition where some information is irrelevant because there were phrases unconnected between them, and finally 42, 3% of the participants had slight omissions in the context which means that there was a minimal influence on the final message to the reader. The results indicate that very few students could not complete the task in a satisfactory way, half of them had misinterpretation the task about the content and some of them presented clearly the information in this section.

	Frequency	Percentage	Valid Percentage	Accumulated percentage
Valid 2	17	65,4	65,4	65,4
3	9	34,6	34,6	100,0
Total	26	100,0	100,0	

Table 6. Communicative Achievement
Author: López, S. (2019)



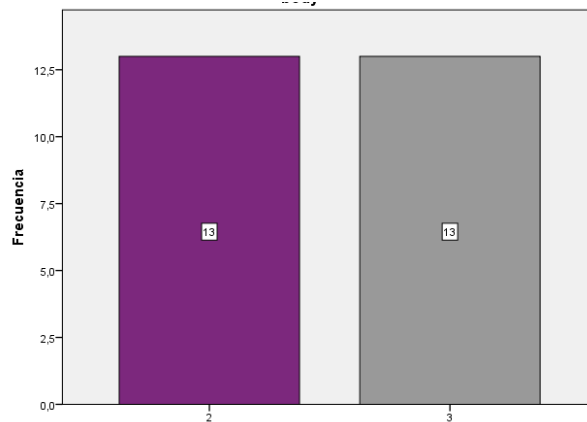
Graphic 2. Communicative Achievement
Author: López, S. (2019)

ANALYSIS AND INTERPRETATION

The result of the pre-test communication achievement section shows that 65.4% of students communicate their ideas in a simple way. There were no supporting ideas that would capture the interest of the reader. On the other hand, 34.6% of them could communicate direct ideas because they combined the uses of grammar, punctuation and spelling to express their ideas and that attracted the attention of the objective reader. This means that most of them, which is 65.4% write flat compositions and only 34.6% of them in general use appropriate ways to communicate their ideas directly.

	Frequency	Percentage	Valid Percentage	Accumulated percentage
Valid 2	13	50,0	50,0	50,0
3	13	50,0	50,0	100,0
Total	26	100,0	100,0	

Table 7. Organization
Author: López, S. (2019)



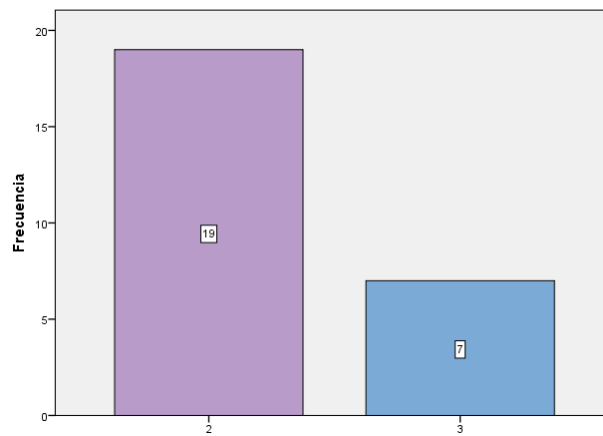
Graphic 3. Organization
Author: López, S. (2019)

ANALYSIS AND INTERPRETATION

The results of pre-test in the section of organization show 50% of students use in their writing task basic linking words in the corresponding paragraphs, this generate that the message is not so interested. However, another 50% use some connectors which were studied in class to keep readers' interest, so that the composition in general is organized and had coherence in all writing test. The results indicate that this part need to be reinforced with all students because have showed weakness on it.

	Frequency	Percentage	Valid Percentage	Accumulated percentage
Valid 2	19	73,1	73,1	73,1
3	7	26,9	26,9	100,0
Total	26	100,0	100,0	

Table 8. Language
Author: López, S. (2019)



Graphic 4. Language
Author: López, S. (2019)

ANALYSIS AND INTERPRETATION

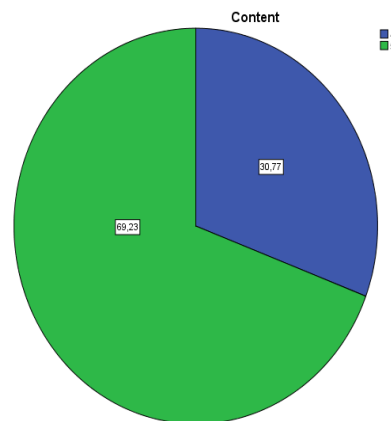
The result of pre-test language section shows 73, 1% of students used basic and repetitive vocabulary. Students transmit their ideas using simple grammatical forms. There is not an effective use of narrative tense and there are several errors that interrupt the message. There is a 26, 9% who had combination of grammatical forms so catch the readers' attention. This indicate that majority of students had a range of less common lexis, which was used appropriately and some errors were presented however there were few of them which managed everyday vocabulary appropriately with simple grammatical formal which indicate that this element needed to be improved it.

Here is the results of the application of the post-test.

POST-TEST

		Frequency	Percentage	Valid Percentage	Accumulated percentage
Valid	4	8	30,8	30,8	30,8
	5	18	69,2	69,2	100,0
	Total	26	100,0	100,0	

Table 9. Content
Author: López, S. (2019)



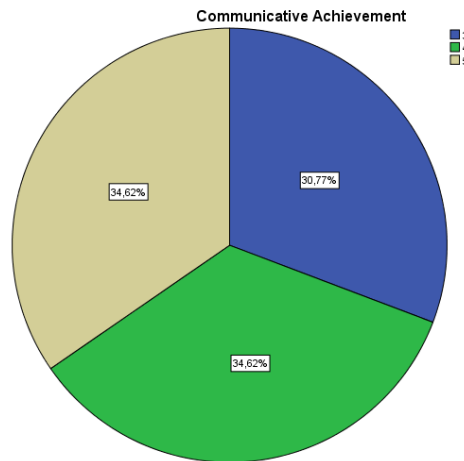
Graphic 5. Content
Author: López, S. (2019)

ANALYSIS AND INTERPRETATION

The result of pre-test language section shows 30,8% of students write according to the situation that was proposed and the information was very significant, so that, the target reader followed the events easily while 69,2 % of them have connected the situations in an appropriate way with a lot of details. These facts allow that the audience is completely informed during all the compositions because they had a clear idea about the beginning, middle and end of them.

	Frequency	Percentage	Valid Percentage	Accumulated percentage
3	8	30,8	30,8	30,8
4	9	34,6	34,6	65,4
Valid 5	9	34,6	34,6	100,0
Total	26	100,0	100,0	

Table 10. Communicative Achievement
Author: López, S. (2019)



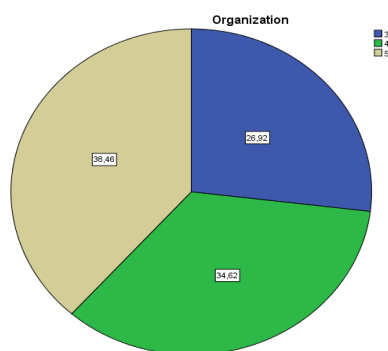
Graphic 6. Communicative achievement
Author: López, S. (2019)

ANALYSIS AND INTERPRETATION

The result of pre-test communicative achievement section shows 30, 8% of students have a good used of grammatical elements which allow events to flow naturally. While 34, 6% use the format appropriately because there is sequence during all the task and another 34, 6% could held the attention of the reader during all the activity. The dates showed that all students in different levels had improved the way how expressed the ideas when presented the events of their activities and caught the attention of the reader.

	Frequency	Percentage	Valid Percentage	Accumulated percentage
3	7	26,9	26,9	26,9
4	9	34,6	34,6	61,5
5	10	38,5	38,5	100,0
Total	26	100,0	100,0	

Table 11. Organization
Author: López, S. (2019)



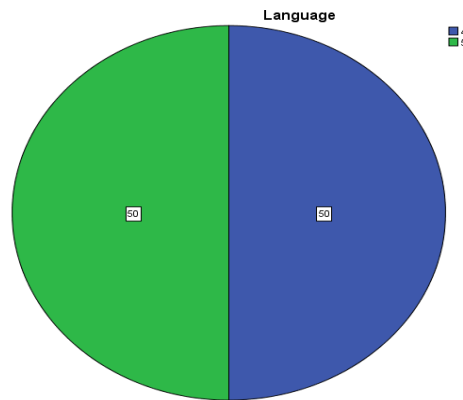
Graphic 7. Organization
Author: López, S. (2019)

ANALYSIS AND INTERPRETATION

The result of pre-test organization section shows 26,9% the composition is coherent and have basic linking words that allow to understand the final meaning. There is 34,6 % of them keep the format also the composition is connected with basic linking words even though there were some mistakes which did not interfered the final result was clear There is 38,5% of them have a text well organized. The lexis used was coherent and permitted the readers were interested throughout the described composition. According to the dates is evident that the organization was improved in all students in different levels with the implementation of the strategy proposed it.

	Frequency	Percentage	Valid Percentage	Accumulated percentage
4	13	50,0	50,0	50,0
Valid 5	13	50,0	50,0	100,0
Total	26	100,0	100,0	

Table 12. Language
Author: López, S. (2019)



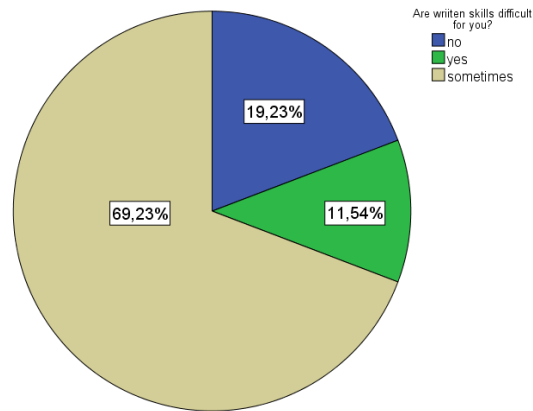
Graphic 8. Language
Author: López, S. (2019)

ANALYSIS AND INTERPRETATION

The result of pre-test language section shows 50% of the vocabulary is used appropriately. There are some grammatical forms used well even though there are some errors especially in spelling. On the other hand, 50% of student use some less common lexis in an appropriate way. The results showed that there were a better used of this indicator by students because they combined simple and complex grammatical form throughout the written work. In the case of errors, this factor was minimal in the task which do not interfere with the fluidity and transmission of the final message to the reader.

		Frequency	Percentage	Valid Percentage	Accumulated percentage
Valid	No	5	19,2	19,2	19,2
	Yes	3	11,5	11,5	30,8
	Sometimes	18	69,2	69,2	100,0
	Total	26	100,0	100,0	

Table 13. Difficulties in writing skill
Author: López, S. (2019)



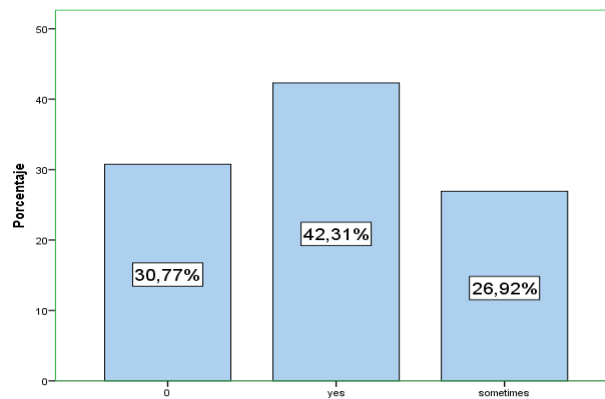
Graphic 9. Difficulties in writing skill
Author: López, S. (2019)

ANALYSIS AND INTERPRETATION

Writing in English is difficult for native and much more for who are learning it through the different levels because several elements are needed. All of them are learned through effort and time among teachers and learners. In fact, 11, 54 % of students say that written skills were difficult for them, 69, 23% of them tell that sometimes this activity is difficult and only 19, 23% consider that this skill is not complicated for them. In fact, it can be concluded that there are problems in this skill and it is necessary to continue working on it.

	Frequency	Percentage	Valid Percentage	Accumulated percentage
Valid No	8	30,8	30,8	30,8
Yes	11	42,3	42,3	73,1
Sometimes	7	26,9	26,9	100,0
Total	26	100,0	100,0	

Table 14. Previous information about writing in English
Author: López, S. (2019)



Graphic 10. Previous information about writing in English
Author: López, S. (2019)

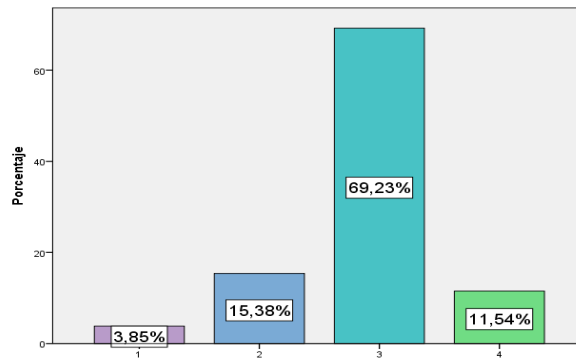
ANALYSIS AND INTERPRETATION

Students during their learning process had to write about different topics and type of texts the final results showed that 30, 77% of students said that they did not receive information about how to write in English, Also, 42, 31 % of students mentioned that they had received information in the previous level about this skill, however 26, 92% of students wrote that sometimes they received information about how to write in English. As a conclusion it can be inferred that most of them did not get enough contact with this aspect which is essential in the writing process in any level.

		Frequency	Percentage	Valid Percentage	Accumulated percentage
Valid	1	1	3,8	3,8	3,8
	2	4	15,4	15,4	19,2
	3	18	69,2	69,2	88,5
	4	3	11,5	11,5	100,0
	Total	26	100,0	100,0	

Table 15 Written work without a specific structure

Author: López, S. (2019)



Graphic 11. Written work without a specific structure.

Author: López, S. (2019)

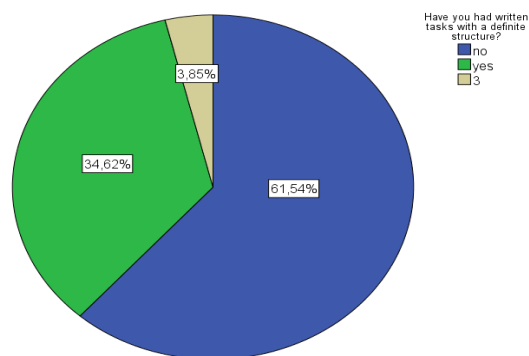
ANALYSIS AND INTERPRETATION

According to the results 3,85% of students were strongly disagree about have done written without any structure. 15,38% were partially agree about followed a path in their compositions. While 69,23% said they disagree or disagree, since they are able to write in English according to the thematic and only 11,54% were agreed in that received information about how to write in English. In base of the information recollected, it had been concluded that students did not receive enough information about how to write correctly in this foreign language.

	Frequency	Percentage	Valid Percentage	Accumulated percentage
Valid no	16	61,5	61,5	61,5
yes	9	34,6	34,6	96,2
sometimes	1	3,8	3,8	100,0
Total	26	100,0	100,0	

Table 16. Written composition without a definite structure

Author: López, S. (2019)



Graphic 12. Written composition without a definite structure

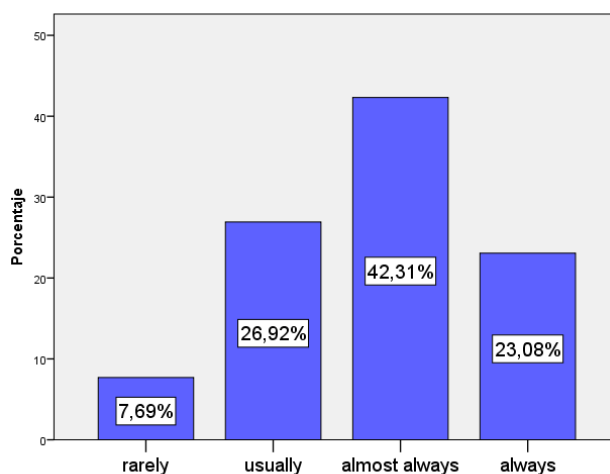
Author: López, S. (2019)

ANALYSIS AND INTERPRETATION

In relation to previous written composition 61,5% of students declared that had not had a definite structure at the moment to write in English, 3,8% manifested that sometimes they received this kind of information and 34,6% answered that they received information about how to write letters, forms and curriculum vitae. As can be noticed in the data collected the majority of students used to do their writing activity without a specific scheme, which was an obstacle difficult of faced in the developing of their writing skill.

		Frequency	Percentage	Valid Percentage	Accumulated percentage
Valid	Rarely	2	7,7	7,7	7,7
	Usually	7	26,9	26,9	34,6
	almost always	11	42,3	42,3	76,9
	Always	6	23,1	23,1	100,0
	Total	26	100,0	100,0	

Table 17. Title with structure
Author: López, S. (2019)



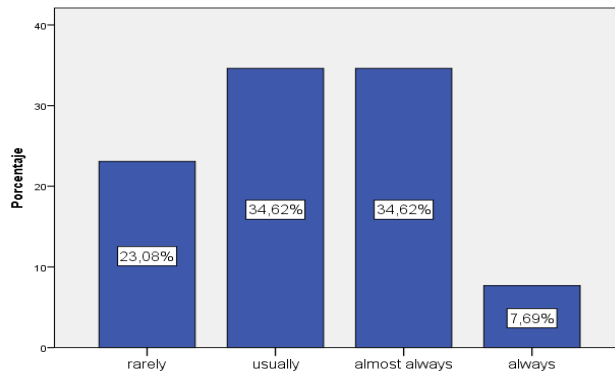
Graphic 13. Title with structure
Author: López, S. (2019)

ANALYSIS AND INTERPRETATION

After the implementation of the strategy in the section of title 7, 69% of the students said they rarely used it, 26, 9% mentioned that they generally implement this writing style in their written composition. While 42, 3% said they almost always used this strategy when they had to write compositions and 23, 08% said they always used this way of writing in English. Based on the information obtained, it was concluded that almost all students followed the structure presented to improve their way of writing compositions correctly in this foreign language.

	Frequency	Percentage	Valid Percentage	Accumulated percentage
Valid rarely	6	23,1	23,1	23,1
usually	9	34,6	34,6	57,7
almost always	9	34,6	34,6	92,3
always	2	7,7	7,7	100,0
Total	26	100,0	100,0	

Table 18. Exposition with structure
Author: López, S. (2019)



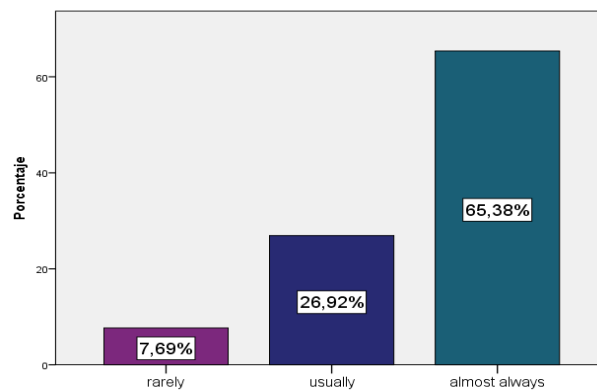
Graphic 14. Exposition with structure
Author: López, S. (2019)

ANALYSIS AND INTERPRETATION

After the implementation of the strategy in the section of exposition, 23 % of surveyed students said rarely used exposition in their written composition, 34,6 % mentioned that usually and almost usually used this section in their written composition while that 7,69% wrote that they always wrote the exposition in the writing compositions. It was evident according to the data that the majority of students worked the exposition part in a successful way in their written production

	Frequency	Percentage	Valid Percentage	Accumulated percentage
Valid rarely	2	7,7	7,7	7,7
usually	7	26,9	26,9	34,6
almost always	17	65,4	65,4	100,0
Total	26	100,0	100,0	

Table 19. Structure in body
Author: López, S. (2019)



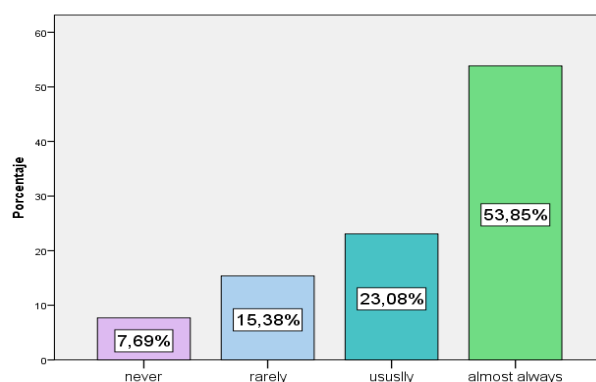
Graphic 15. Structure in body
Author: López, S. (2019)

ANALYSIS AND INTERPRETATION

After the implementation of the strategy in the section of body of the composition 7, 69% said that rarely do this section because use only phrases, 26,92% mentioned that usually worked on this part in order to express their ideas in a clear and coherence way, and 65,38% wrote that the almost always used this part where they could express their feeling through supported ideas with accurate elements inside their written composition. As can be noticed by the results obtained most of the students wrote their ideas with the enough support which was an indicator of their improvement in the use of the language

	Frequency	Percentage	Valid Percentage	Accumulated percentage
Valid never	2	7,7	7,7	7,7
rarely	4	15,4	15,4	23,1
usually	6	23,1	23,1	46,2
almost always	14	53,8	53,8	100,0
Total	26	100,0	100,0	

Table 20. Structure in conclusion
Author: López, S. (2019)



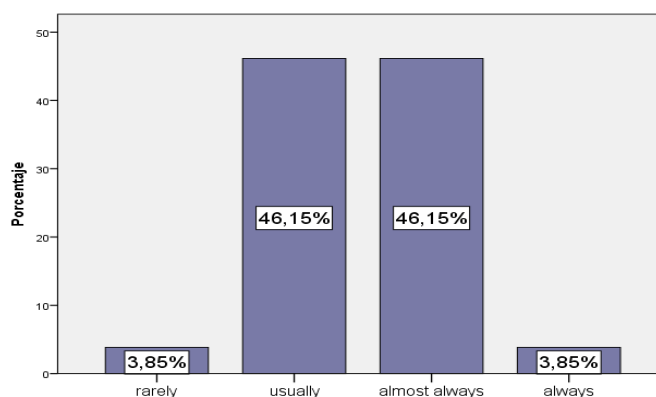
Graphic 16. Structure in conclusion
Author: López, S. (2019)

ANALYSIS AND INTERPRETATION

After the implementation of the strategy in the section of resolution 7.69% said that never used it. 15, 38% mentioned that rarely wrote it. Moreover, 23 % of surveyed students declared usually worked on this part and finally 53, 85% said that almost always wrote this part that summaries the events that were presented in the written composition. It was noticed a change in the way how students concluded their writing activity. Even though this indicator was implemented, it is necessary to continue work on it to reach a successful result in the future with all students.

	Frequency	Percentage	Valid Percentage	Accumulated percentage
Valid rarely	1	3,8	3,8	3,8
usually	12	46,2	46,2	50,0
almost always	12	46,2	46,2	96,2
always	1	3,8	3,8	100,0
Total	26	100,0	100,0	

Table 21. Problems in clarity
Author: López, S. (2019)



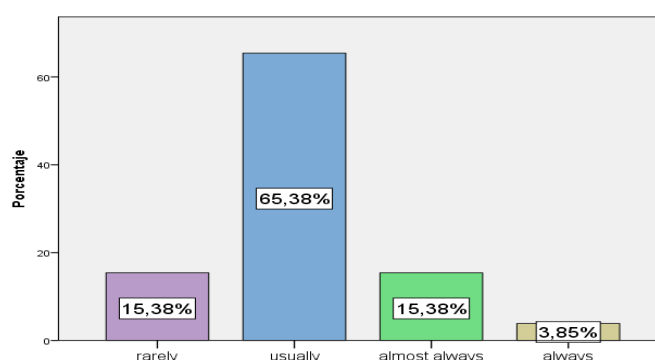
Graphic 17. Problems in clarity
Author: López, S. (2019)

ANALYSIS AND INTERPRETATION

According to the results about the clarity in their written compositions 3, 8% said that rarely had problems in order to transmit their ideas while 46, 2% mentioned that usually and almost always had problems in order to join ideas and details in order to wrote a fluency message to the readers and only 3,8% wrote that always had problems in order to write in English. Even though that the group showed progress in this indicator, it was noticed that some of them need to reinforce the way in which express their thoughts and feelings.

	Frequency	Percentage	Valid Percentage	Accumulated percentage
Valid rarely	4	15,4	15,4	15,4
usually	17	65,4	65,4	80,8
almost always	4	15,4	15,4	96,2
always	1	3,8	3,8	100,0
Total	26	100,0	100,0	

Table 22. Problems about logical events
Author: López, S. (2019)



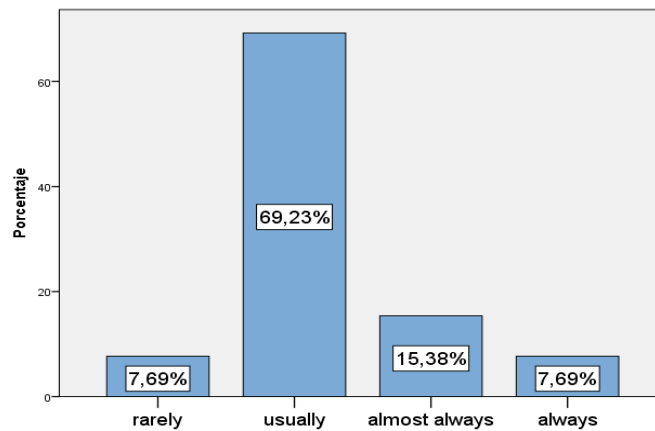
Graphic 18. Problems about logical events
Author: López, S. (2019)

ANALYSIS AND INTERPRETATION

Based in the written activity during this period of time in the section related with the organization of events in a logical way, 15,38% mentioned that rarely had problems in the sequence of the events while 65,38% declared that had problems when they had to write all the events keeping sequence and coherence in the composition. As long as 15,38% of students said that almost always have problems when they have to follow the route of events and 3,85% wrote that always found difficult this section. According to that data collected after the implementation of guided strategy in the writing skill, it was evidenced that the majority of students did not have problems in this section.

	Frequency	Percentage	Valid Percentage	Accumulated percentage
Valid rarely	2	7,7	7,7	7,7
usually	18	69,2	69,2	76,9
almost always	4	15,4	15,4	92,3
always	2	7,7	7,7	100,0
Total	26	100,0	100,0	

Table 23. Problems in vocabulary
Author: López, S. (2019)



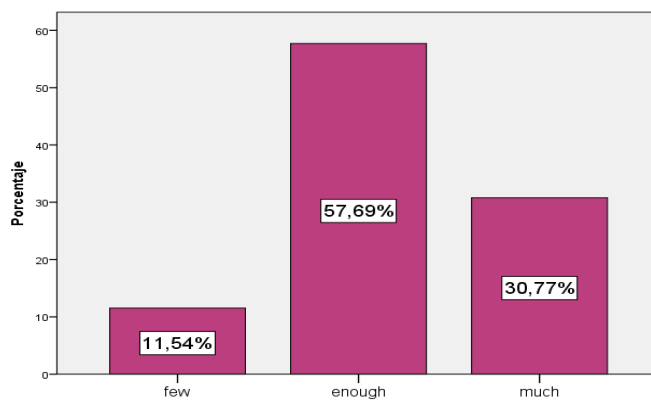
Graphic 19. Problems in vocabulary
Author: López, S. (2019)

ANALYSIS AND INTERPRETATION

According to the section of problems in the use of vocabulary during this period of time, the results shows 7, 7% rarely had problems in this item, while that 69, 2% said that usually had inconvenient finding the correct words to express their ideas. On the other hand, 15,4% mentioned that almost always had problems with vocabulary and 7,7% told that vocabulary always was difficult for them. Vocabulary was a difficult element to manage because students have their own way to acquire it and it was impossible to control it, in spite of the strategy that was implemented it.

		Frequency	Percentage	Valid Percentage	Accumulated percentage
Valid	few	3	11,5	11,5	11,5
	enough	15	57,7	57,7	69,2
	a lot	8	30,8	30,8	100,0
	Total	26	100,0	100,0	

Table 24. Written production with the scheme
Author: López, S. (2019)



Graphic 20. Written production with the scheme
Author: López, S. (2019)

ANALYSIS AND INTERPRETATION

Students are used the this scheme in the last period of time, the results show that 11,5% of students said that it was few useful while 57,6% said that the use of it was enough to help them to express their ideas and 30.7% told that the implementation of the scheme helped much them in their written production. The final results showed that most of the students improved their written production with the implementation of the guided strategy.

4.2 Hypothesis verification

4.2.1 Null hypothesis and an alternative hypothesis statement

H0: Guided writing strategy does not develop students' English written production.

H1: Guided writing strategy develops students' English written production.

4.2.2 Mathematical model

Groups' average

4.2.3 Statistical model

T student

4.2.4 Significance level

C = 95% of confidence level

$\alpha = 0.05$

4.2.5 Degrees of freedom

df = degrees of freedom

n=number of students.

df = n - 1

df = 26-1

df = 25

4.2.6 T-student

Table 25. t student results

		Test paired samples							
		Paired differences							
		mean	Standard deviation	Mean Standard Error	95% difference confidence interval		t	gl	Sig. (bilateral)
					lower	higher			
Par 1	Content - Content	2,346	,846	,166	2,005	2,688	14,144	25	,000
Par 2	Communicative Achievement - Communicative Achievement	1,692	,970	,190	1,300	2,084	8,893	25	,000
Par 3	Organization - Organization	1,615	1,023	,201	1,202	2,029	8,053	25	,000
Par 4	Language - Language	2,231	,652	,128	1,968	2,494	17,456	25	,000

Author: López, S. (2019)

4.2.7 Decision making

The table obtained through the SPSS version 23 program presents the evidence of the work done by the students, refers to the value of the media. That is, by means of the data collected between the previous test and the subsequent test in relation to the content, an average of 2,346 has been found. In the same sense, with regard to the work done within the compositions within the communicative achievement, the average obtained is 1,692. Thus, in relation to the organization found, the average is 1,615 and in terms of the language used in the activity carried out, the average is 2,231. As seen in the student's t-hypothesis contrast for dependent samples. It is important to note the evidence of a significance of 0.000, it means that there is statistically significant evidence between the new method and the previous method in all indicators. It is important notice that all students demonstrate a better manage of the language in the content through the use of the language used in their written production. Consequently,

the null hypothesis is **REJECTED** and the alternative hypothesis (H1 Guided writing strategy develops students' English written production) is **ACCEPTED**.

4.2.8 Teacher Questionnaire Survey Results

There are two teachers who teach in this major and the subject is part of the curriculum with 5 hours per week. However, its development is limited by students because their teachers must cover the contents in a short period of time. So that the development of language skills are directly related to the commitment of the students. Teacher's ability to process knowledge efficiently in the class schedule through the facilities with that counts in the classroom and the different activities carried out with the help of the virtual classroom. Teachers agree that written skills **are difficult for their students**, since they are accustomed to writing about various subjects but have not **followed any particular** scheme. When they have had to write they have done it under the instructions of their teachers regarding the content to be covered but not the way in which to do it. So, it was necessary to implement a scheme in the different themes with **title, exposition, action and resolution**.

In general students have developed each section of this scheme, however some of them have problems when they want to express their ideas with **clarity** because their arguments are weak and a lot of time they use phrases instead of statements. As a consequence of this step the **communicative achievement** is not usually reach in all the written production in spite of the practice of the vocabulary that is used in the topics that are reviewed. A fact that is relevant to notice is that the **organization** of their ideas and the presentation of their writing task has been improved throughout the time that they used the scheme presented in this level. In addition is necessary to notice that students learn more **vocabulary** through the level and this aspect is positive when they want to express their ideas, feelings or thoughts.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The research work is finished and according to the results obtained, the following conclusions have been reached it.

- Based on the data obtained in the pre-test applied to the group, it was possible to identify that there was a weakness in the majority of students in the management of writing skill since there were no ideas supported and connected to each other, this aspect sent confusing message to the reader. In addition, there was evidence of a low order in the presentation of events because they used to cycled lexicon that was studied in the previous levels. So that, this factor greatly limited the creative part of the students when writing in English.
- The technique used by teachers in relation to writing skill was the filling the gaps for the different topics that were in the guide book for the level. In fact, this technique is widely used at the initial levels because students are beginning to use the language. However, the repetitive use of it limits students' written production when it is the only one which is to use by teachers and therefore students can feel demotivate to write in English.

- Most of the written compositions presented mostly grammatically correct phrases and sentences but without connection and support between them, so that the generalization of ideas was a common factor. Obviously, there were very few students with a good level in their writing skill however most of students presented all their ideas in a single paragraph and a weak handling of the different punctuation marks.

5.2 Recommendations

- Based on the reported data, the implementation of guided writing is recommended so that students can improve English language management from the initial levels. Thus, students can build in a solid way this productive skill through the different types of texts that are developed according the respective levels that must be approved within their professional training.
- Taking of notes by students is important in their language learning processes because it responds to their reality as students. If this process is combined with teachers' dictation, it is clear that students reinforce their language management because there is a greater control of the different elements that are necessary for the development of the written production in a limited period of time.
- Within the implementation of the guided composition has been used the dictation and the taking of notes by students, which has allowed a better control in the development of the written skill. A better performance of all the elements worked was achieved but it is suggested to continue working in this process in the following levels for students' benefit.

CHAPTER VI

6. THE PROPOSAL

6.1 Informative Data

Name of the Institution: Tourism and Hospitality major.

Beneficiaries: EFL teachers and students at Tourism and Hospitality major.

Estimated time of execution: Semester March – August 2018

The person in charge: Sonia de los Angeles López Pérez

Cost: It will be \$0, 50 per student.

6.2 Background of the proposal

As a result of the previous research carried out it has been possible to elaborate the following one that is directed towards the students of the Tourism and Hospitality career in the higher courses in order to improve their written expression. Students will be exposed to guided writing strategy, which is designed and applied so that, in the first place, they encourage and improve their management and performance in writing skill, especially in written compositions. It focuses on written compositions because in the higher courses due to the lexicon and grammatical structure previously studied they are able to write different types of texts. Through the analysis carried out with the data obtained, it was confirmed that guided practice can improve student

performance when expressing their ideas, feelings or thoughts through the written composition in a logical and coherent manner.

6.3 Justification

This research is **interesting** because students receive information through receptive skills and then are able to demonstrate what they have learned as well as their own feelings or positions in front of what they are studying. This activity can be covered by means of short sentences, formats but that does not imply that they know how to write in English since they cannot express their opinions freely. Therefore, the objective that is sought with this activity is that **students are benefited** from being able to write written compositions but respecting the type of text that must be developed, which is directly related to the level at which they are in the learning process.

Although students at each level who rarely exceed can express their thoughts freely, they do so without developing all the elements required in each type of written composition. The present work is **innovation** because it focuses on the use of guided composition as a technique in order to work on in a written composition that has not been continuously developed to encourage its use by the students in the aforementioned major.

Even though students of each level can express their thoughts freely, they do so without developing all the necessary elements in each type of written composition. The present work shows **innovation** because it focuses on the use of guided composition as a technique to work on a written composition of any subject. In the last levels its use has not been continuously developed by

students in the specialty mentioned above. Therefore, it is considered that to develop a skill, you must have a sequential practice accompanied by synchronous feedback. These characteristics give the present research work the necessary characteristics to be considered as an **original** work within the learning of a foreign language. Because students are motivated on a personal or professional level to study it, which leads them to look for an authorized center that provides them with a certification upon completion of their respective levels. Authorized centers are selected according to the facilities and services that can be provided to users.

Students have dedicated time, effort and even money to acquire productive skills, allowing them to use all the information collected through receptive skills. The **importance of** writing ability in language learning is not questionable, so it is vital that students learn to write correctly in English, taking into account their own learning styles but complying with the same instruction given by the teacher but in a personalized way and not only for a note but for the pleasure of telling situations, experiences, fears or desires. For the respective evaluation of the work done, the rubric will be available for the third part of the written skill.

These reasons and others that have not been identified in this research work, allow us to show that it is feasible to carry out compositions at different levels and in accordance with their own characteristics. Since it is true that students should be given reasons for the performance of an activity, it becomes more **feasible** if they are provided with a guide, which can be applied to students regardless of their age.

6.4 Objectives

6.4.1 General

To design a pamphlet based in the strategy of guided writing for the realization of written production in order to motivate students' writing skill.

6.4.2 Specific

- To explain how written production must be work on.
- To encourage students to use the strategy in their written production
- To evaluate students' empowered the writing process

6.5 Feasibility Analysis

This proposal is feasible because it is framed in the guidelines of the Common European Framework where reference is made that, according to the level of study, students use the material studied to express themselves by orally or written ways. With respect to the written part, work has been done in one of the written forms which are generally not worked by teachers and students frequently. There are several reasons for that, between them is that there is not a sequence in the written tasks and demotivation of the participants. These factors and others may lose their impact if students are provided with the necessary tools, such as a scheme and with which they work for a period of time for students to internalize their elements in their entirety.

6.6 Foundation

Guided writing: according to Collins (2017), expresses that guided writing are tasks or activities that students have to do in a writing way. The main component is that students have to follow several prompts which could be specific words, structures or images in order to write a specific composition in a determine period of time which main goal is the communication among people who understand the same language, in this case English.

Written production: in the document of Common European Framework of Reference for Language (CFER) students have to do some tasks in order to learn language, and they have to write simple coherence and cohesive texts on different topics that motivate them under a sequence of logical events

Handout: a small handout containing information about all the units of the book of Tourism. Students can write about the different topics in a simple way and it can be possible that they arguments their ideas using the vocabulary that they need to learn and apply for their major in a real way.

6.7 Methodology

A small pamphlet will be prepared that contains the information of each part that should be developed by the students when they carry out the written composition regardless of the thematic that must be faced. Because the writing process makes use of each student's own lexicon, certain common vocabulary will be used as common axes, the same that should be used in each section. The

on-site feedback will be carried out by the teacher and even among the students to enhance the empowerment of language management as well as the previously established parts.

Table 26. Operation model

PHASES	OBJECTIVES	ACTIVITIES	RESOURCES	RESPONSIBLE	TIME
a.- Planning	To design a guided writing pamphlet.	Promote a guided writing pamphlet in order to encourage writing skill.	Notebook Pen Liquid paper	Sonia López	60'
b.- Socialization	To present the pamphlet with information regarding the guided writing.	Explanation of each component individually with the corresponding exercise on each one.	Whiteboard Markers Notebook Pen Liquid paper	Sonia López Students of the upper levels	60'
c.- Application	To develop each one of the sections. To provide synchronous feedback To boost the strategy for writing	Work on the themes which are in the book of each upper level.	English Book Guided writing pamphlet. Whiteboard Markers Notebook Pen Liquid paper	Sonia López Students of the upper levels	5 months
d.- Evaluation	To establish the flaws in the writing process using the respective rubric	The activity is in pairs to enhance language management as well as the empowerment of students in this activity.	Guided writing pamphlet. Rubric - Preliminary test	Sonia López Students of the upper levels	November (3 rd week) January (2 nd week)

Table 27 Operating model
Prepared by: López, S. (2019)

HANDOUT

**With love and patience, nothing is
impossible**



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By: Sonia López Pérez



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***“GUIDED WRITING FOR
STUDENTS -
THE EASIEST WAY TO
WRITE IN ENGLISH”***



TO THE TEACHERS

Writing skill is considered as the most difficult skill that students have to develop because need of several elements for its elaboration. These elements are acquired through the time, practice and effort of students and teachers.

The following handout has 4 writing activities related with Tourism in order to help students to improve their writing skill using guided writing. In order to control the process in writing, there is a Rubric of Cambridge English Preliminary and some worksheets as a support for the written production.

By Sonia López Pérez



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Guided writing 1. Travel packages



Guided writing 2. Lost a flight



Guided writing 3. The Bill



Guided writing 4. The Baggage



By Sonia López Pérez

GUIDED WRITING 1

TRAVEL PACKAGES IN A HOTEL

Use the following plan to write a composition entitle “Travel Packages in a Hotel”. Your composition should have 150 words. The suggestions in each section are not mean to be exhaustive, but you should try not to introduce irrelevant material. You can use the expressions/ words in the vocabulary Box. Don’t forget to use linking words to make your writing cohesive.

Title

Location, size, people



Paragraph 2 Exposition



Importance, benefits, requirements.

Paragraph 3 Body

Staff, accommodations, services, rooms, status,



Paragraph 4 Conclusion

Summarizing briefly the most important aspects mentioned



Activity 1. Brainstorming:

- a) Look at the instructions and familiarized with the words previously studied in class related with the topic.

Activity 2. Description of the picture

WRITING PROCESS

- **Pre writing:** in this part students have to write as many words as they can which are related with the topic. Time for this activity 5 minutes.
- **Drafting: individually** students in this section try to complete the ideas with the key words and their creativity. Students need to use the words that wrote in Brainstorming section,. Time for the activity 15 minutes.
- **Revising: in pairs,** when the time ended, students have to exchange the writing activity with the classmate on the right because they need to check the activity. In this part, if students have doubts about grammar structure, lexicon or spelling can use their dictionaries, cell phone or ask her teacher about it. Time for the activity 10 minutes.
- **Editing: individually,** when the owners of the writing activity receive their writing task, they need to see all their mistakes and take note of them for future writing tasks. However if there is any problem with partner's correction, students have to talk directly with her teacher. As teacher has monitored the activity presents a general feedback about the activity. Time for the activity 5 minutes.
- **Publishing: individually,** when students have finished to rewrite correctly the writing task, it is time for delivering it to her teacher for grading . It is important that they use ink for avoiding misunderstood by teacher. Teacher uses the rubric that she has socialize with them before the writing task. Time for the activity 5 minutes.

THIS IS A SAMPLE !

VOCABULARY BOX

All- inclusive, cab, eye contact, guest,
the front desk clerk, ocean view, ticket



BAHIA HOTEL

Miss Miller is in the city and she is happy because she won a contest in her job.

The prize was a week at Bahia Hotel and her package was **all- inclusive**. When she arrived, she went directly to **the front desk clerk** and showed her the winning **ticket**. The receptionist checked the information and gave her the key of the **suite**. The room was amazing. It had some furniture and an amazing **ocean view**. Later, she went down to the reception desk and make **eye contact** immediately with her. Miss Miller was a happy **guest** and asked her about a rock concert. Unfortunately the event was far from the hotel, so Ms. Miller decided to go to the beach and later went to eat seafood in a small restaurant near the hotel.

Miss Miller spend all her time at the hotel and she never called a **cab** because only wanted to rest it.

IT IS YOUR TURN!

You have to write a composition. It should have **100 words**. The suggestions in each section are not mean to be exhaustive. You can use the words in the vocabulary Box. Don't forget to use linking words to make your writing cohesive.

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GUIDED WRITING 2

LOST A FLIGHT

Use the following plan to write a composition entitled “Travel Packages in a Hotel”. Your composition should have 150 words. The suggestions in each section are not meant to be exhaustive, but you should try not to introduce irrelevant material. You can use the expressions/ words in the vocabulary Box. Don’t forget to use linking words to make your writing cohesive.



Title: location, size

Paragraph 2 Exposition



Destination, passport, baggage,

Paragraph 3 Body

International requirements, issues, solutions, staff, x-machine, taxes



Paragraph 4 Conclusion

Summarizing briefly the most important aspects mentioned earlier.



Activity 1. Brainstorming:

- b) Look at the instructions and familiarized with the words previously studied in class related with the topic.

Activity 2. Description of the picture

WRITING PROCESS

- **Pre writing:** in this part students have to write as many words as they can which are related with the topic. Time for this activity 5 minutes.
- **Drafting: individually** students in this section try to complete the ideas with the key words and their creativity. Students need to use the words that wrote in Brainstorming section,. Time for the activity 15 minutes.
- **Revising: in pairs,** when the time ended, students have to exchange the writing activity with the classmate on the right because they need to check the activity. In this part, if students have doubts about grammar structure, lexicon or spelling can use their dictionaries, cell phone or ask her teacher about it. Time for the activity 10 minutes.
- **Editing: individually,** when the owners of the writing activity receive their writing task, they need to see all their mistakes and take note of them for future writing tasks. However if there is any problem with partner's correction, students have to talk directly with her teacher. As teacher has monitored the activity presents a general feedback about the activity. Time for the activity 5 minutes.
- **Publishing: individually,** when students have finished to rewrite correctly the writing task, it is time for delivering it to her teacher for grading . It is important that they use ink for avoing misunderstood by teacher. Teacher uses the rubric that she has socializate with them before the writing task. Time for the activity 5 minutes.

THIS IS A SAMPLE !

VOCABULARY BOX

Boarding pass, international flight, luggage, passport, ticket, valid.



CHECKING DOCUMENTS AT THE AIRPORT

Ticket Clerk: Good afternoon. Please, I need to ask you some questions.

Passenger: Good afternoon. Sure.

Ticket Clerk: What is your name? Also I need to see your 1) passport and where you are flying?

Passenger: I am Amador Amaya and I am going to Italy, by the way this is my first 2) **international flight**.

Ticket Clerk: Ok. If it is your first flight where is your 3) **luggage** ?

Passenger: Well, I have two bags which are very heavy. I can not walk around this airport, so I left them in the cafeteria. Here is the 4) **ticket**.

Ticket Clerk: I can see however it is not 5) **valid** because here said Amador Arraya. The data are not the same. Do you have another document?

Passenger: Wait a moment! I have here my 6) **boarding pass**.

Ticket Clerk: That's right. Your documents are correct. Have a nice flight,

Passenger: Thank you.

GUIDED WRITING 3

THE BILL

Use the following plan to write a composition entitle “Travel Packages in a Hotel”. Your composition should have 150 words. The suggestions in each section are not mean to be exhaustive, but you should try not to introduce irrelevant material. You can use the expressions/ words in the vocabulary Box. Don’t forget to use linking words to make your writing cohesive.

Title

Location, people, season.



Paragraph 2 Exposition



Open hours, staff and personal information

Paragraph 3 Body

Services, benefices, requirements, issues.



Paragraph 4 Conclusion

Summarizing briefly the most important aspects mentioned earlier.



GENERAL INSTRUCTIONS

Activity 1. Brainstorming:

- c) Look at the instructions and familiarized with the words previously studied in class related with the topic.

Activity 2. Description of the picture

WRITING PROCESS

- **Pre writing:** in this part students have to write as many words as they can which are related with the topic. Time for this activity 5 minutes.
- **Drafting: individually** students in this section try to complete the ideas with the key words and their creativity. Students need to use the words that wrote in Brainstorming section,. Time for the activity 15 minutes.
- **Revising: in pairs**, when the time ended, students have to exchange the writing activity with the classmate on the right because they need to check the activitiy. In this part, if students have doubts about grammar structure, lexicon or spelling can use their dictionaries, cell phone or ask her teacher about it. Time for the activity 10 minutes.
- **Editing: individually**, when the owners of the writing activity receive their writing task, they need to see all their mistakes and take note of them for future writing tasks. However if there is any problem with partner's correction, students have to talk directly with her teacher. As teacher has monitored the activity presents a general feedback about the activity. Time for the activity 5 minutes.
- **Publishing: individually**, when students have finished to rewrite correctly the writing task, it is time for delivering it to her teacher for grading . It is important that they use ink for avoing misunderstood by teacher. Teacher uses the rubric that she has socializate with them before the writing task. Time for the activity 5 minutes.

THIS IS A SAMPLE !

Booking, checked in, front desk clerk, guided tour, gratuity, massage parlor, overcharge, spa treatment, settle the bill, upscale.



PAYING THE BILL

My name is Sandy Fuentes. I am a student from France and I spent a beautiful day here in Baños.

In the morning at 12:00 o'clock I **checked in** at Angel's Hotel. It is an **upscale** hotel but I can afford it. The **front desk clerk** was very polite and gave my key. My room was nice it. I found information about the **spa treatment** and there was a promotion about the **massage parlor** this week. It was not **gratuity** in my **booking** but I wanted to receive it in the afternoon. I knew that I have to **overcharge** but it was ok. At night, the hotel offered a **guided tour** on foot around the city but I wanted to dance and drink a lot.

When I made my check out. I had to **settle the bill**. It was really expensive but I was happy in Baños.

GUIDED WRITING 4

WHERE IS MY BAGGAGE

Use the following plan to write a composition entitle “Travel Packages in a Hotel”. Your composition should have 150 words. The suggestions in each section are not mean to be exhaustive, but you should try not to introduce irrelevant material. You can use the expressions/ words in the vocabulary Box. Don’t forget to use linking words to make your writing cohesive.

Title



Location, things.

Paragraph 2 Exposition



People, place, problem

Paragraph 3 Body

Place, things, requirements, problems, forms.



Paragraph 4 Conclusion

Summarizing briefly the most important aspects mentioned earlier.



GENERAL INSTRUCTIONS

Activity 1. Brainstorming:

- d) Look at the instructions and familiarized with the words previously studied in class related with the topic.

Activity 2. Description of the picture

WRITING PROCESS

- **Pre writing:** in this part students have to write as many words as they can which are related with the topic. Time for this activity 5 minutes.
- **Drafting: individually** students in this section try to complete the ideas with the key words and their creativity. Students need to use the words that wrote in Brainstorming section,. Time for the activity 15 minutes.
- **Revising: in pairs**, when the time ended, students have to exchange the writing activity with the classmate on the right because they need to check the activitiy. In this part, if students have doubts about grammar structure, lexicon or spelling can use their dictionaries, cell phone or ask her teacher about it. Time for the activity 10 minutes.
- **Editing: individually**, when the owners of the writing activity receive their writing task, they need to see all their mistakes and take note of them for future writing tasks. However if there is any problem with partner's correction, students have to talk directly with her teacher. As teacher has monitored the activity presents a general feedback about the activity. Time for the activity 5 minutes.
- **Publishing: individually**, when students have finished to rewrite correctly the writing task, it is time for delivering it to her teacher for grading . It is important that they use ink for avoing misunderstood by teacher. Teacher uses the rubric that she has socializate with them before the writing task. Time for the activity 5 minutes.

THIS IS A SAMPLE !

Baggage office, check in, claim form, luggage, luggage status, notify, track system.



WHERE IS MY BAGGAGE?

This summer, I wanted to travel to China and made my **luggage** but when I arrived to this place, I did not find my bags.

I was happy during the trip but when I went to the **track system** in order to pick up it and I could not find it, I was getting angry. After that I went to the **baggage office** in that airport. The person in charge was polite and had to fill a **claim form** with all my information. He told me that I will be **notified** immediately about my **luggage status**. After that, I went to my hotel in order to relax after my **check in** I went to my room and slept for several hours. I was sleeping when the phone rang and someone found it.

I received my **luggage** at the hotel, I was happy and changed my clothes.

IT IS YOUR TURN!

You have to write a composition. It should have **100 words**. The suggestions in each section are not mean to be exhaustive. You can use the words in the vocabulary Box. Don't forget to use linking words to make your writing cohesive.

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GUIDE WRITING LESSON PLANS



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Guided writing 1		MATERIAL: Book of tourism. OBJECTIVE: To promote writing skill about a specific situations in a hotel. WRITING STRATEGY: To write a composition using specific lexicon WRITING PROCESS: Pre, during and after writing			
Teacher: Lcda. Sonia López Pérez		Theme: Travel packages		Level: Advance	Lesson plan: N°1 1h.
CONTENT	STAGE	PROCEDURES	RESOURCES	ASSESSMENT	TIME
TRAVEL PACKAGES	Brainstorm	<ul style="list-style-type: none"> ✓ Teacher delivers the worksheet about guided writing 1 ✓ She presents and asks students about the pictures and elicit their information. Then write some words on the board. 	Pictures Blackboard Markers	Not applicable	5'
	Pre-writing	<ul style="list-style-type: none"> ✓ Teacher underlines some words related with the themes and clarify their meaning. ✓ Students in pairs have some minutes to share the meaning of the words of the blackboard in their own words. If it is necessary they can use their dictionary. ✓ Students narrow the main point of the exercise. 	Pictures Blackboard Markers Notebooks Pen Pencils Dictionaries	Not applicable	10'
	During –writing	<ul style="list-style-type: none"> ✓ Teacher tells their students to work alone in their worksheet after that she asks them to read the instructions about drafting in the writing process. ✓ Teacher clarifies the words that are difficult for her students in their worksheet in order to do the activity. ✓ When everybody understands the activity they work alone using all materials that they need for it. 	Worksheet Pen Pencils Dictionaries	Formative	15'

		<ul style="list-style-type: none"> ✓ While students are doing the task, teacher monitors the activity and gives feedback when it is necessary. 			
	After- writing	<p>Revising in pairs</p> <ul style="list-style-type: none"> ✓ When the time has finished, students exchange the writing activity with their classmates on the right and correct it. ✓ Students receive the writing activity of their partner and begin to review the writing task. ✓ They have to read carefully and write the corresponding feedback. If there are some situations that could not resolve they can work with their partners or ask her teacher. 	Worksheet Pen Pencils Dictionaries	Formative	5'
		<p>Editing individually</p> <ul style="list-style-type: none"> ✓ When students receive their own writing task, they need to check their mistakes which was corrected by their classmates. ✓ If there are any problems with them. Students need to talk directly to the teacher. ✓ Students need to rewrite all the exercise 	Worksheet Pen Pencils Dictionaries	Formative	20'
	Follow up	<ul style="list-style-type: none"> ✓ When students have their activity with the corresponding corrections. They have to re-write the activity using the rubric and finally deliver it to their teacher. 	Worksheet Pen Pencils Dictionaries	Summative	5'

Guided writing 2		MATERIAL: Book of tourism. OBJECTIVE: To promote writing skill about lost a plane. WRITING STRATEGY: To write a composition using specific lexicon WRITING PROCESS: Pre, during and after writing			
Teacher: Lcda. Sonia López Pérez		Theme: Lost a flight		Level: Advance	Lesson plan: N°2 1h.
CONTENT	STAGE	PROCEDURES	RESOURCES	ASSESSMENT	TIME
TRAVEL PACKAGES	Brainstorm	<ul style="list-style-type: none"> ✓ Teacher delivers the worksheet about guided writing 2 ✓ She presents and asks students about the pictures and elicit their information. Then write some words on the board. 	Pictures Blackboard Markers	Not applicable	5'
	Pre-writing	<ul style="list-style-type: none"> ✓ Teacher underlines some words related with the themes and clarify their meaning. ✓ Students in pairs have some minutes to share the meaning of the words of the blackboard in their own words. If it is necessary they can use their dictionary. ✓ Students narrow the main point of the exercise. 	Pictures Blackboard Markers Notebooks Pen Pencils Dictionaries	Not applicable	10'
	During –writing	<ul style="list-style-type: none"> ✓ Teacher tells their students to work alone in their worksheet after that she asks them to read the instructions about drafting in the writing process. ✓ Teacher clarifies the words that are difficult for her students in their worksheet in order to do the activity. ✓ When everybody understands the activity they work alone using all materials that they need for it. 	Worksheet Pen Pencils Dictionaries	Formative	15'

		<ul style="list-style-type: none"> ✓ While students are doing the task, teacher monitors the activity and gives feedback when it is necessary. 			
	After- writing	<p>Revising in pairs</p> <ul style="list-style-type: none"> ✓ When the time has finished, students exchange the writing activity with their classmates on the right and correct it. ✓ Students receive the writing activity of their partner and begin to review the writing task. ✓ They have to read carefully and write the corresponding feedback. If there are some situations that could not resolve they can work with their partners or ask her teacher. 	Worksheet Pen Pencils Dictionaries	Formative	5'
		<p>Editing individually</p> <ul style="list-style-type: none"> ✓ When students receive their own writing task, they need to check their mistakes which was corrected by their classmates. ✓ If there are any problems with them. Students need to talk directly to the teacher. ✓ Students need to rewrite all the exercise 	Worksheet Pen Pencils Dictionaries	Formative	20'
	Follow up	<ul style="list-style-type: none"> ✓ When students have their activity with the corresponding corrections. They have to re-write the activity using the rubric and finally deliver it to their teacher. 	Worksheet Pen Pencils Dictionaries	Summative	5'

Guided writing 3		MATERIAL: Book of tourism. OBJECTIVE: To improve writing skill about paying the bill. WRITING STRATEGY: To write a composition using specific lexicon WRITING PROCESS: Pre, during and after writing			
Teacher: Lcda. Sonia López Pérez		Theme: The Bill		Level: Advance	Lesson plan: N°3 1h.
CONTENT	STAGE	PROCEDURES	RESOURCES	ASSESSMENT	TIME
TRAVEL PACKAGES	Brainstorm	<ul style="list-style-type: none"> ✓ Teacher delivers the worksheet about guided writing 2 ✓ She presents and asks students about the pictures and elicit their information. Then write some words on the board. 	Pictures Blackboard Markers	Not applicable	5'
	Pre-writing	<ul style="list-style-type: none"> ✓ Teacher underlines some words related with the themes and clarify their meaning. ✓ Students in pairs have some minutes to share the meaning of the words of the blackboard in their own words. If it is necessary they can use their dictionary. ✓ Students narrow the main point of the exercise. 	Pictures Blackboard Markers Notebooks Pen Pencils Dictionaries	Not applicable	10'
	During –writing	<ul style="list-style-type: none"> ✓ Teacher tells their students to work alone in their worksheet after that she asks them to read the instructions about drafting in the writing process. ✓ Teacher clarifies the words that are difficult for her students in their worksheet in order to do the activity. ✓ When everybody understands the activity they work alone using all materials that they need for it. 	Worksheet Pen Pencils Dictionaries	Formative	15'

		<ul style="list-style-type: none"> ✓ While students are doing the task, teacher monitors the activity and gives feedback when it is necessary. 			
	After- writing	<p>Revising in pairs</p> <ul style="list-style-type: none"> ✓ When the time has finished, students exchange the writing activity with their classmates on the right and correct it. ✓ Students receive the writing activity of their partner and begin to review the writing task. ✓ They have to read carefully and write the corresponding feedback. If there are some situations that could not resolve they can work with their partners or ask her teacher. 	Worksheet Pen Pencils Dictionaries	Formative	5'
		<p>Editing individually</p> <ul style="list-style-type: none"> ✓ When students receive their own writing task, they need to check their mistakes which was corrected by their classmates. ✓ If there are any problems with them. Students need to talk directly to the teacher. ✓ Students need to rewrite all the exercise 	Worksheet Pen Pencils Dictionaries	Formative	20'
	Follow up	<ul style="list-style-type: none"> ✓ When students have their activity with the corresponding corrections. They have to re-write the activity using the rubric and finally deliver it to their teacher. 	Worksheet Pen Pencils Dictionaries	Summative	5'

Guided writing 4		MATERIAL: Book of tourism. OBJECTIVE: To encourage writing skill about baggage. WRITING STRATEGY: To write a composition using specific lexicon WRITING PROCESS: Pre, during and after writing			
Teacher: Lcda. Sonia López Pérez		Theme: The Baggage	Level: Advance	Lesson plan: N° 4 1h.	
CONTENT	STAGE	PROCEDURES	RESOURCES	ASSESSMENT	TIME
TRAVEL PACKAGES	Brainstorm	<ul style="list-style-type: none"> ✓ Teacher delivers the worksheet about guided writing 1 ✓ She presents and asks students about the pictures and elicit their information. Then write some words on the board. 	Pictures Blackboard Markers	Not applicable	5'
	Pre-writing	<ul style="list-style-type: none"> ✓ Teacher underlines some words related with the themes and clarify their meaning. ✓ Students in pairs have some minutes to share the meaning of the words of the blackboard in their own words. If it is necessary they can use their dictionary. ✓ Students narrow the main point of the exercise. 	Pictures Blackboard Markers Notebooks Pen Pencils Dictionaries	Not applicable	10'
	During –writing	<ul style="list-style-type: none"> ✓ Teacher tells their students to work alone in their worksheet after that she asks them to read the instructions about drafting in the writing process. ✓ Teacher clarifies the words that are difficult for her students in their worksheet in order to do the activity. ✓ When everybody understands the activity they work alone using all materials that they need for it. 	Worksheet Pen Pencils Dictionaries	Formative	15'

		<ul style="list-style-type: none"> ✓ While students are doing the task, teacher monitors the activity and gives feedback when it is necessary. 			
	After- writing	<p>Revising in pairs</p> <ul style="list-style-type: none"> ✓ When the time has finished, students exchange the writing activity with their classmates on the right and correct it. ✓ Students receive the writing activity of their partner and begin to review the writing task. ✓ They have to read carefully and write the corresponding feedback. If there are some situations that could not resolve they can work with their partners or ask her teacher. 	Worksheet Pen Pencils Dictionaries	Formative	5'
		<p>Editing individually</p> <ul style="list-style-type: none"> ✓ When students receive their own writing task, they need to check their mistakes which was corrected by their classmates. ✓ If there are any problems with them. Students need to talk directly to the teacher. ✓ Students need to rewrite all the exercise 	Worksheet Pen Pencils Dictionaries	Formative	20'
	Follow up	<ul style="list-style-type: none"> ✓ When students have their activity with the corresponding corrections. They have to re-write the activity using the rubric and finally deliver it to their teacher. 	Worksheet Pen Pencils Dictionaries	Summative	5'

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ANNEXES

7. Based on your activity of written task, in which section do your students have problems.

SITUATION	Never	Rarely	Usually	Almost always	Always
a) During the course they had the opportunity to practice written skills.					
b) Students have written about the subject matter clearly and precisely in his written assignments.					
c) The communicative achievement of their written task focuses on the clarity of their ideas.					
d) Within the organization of their written work facts are presented in a logical and orderly way.					
e) The language used in the written task focuses on the previously studied vocabulary and grammar.					

8. What punctuation marks do your students use in their written activities and why?

9. Do you consider that their writing skills were improved with this scheme (title, exposition, body and conclusion).

Nothing () Few () Enough () A lot ()

10. What are your suggestions or strategies to improve your students' skills?

Thanks!

Exposition					
Body or action					
Conclusion or resolution					

7. Based on your activity of written task, in which section do you have problems.

SITUATION	Never	Rarely	Usually	Almost always	Always
a) During the course you had the opportunity to practice written skill					
b) You have written about the subject matter clearly and precisely in his written assignments.					
c) The communicative achievement of your written task focuses on the clarity of your ideas.					
d) Within the organization of your written work facts are presented in a logical and orderly way.					
e) The language used in the written task focuses on the previously studied vocabulary and grammar.					

8. What punctuation marks do you use in your written activities and why?

.....

9. Do you consider that your writing skills were improved with this scheme (title, exposition, body and conclusion?)

Nothing () Few () Enough () A lot ()

10. What are your suggestions or strategies to improve your writing skills?

.....

Thanks!

ANNEX 3: Corpus for written production

CORPUS FOR WRITTEN PRODUCTION

A simple corpus was elaborated in base of the lexicon that students used in their written production.

Some expression to start their written production	<ul style="list-style-type: none">• When I first...• At the beginning ...• It was.....
Sequential events	<ul style="list-style-type: none">• Then• After that• While• Meanwhile• a moment later• Just then
Generate dynamism	<ul style="list-style-type: none">• Suddenly• Just at that moment• Unexpectedly
Direct style	<ul style="list-style-type: none">• I'm coming with you," she said.• She said, "I'm coming with you."• "Do you like it?"
Finish the story	<ul style="list-style-type: none">• Finally• Eventually• After everything that happened• Luckily

Source: Direct Research

Elaborated by: López, S.

ANNEX 4: Rubric for writing

RUBRIC FOR WRITING

B1	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well-organized and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target	<i>sPerformance below Band 1.</i>		

Source: Cambridge English Preliminary – Writing Part 3