UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

EDUCATIONAL PROJECT

TOPIC
Strategies to improve the academic writing.

PROPOSAL
Design of a booklet with rules and procedures for academic writing.

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF:

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En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas en la cual se me designó Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización LENGUAS Y LINGÜÍSTICA, tengo a bien informar lo siguiente:

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Strategies to improve the academic writing.

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El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito. El participante ha ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la APROBACION y pone a vuestra consideración de rigor para los efectos legales correspondientes.

Muy Atentamente

Rodrigo Guerrero Segura
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Juan Carlos Rojas Álvarez
DEDICATION

I dedicate this thesis project to my mother, Alicia Álvarez for all the support she has given to me in every moment of my life. She is the only one that has made an extraordinary effort to give me the education I have. Those extraordinary feelings of gratitude to that woman who will never let me go down. She is a fantastic woman. I do not know what I would do without her.

To my father, Carlos Rojas, who also have supported me in many of the projects that I had had. I dedicate this work to my parents who have never left my side. He has given me the advice I needed in that moment.

I also dedicate this thesis project to my fiancée Laura Bedor that also has supported me from the beginning until the end of this thesis project, giving me advices and love. She has given me the most important feeling that I could think. Love. And hope. She has been an important pillar in my life. Is like, she gave me life again. And love is the most important feeling that we could have.

Juan Carlos Rojas Álvarez
TOPIC: Strategies to improve the academic writing.

PROPOSAL: Design of a booklet with rules and procedures for academic writing

Researcher: Juan Carlos Rojas Álvarez.

Project supervisor: Rodrigo Guerrero Segura.

Resumen

La escritura académica es una habilidad útil que los estudiantes puedan aprender. Emplea habilidades las que emplearán cuando tengan un trabajo y para servir en la comunidad. Los estudiantes comienzan a sentirse más confiado con las expresiones que utilizan. Los docentes no suelen enseñar la escritura académica. Sólo algunos de nosotros. Es una gran habilidad y fácil de enseñar. Lamentablemente la mayoría de los profesores no ven los beneficios de la adquisición de una habilidad como la de la escritura. Y todavía utilizan una metodología común y aburrida. Esta es la razón por la que éste trabajo tiene como finalidad demostrar la facilidad y la importancia del aprendizaje de una habilidad escrita que podrían tener los estudiantes antes de ir a la secundaria. Para que puedan ir a la escuela secundaria con todo el conocimiento académico que la escritura académica enseñará a ellos. El valor de los pensamientos de los estudiantes va a cambiar para mejorar en ellos mismos. Aprendiendo la escritura académica se les abrirá un nuevo mundo de conocimiento. Con el léxico lleno de argots y jergas los jóvenes no pueden expresarse correctamente. Y ellos no se sienten seguros en el momento de escribir ni siquiera una composición personal. Haciendo que se sientan cómodos en el aula. Tratando de llevar al aula una conversación sobre cosas del momento. O hacer que escriban un ensayo sobre la música y de los momentos en cada década. Cosas que llaman su atención. Hacer que investiguen. Casi todo el conocimiento que se aprende es llevado por ellos mismos. Esta es la primera actitud que cambia y que va a llamar su atención. Como se ha expuesto antes de que el objetivo de este proyecto es dar algunos consejos sobre la manera más fácil de enseñar la escritura académica a los estudiantes de décimo grado básico. Cómo estructurar un párrafo académico en lo que se les enseña, y los estudiantes aprenden las partes de un párrafo. Hacer ejercicios como por ejemplo la organización de los párrafos en el orden correcto y recordando que el tema de un párrafo debe seguir lógicamente del tema del último párrafo debe dar lugar al tema del párrafo siguiente. Los estudiantes les encanta este tipo de entrenamiento cuando los maestros lo proponen amablemente y animado. Para el desarrollo de ésta investigación se aplicó una modalidad de campo, ya que la información se obtuvo directamente de la escuela pública. Una modalidad aplicada se puso a prueba para analizar la problemática existente para hacer una propuesta que ayude a resolverlo. Para obtener toda la información necesaria, los datos, los gráficos y las imágenes fueron obtenidos por las encuestas y entrevistas utilizando la escala Likert. Sólo para elaborar un propósito de mejora. Los resultados de la investigación dijeron que la mejor forma de mejorar las habilidades de escritura que cambian la idea de que aprender a escribir formalmente es aburrido e inútil. Lo que se observó durante ésta investigación fue el rápido aprendizaje de parte de los estudiantes de las estrategias que se enseñaron para el recurso de escritura de párrafos académicos que es el fin que se buscaba desde un principio. Lo que facilitó poder recurrir a una gama de estrategias que son eficaces en las necesidades del alumnado. Cuando se habla de escritura, el parámetro en que se forma es en su delineamiento académico ya que es la manera más formal para expresarse. Al enseñar escritura académica, motivando como docentes a los estudiantes a amar ésta habilidad, podemos realizar la labor que se nos ha encomendado. Que es que el docente se adapte a su grupo de estudiantes para mejorar el aprendizaje. Y así poder cumplir con las normas regulativas de la educación de nuestro país.

Palabras Claves: Escritura académica – enseñanza - vocabulario
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ABSTRACT
Academic writing is a useful skill that students could learn. It helps to students’ lives, for when they get a job and for their lives in the community. Students begin to feel more confident with the expressions they use. Docents do not normally teach academic writing. Just some of us. It is a great skill and easy to teach. Lamentably most of teachers do not see the benefits of acquiring a writing skill. And they still use a common and bored methodology. This is why, this work has as purpose to demonstrate the easiness and importance that the learning of a written skill could have in the lives of students before they go to high school. So they could go to high school with all the academic knowledge that academic writing will give to them. The value of their thoughts of students will change to improve themselves. Students learning academic writing will open a new world of knowledge to them. With the lexicon full of argots and slangs youngsters cannot express correctly. And they do not feel confident at the moment of writing even a personal composition. Making them feel comfortable in the classroom. Trying to bring to the classroom a conversation about things of the moment. Or making them write an essay about music and its moments in every decade. Things that catch their attention. Make them investigate. Almost all the knowledge they are going to get is brought by them. This is the first attitude that has changed that is going to be noticed. As was exposed before the goal of this project is to give some advises about the easiest way to teach academic writing to students of tenth grade basic. How to structure an academic paragraph were taught, and students learn the parts of a paragraph. Doing exercises like for example arranging paragraphs in the correct order and remembering that the topic of one paragraph should follow logically from the topic of the last paragraph and should lead on to the topic of the next paragraph. Students love this kind of workout when teachers propose it kindly and lively. For this research and it development was applied a field modality, because the information was obtained directly from the public school campus. An applied modality was tested to analyze the existent problem to make a purpose that helps to solve it. To obtain all the information required, the data, graphics and images were obtained by polls and interviews using the Linkert scale. Just to elaborate a purpose of improvement. The results of the research told us that the best form to improve the writing skills changing the thought that learning to write formally is bored and useless. Teaching basic structure and parts of a paragraph from the beginning is real helpful to teach academic paragraphs in academic writing. How can students use academic writing from the beginning of the paragraph and catch the attention of the reader or keep the reader bored until the end, the writer turns the essay from bored to exciting. And see how this skill could change lives. It could be said that in a concrete way of seeing the teaching labor and the thoughts that normally docents had about writing is different from what they think. Teaching to write in an academic way is a form to create in youngsters thoughts to create different dimensions in their minds. Making their lives a little bit better being more formal.

KEYWORDS: Academic writing – project – paragraph structures
Academic writing is a useful skill that students could learn. It helps to students’ lives, for when they get a job and for their lives in the community. Students begin to feel more confident with the expressions they use. Docents do not normally teach academic writing. Just some of us. It is a great skill and easy to teach. Lamentably most of teachers do not see the benefits of acquiring a writing skill. And they still use a common and bored methodology. This is why, this work has as purpose to demonstrate the easiness and importance that the learning of a written skill could have in the lives of students before they go to high school. So they could go to high school with all the academic knowledge that academic writing will give to them. The value of their thoughts of students will change to improve themselves. Students learning academic writing will open a new world of knowledge to them. With the lexicon full of argots and slangs youngsters cannot express correctly. And they do not feel confident at the moment of writing even a personal composition. Making them feel comfortable in the classroom. Trying to bring to the classroom a conversation about things of the moment. Or making them write an essay about music and its moments in every decade. Things that catch their attention. Make them investigate. Almost all the knowledge they are going to get is brought by them. This is the first attitude that has changed that is going to be noticed.

As was exposed before the goal of this project is to give some advises about the easiest way to teach academic writing to students of tenth grade basic. How to structure an academic paragraph are taught, and students learn the parts of a paragraph. Doing exercises like for example arranging paragraphs in the correct order and remembering that the topic of one paragraph should follow logically from the topic of the last paragraph and should lead on to the topic of the next paragraph. Students love this kind of workout when teachers propose it kindly and lively. For this research and it development was applied a field modality, because the information was obtained directly from the public school campus. An applied modality was tested to analyze the existent problem to make a propose that helps to solve it. To obtain all the information required, the data, graphics and images were obtained by polls and interviews using the Linkert scale. Just to elaborate a purpose of improvement. The results of the research told us that the best form to improve the writing skills changing the thought that learning to write formally is bored and useless. What was observed during this investigation was the rapid learning that students had and were taught with the necessary strategies for the resource of academic writing paragraphs that is the end sought from the outset. Making it easier to use a range of strategies that are effective in the students’ needs.

When it comes to writing, the parameter that is formed in his academic outline is because it is the most formal way to express themselves. By teaching academic writing, motivating and teaching students to love this ability, we can do the work that has been entrusted to us. What it is that teaching fits your group of students to improve learning and so to fulfill the regulatory standards of education in our country.
La escritura académica es una habilidad útil que los estudiantes puedan aprender. Ayuda a la vida de los estudiantes, para cuando consiguen un trabajo y por su vida en la comunidad. Los estudiantes comienzan a sentirse más confiado con las expresiones que utilizan. Los docentes no suelen enseñar la escritura académica. Sólo algunos de nosotros. Es una gran habilidad y fácil de enseñar. Lamentablemente la mayoría de los profesores no ven los beneficios de la adquisición de una habilidad como la de la escritura. Y todavía utilizan una metodología común y aburrida. Esta es la razón por la que este trabajo tiene como finalidad demostrar la facilidad y la importancia del aprendizaje de una habilidad escrita que podrían tener los estudiantes antes de ir a la secundaria. Para que puedan ir a la escuela secundaria con todo el conocimiento académico que la escritura académica enseñará a ellos. El valor de los pensamientos de los estudiantes va a cambiar para mejorar en ellos mismos. Aprendiendo la escritura académica se les abrirá un nuevo mundo de conocimiento. Con el léxico lleno de argots y jergas los jóvenes no pueden expresarse correctamente. Y ellos no se sienten seguros en el momento de escribir ni siquiera una composición personal. Haciendo que se sientan cómodos en el aula. Tratando de llevar al aula una conversación sobre cosas del momento. O hacer que escriban un ensayo sobre la música y de los momentos en cada década. Cosas que llaman su atención. Hacer que investiguen. Casi todo el conocimiento que se aprende es llevado por ellos mismos. Esta es la primera actitud que cambia y que va a llamar su atención. Como se ha expuesto antes de que el objetivo de este proyecto es dar algunos consejos sobre la manera más fácil de enseñar la escritura académica a los estudiantes de décimo grado básico. ¿Cómo estructurar un párrafo académico es lo que se les enseña, y los estudiantes aprenden las partes de un párrafo. Hacer ejercicios como por ejemplo la organización de los párrafos en el orden correcto y recordando que el tema de un párrafo debe seguir lógicamente del tema del último párrafo debe dar lugar al tema del párrafo siguiente. Los estudiantes les encanta este tipo de entrenamiento cuando los maestros lo proponen amablemente y animado. Para el desarrollo de ésta investigación se aplicó una modalidad de campo, ya que la información se obtuvo directamente de la escuela pública. Una modalidad aplicada se puso a prueba para analizar la problemática existente para tener un propuesta que ayude a resolverla. Para obtener toda la información necesaria, los datos, los gráficos y las imágenes fueron obtenidos por las encuestas y entrevistas utilizando la escala Likert. Sólo para elaborar un propósito de mejora. Los resultados de la investigación nos dijeron que la mejor forma de mejorar las habilidades de escritura que cambian la idea de que aprender a escribir formalmente es aburrido e inútil. La enseñanza de estructura básica y partes de un párrafo desde el principio es realmente útil para enseñar a los alumnos párrafos académicos en la escritura académica? ¿Cómo pueden los estudiantes utilizar la escritura académica desde el principio del párrafo y captar la atención del lector? U otra opción es dejar que el lector se mantenga aburrido hasta el final y se convierta de repente de aburrimiento a emocionante. Y ver cómo esta habilidad podría cambiar la vida. Se podría decir que de una manera concreta de ver el trabajo de enseñanza y pensamientos que normalmente docentes tenían acerca de la escritura es diferente de lo que piensan. La enseñanza de escribir de una forma académica es una forma de crear en los jóvenes pensamientos para crear diferentes dimensiones en sus mentes. Haciendo sus vidas un poco mejor. Al ser más "formal"
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INTRODUCTION

Learning academic writing is important, because the community will be benefited. Students will express in a more formal way. What whoever learn in classrooms everyone could use in community-based projects. And this prepares them for creative writing teaching in schools, homeless centers, youth clubs and care homes. What was searched in this project was the efficiency of academic writing in changing the world of expressions that a person could have. Writing formally, using an academic vocabulary and the wide opportunities that this brings to a person is making somebody’s’ studies, the family communication, and work much better than before. When was discovered the lack of knowledge of correct expressions at the moment of writing, all the failures committed when writing a composition and the use of argots and vulgarisms brought to my mind the development of the project of academic writing. The academic writer is a formal, informative and educated person, who may also find an audience outside via journalism, speeches, pamphlets, etc. Academic writing structure has an introduction, where one must grab the reader’s attention. It is where anyone can make several questions or some interesting facts or information. The body, the main part of the work is paragraphs. The paragraphs must be clearly written and be arranged in a logical order. This is why paragraphs were taught in this project strongly. And finally the conclusions where another emphasize and summarize all the main points were revealed. In the introduction of this book it is notorious the problem statement. That made me thinks in a possible solution. The theoretical part needed to be thought. To understand the dilemma much better. Then the methodology of how the problematic was solved was exposed explaining each of the instruments used in the research. Trying to understand and looking for the best way to solve this problem that overwhelms youngsters of the nation. And it is the conclusion, explaining all the research. Giving the necessary advices and demonstration of the work done with all the strength and joy of being a teacher.

CHAPTER I: THE PROBLEM

In the chapter one you can see the conflict situation of the problem, the scientific fact and causes and formulation of the problem. The variables and objectives of the investigation. The general and specific objective and the questions of the investigation. The justification and Importance
CHAPTER II: THEORETICAL FRAME

In chapter two, everything is going to be theoretical. First the theoretical background is going to be talked with the epistemological fundament, the philosophical fundament, psychological fundament, sociological fundament and the scientific fundament. There is also going to be a theoretical framework with a large list of academic writing. What is academic writing? The academic writing structure with and abstract thought, punctuation and grammar, using thesis statements, how important is Academic Essay Writing?, why writing matters in school and university?, why is important in the workplace, improvement of analytical skills and self-expressions, some general advice on Academic Essay Writing using thesis statements, some techniques for integrating note-taking and planning, start Large, End Small, wordiness: Danger Signals and Ways to React, introductions and Conclusions, how do I write an interesting, effective introduction?, some general advices about conclusions. Paragraphs, what is a paragraph? Using topic sentences, summarizing, the Abstract, the Academically Proposal, Using Gerunds. Effective Strategies, essay Structure, parts of an essay, topic sentences and signposting, beginning the academic essay, developing a thesis, revising the draft, Example of revision, editing the essay.

CHAPTER III: THE METHODOLOGY

The Methodology, antecedents, modality of the investigation, types of the investigation, levels of the investigation, procedure of the investigation, methods for the investigation, techniques for the investigation, population and sample, finding the Sample Size, Operationalization, interview to the principal, interview to the English Teachers, survey to the students, statistical survey with statistical results made to the students, conclusions and recommendations.

CHAPTER IV: THE PROPOSAL

In this chapter: The proposal, antecedents, justification, general and Specific Objectives of the Proposal, importance of the proposal, description of the Proposal, bibliographic references.

APPENDIXES

Appendix 1: Documents, Appendix 2: Surveys and interviews, Appendix 3: Photo, 4: The proposal.
CHAPTER I
THE PROBLEM

CONTEXT OF THE RESEARCH

This project was inspired to help students at Unidad Educativa Fiscal Veintiocho de Mayo to learn to compose correctly. Academic writing is an excellent form. That is the way to write with all the different concepts and rules to follow to write compositions, discourses and essays. And is also inspired because the lacks of inspiration and exact structure of sentences taught and instruments to teach that normally, public schools in our country have. A foreign language maybe could be difficult to understand or to form a sentence correctly, but having a daily practice of the new language the learning is possible. With all the resources that teachers must have like the specific and correct books to teach a non-native language teachers could make an incredible job. The written exercises are essential because the student could practice with a correct expression and lexicon. Anyone must have passion and vocation to teach and encouraging students to write.

People nowadays prefer not to study, worst to learn a new language. The example parents at home give to their children, sometimes without their presence as the result of their works and the liberty children have today help them to do not pay attention to classes and make everything the teacher request just to do it. It is Just because the teacher
requested it. And they do not care in learning from the homework teachers send or exercises that they make in classes. Why? It is because they do not have the verification at home of their homework. And of course, most of parents do not speak English and they cannot help their children with their homework or lessons. Students do not like to learn English. It is maybe because both, father and mother work, and simply they do not pay attention to their children education. And they really do not have time enough.

Students do not care in learning from the work teachers send or exercises that they make in classes at home. It is because they do not have the verification at home of their homework. And of course, most of parents do not speak English and they cannot help their children with their lessons

**CONFLICT - SITUATION**

Academic writing is really considered an accurate way of writing. that specifically communicates what it is wanted to express. .Then we find the need of teaching academic writing in the needed of students to learn from his youth and to express themselves correctly and in a much more formal and polite tone.. The definition that this area has always been a topic of debate among many writers, as it has to follow certain rules depending on the type and gender issue that is going to be spoken. And
many of them are kept in a more traditional way of text while others have taken a modern avenue for the use of words in a text.

One of the most common ways to see how good one could do this is writing a speech. Obviously the speech has to be analyzed deeply depending on the situation and soaking on the subject which is to be expressed. The writers should not use slangs or buzzwords that are why the writer must have an enriched lexicon and idioms using all the possible known vocabulary. Where should be based on the arguments and precise procedures to fill information to the audience.

Academic writing sets limits and regulations of the speaker and talk obviously what and how we say something and obviously indicates what is reasonable or not; what they really meant or not. Anyone can have a personal, social or professional tone of their lives. And what we notice in this project is that many writings are very professional, while others are made with a lot of freedom. This has led to the revision of certain types of writing, comparing such as how to write at high school and how at the university. It is necessary that the academic writer first familiarizes with himself and other writings. Reading other works already done on the subject of which is to be exposed. And this is not plagiarism, contrary to what many people think. Having others ideas of the academic writing structure. So it would be easier to teach it.
Something that normally affects the students in high school is their written production. It was incredible the lack of knowledge that students have about writing correctly. Students do not even know that there is a wonderful world of communication through writing. Imagine all the mistakes that they could make writing, if talking they say a lot of wrong expressions.

All the failures that were noticed when students were interviewed. It is incredible all the slangs and argots used by the students nowadays. There are many things that students just do not know about expressing academically. So, academic writing taught students this correct way to express. And they were a little surprised, because they began to feel different, to think different.

And that is the goal of teaching academic writing. Those students could begin to think different. Could think and talk politely and kindness. That is what the world needs more. That people who worry for others, and love others in any form.

**SCIENTIFIC FACT**

Low rate of written production in the students of second year, at Unidad Educativa Mixta Fiscal Veintiocho de Mayo, located in the Distrito D06 Bellavista Zona 8 city of Guayaquil, period 2015 – 2016.
CAUSES
Teachers do not motivate students to write academically
Teachers do not use strategies to write correctly
Additional writing practice in class is not possible because the official English book does not include this type of exercises

FORMULATION OF THE PROBLEM
How do the use of effective strategies influence on the academic writing of the students of second year, at Unidad Educativa Mixta Fiscal Veintiocho de Mayo, located in the Distrito D06 Bellavista Zona 8 city of Guayaquil, period 2015 – 2016?

OBJECTIVES OF THE INVESTIGATION

General objective
To show that learning how to write academically help students to improve in any subject they are learning.

Specific objectives
To demonstrate the effectiveness of using strategies to improve the writing production of the students with exercises according to academic style.

To diagnose the written performance of the students by means a test and a statistic analysis.

To select the appropriate linguistic contents that will be included in the booklet by means of the obtained results.
QUESTIONS OF THE INVESTIGATION
What are the causes of the problem?
Which are the difficulties of writing in English learning process?
Who will be the beneficiaries?
Where is the proposal going to be performed?
With what resources are we going to apply the proposal?
What does the school and teachers need for their students?
What bibliography will be used?

JUSTIFICATION AND IMPORTANCE

Writing is an excellent skill, that anyone who learns to write formally will be a successful student and professional. Learning strategies and the way to use them also teach students to learn by themselves strategies to live life as correct human beings; at school, at home and in their jobs. As teachers, is grateful to know that anyone could give this knowledge correctly, because it is something for all life. It is a skill that will be in our minds and never will go away.

Knowledge as how to organize the ideas that must be the essence of what one wants to express need to be taught. Remembering that they do not have to make common grammatical mistakes and to use formal expression is a good beginning of the planning and demonstration in class
of the project. Making a deep investigation and learning of the objective and the practice that is given in class make a different learning in students.

When someone writes an academic paper is making many things at one time. That person is thinking, writing, reading, reasoning, researching, organizing, planning, arguing, articulating, supporting, communicating and learning. Many things involve this interesting skill. This is why is so useful, too. It is because the deep research and study that one has to make to write an academic paper. If teachers worried more in teaching this skill to high school students it will be easier for them to get better degrees in their school years in any subject.

The social relevance and convenience of learning academic writing is that in most of jobs is required to demonstrate or practice the written skills and verbal skills. Expressing who one is as a person is portable and permanent. It makes the thinking visible, helps one to move easily among facts, inferences, and opinions without getting confused, and without confusing the reader, promotes the ability to pose worthwhile questions, fosters the ability to explain a complex position to readers, and to oneself. Helps others give anyone feedback, helps someone refine the ideas when one give others feedback, requires that anyone anticipate the readers’ needs. The ability to do so demonstrate the intellectual flexibility and maturity, ideas down preserves them so that anyone can reflect upon them later, out the ideas permits to evaluate the adequacy of the argument.
stimulates to extend a line of thought beyond the first impressions or gut responses. Helps to understand how truth is established in a given discipline, equips with the communication and thinking skills that is needed to participate effectively in democracy, is an essential job skill.

As an illustration, the booklet that was formed for this project is full of exercises to practice the learning of “how to construct academic paragraphs” that is the principal point in learning academic writing for the students of tenth grade of the “Unidad Educativa Mixta Fiscal Veintiocho de Mayo”.
CHAPTER II
THEORETICAL FRAMEWORK

THEORETICAL BACKGROUND OF THE RESEARCH:

WHAT IS ACADEMIC WRITING?

Academic writing is guided in a lot of sets of forms and genres. Writing in an impersonal and dispassionate tone, based in closely investigated knowledge. Talking about the general concept that normally has academic writing, it is said that it is a formal writing. As a general guideline this article named: Tips for academic writing and other formal writing” gave anyone some interesting information about academic writing. For example, that “formal writing is not just dictated conversation.

It is inappropriate simply to write as somebody would speak. In conversation, the listener can ask for clarification or elaboration easily, and thus the speaker can use imprecise language, ramble from topic to topic freely, and so on. One example was said by (Ernest Hemingway remembered in (Writer’s Digest, 2017,# 2) “Most writers regard the truth as their most valuable possession, and therefore are most economical in its use” Formal writing must instead stand on its own, conveying the author's thesis clearly through words alone. As a result, formal writing requires substantial effort to construct meaningful sentences, paragraphs, and arguments relevant to a well-defined thesis. The best formal writing will be difficult to write but very easy to read. An essay, article, or report should have one main topic that is clearly evident in the introduction and conclusion. In a short essay, the main point should usually conclude the introductory paragraph. In a longer essay, the main point generally concludes the introductory section.
When in doubt, use the recipe: introduce, expand/justify, and conclude. Paragraphs, subsections, sections, chapters, and books all use the same structure: first make the topic clear, then expand upon it, and finally sum up, tying everything back to the topic. As it is mentioned in an article in the (Academic Writing page, the Glossary of Grammatical and Rhetorical Terms, 2017, #1) “The term academic writing refers to the forms of expository and argumentative prose used by university students, faculty, and researchers to convey a body of information about a particular subject. ….is expected to be precise, semi-formal, impersonal, and objective.”

Someone need to tell the reader what you will be trying to say, then anyone need to cover all the relevant material, clearly relating it to the stated point, and finally, need to tie the subtopics together so that they do indeed add up to establish the point that was promised. And stay on topic. Everything in the document should be related clearly to the main thesis. Someone can write other papers later for anything else that might want to say. The reason the reader is reading this particular paper of anyone is that he or she wants to know about the main topic, not simply about everything that might want to be said, unless for some narcissistic reason "everything you might want to say" is the clearly stated main topic.

Theoretical bases

Conversely, there is no need to bring up items simply because they relate to the main topic, if anyone do not have anything to say about them. If someone does bring something up, say something important about it! It
is quite appropriate to discuss such opposing views when they are relevant, when they relate directly to the main topic of the paper. For instance, if there are reviewing a paper and arguing that it was not written well overall, it is usually a good idea to point out the few things that were done well. Often such opposing observations fit well just after the introduction, providing a background for the rest of the arguments that follow. Whenever you do include such material, things that go in the direction opposite to the main thesis, be careful to put it into only a few well-defined places, reorganizing the argument to achieve that when necessary. Jumping back and forth will confuse the reader unnecessarily.

Speakers use many informal, colloquial phrases in casual conversation, usually intending to convey meanings other than what the words literally indicate.

Formal writing should be clear to as many people as possible, and its meaning should not depend on the whims of the local dialect of English. It is a permanent and public record of ideas, and should mean precisely what have been written. Avoid redundancy. Unfortunately, specifying minimum page requirements encourages redundancy, but please tries to avoid that temptation. When two words will do, there is no need to use twenty.

In the academic community, the ability to write concisely is far more important than the ability to fill up a page with text. In some courses, as an example the academic community of the (University of Pittsburg, 2017, #2) “By participating in an Academic Community you will: Meet people, you quickly develop a sense of community within your small group. It is going to serve you well in future classes.” Academic courses specify page minimums to ensure that anyone write an essay of the appropriate depth, not to test whether someone can say the same thing a dozen different ways just to fill up space. Be professional and diplomatic.
The essays for a course assignment will probably not be published, but genuine scientific writing will be, and the subject of the paper may very well come across the work eventually. Thus it is crucial to avoid pejorative, insulting, and offensive terms like "attempt to", "a waste of time", "pointless", etc.

Finally, no one will publish the work if it is just a diatribe and not a sober, reasoned argument. To avoid these sorts of problems, it might be good to pretend that anyone is the author under discussion and re-read the essay through his or her eyes.

The standard format for an effective essay or article is to: present a coherent thesis in the introduction, try the hardest to convince the reader of the thesis in the body of the paper, and restate the thesis in the conclusion so that the reader remains quite sure what the thesis is, and so that the reader can decide whether he or she was convinced. When preparing to write an essay, it is essential to identify the main requirements of the title. You must be clear about what areas your teacher wants you to cover.

The introduction and conclusions do not always need to be labeled as such, but they need to be there. Each paragraph is one relevant sub-topic. Each paragraph in a document should have one topic that is clearly evident early in the paragraph. Every paragraph should have a clear relationship to the main topic of the document; if not, either the paragraph should be eliminated, or the main topic should be revised. Use complete sentences. Except in extraordinary circumstances, sentences in the main text must be complete; they must have a subject and a verb, so that they express an entire thought, not just a fragment or the beginning of a thought. Note that most "-ing" words are not verbs. ‘The light turning green’ is just a fragment, a start to a sentence or a part of one.
Put appropriate punctuation between sentences. Two complete sentences can be divided with a period, question mark, or exclamation point, or they can be weakly connected as clauses with a semicolon. They can *never* be connected with a comma in formal writing! If anyone could replace the comma with a period, leaving two complete, meaningful sentences, then that comma is an error a comma can never be used like that! Different communities have different expectations on what to put into figure captions. Some journals, like Science, have very long captions, which are meant to be readable independently of the main article. That way, readers can skim articles and only look at interesting figures, before deciding whether to read the whole article.

Other journals and other publications like books, theses, and proposals tend to have very little in the caption, with the figures being understandable only when reading the main text.

**STRATEGIES**

The types that commonly have academic writing are setting fall into one of four categories, or modes: exposition, narration, description, and persuasion. There are variations of different essays that are written in each main mode, but each variation ultimately has the same overall purpose: As it is named in the web site (ACCESS TO ENGLISH: Social Studies, 2008, #1-4) “The types of essay…expository, this is a writer’s explanation of a short theme, idea or issue….persuasive, this is the type of essay where you try to convince the reader to adopt your position on an issue or point of view….analytical, in this type of essay you analyze, examine and interpret such things as an event, book, poem, play or other work of art. ….argumentative, this is the type of essay where you prove that your opinion, theory or hypothesis about an issue is correct or more truthful than those of others”.
Good writing usually incorporates a variety of these into the same assignment. For instance, a narration piece will benefit from incorporating heavy amounts of description, and often a persuasive essay must first explain certain facts to the reader before arguing for or against a certain solution. Writers of all disciplines and backgrounds should study these modes and learn how to write each one successfully and incorporate them into different forms of writing.

There must be in an analytic or critical review of a book or article that is not primarily a summary; rather, it comments on and evaluates the work in the light of specific issues and theoretical concerns in a course. The literature review puts together a set of such commentaries to map out the current range of positions on a topic; then the writer can define his or her own position in the rest of the paper.

Keep questions like these in mind as you read, make notes, and write the review. What is the specific topic of the book or article? What overall purpose does it seem to have? For what readership is it written? The preface, acknowledgements, bibliography and index can be helpful in answering these questions. Do not overlook facts about the author's background and the circumstances of the book's creation and publication.

Are there alternative ways of arguing from the same material? Does the author show awareness of them? In what respects does the author agree or disagree? What theoretical issues and topics for further discussion does the work raise? What are your own reactions and considered opinions regarding the work?

Browse in published scholarly book reviews to get a sense of the ways reviews function in intellectual discourse. Some reviews summarize the book's content and then evaluate it; others integrate these functions, commenting on the book and using summary only to give examples.
Choose the method that seems most suitable according to the professor's directions. To keep the focus, remind yourself that the assignment is primarily to discuss the book's treatment of its topic, not the topic itself. Your key sentences should therefore say ‘This book shows...the author argues’ rather than ‘This happened...this is the case.’

**Annotated bibliography**

An annotated bibliography gives an account of the research that has been done on a given topic. Like any bibliography, an annotated bibliography is an alphabetical list of research sources. In addition to bibliographic data, an annotated bibliography provides a concise summary of each source and some judgment of its value or relevance. Depending on the assignment, an annotated bibliography may be one stage in a larger investigation project, or it may be an independent project standing on its own.

The quality and usefulness of the bibliography will depend on the selection of sources. Define the scope of the research carefully so that anyone can create good judgments about what to include and exclude. The investigation should attempt to be reasonably comprehensive within well-defined boundaries. Consider these questions to help anyone find appropriate limits for their research: What difficulty is been investigated? What question(s) are trying to be pursued?

If the bibliography of the investigation is part of a research project, this project will probably be governed by a research question. If the bibliography is an independent plan on a general topic, aboriginal women and Canadian law, try formulating the topic as a question or a series of questions in order to define the search more precisely. How has Canadian law affecting aboriginal women changed as a result of the Charter of Rights and Freedoms? How have these changes affected aboriginal
women? How have aboriginal women prejudiced and responded to these legal developments?

What kind of material is looked for me? Are the essential studies on my topic found? Read footnotes in useful articles carefully to see what sources they use and why. Keep an eye out for studies that are referred to by several of the sources. The following reading strategies can help you identify the argument of the source: Identify the author’s thesis central claim or purpose or research question.

Both the introduction and the conclusion can help anyone with this task. Look for repetition of key terms or thoughts. Follow them through the text and see what the writer does with them. Note: especially the key terms that occur in the thesis or research question what governs the text. Notice how the text is laid out and organized. What are the main divisions or sections? What is emphasized? Why? Bookkeeping for why will help you to move further than listing contents and toward giving an account of the argument. Notice whether and how a theory is used to interpret evidence or data. Identify the method used to investigate the problem/s addressed in the text. Pay attention to the opening sentence(s) of each section, where authors often state concisely their main point in the paragraph. Look for paragraphs that summarize the argument. A section may sometimes start or finishes with such a paragraph.

Assessing the relevance and value of sources means that the annotation should now go on to briefly assess the value of the source to an investigation of the research question or problem. In order to determine how someone will use the source or define its contribution, anyone will need to assess the quality of the argument: why is it of value? What are its limitations? How well defined is its research problem? How effective is its
method of investigation? How good is the evidence? Would someone draw the same conclusions from the evidence? Keep the context of the project in mind. How is material assessed in the course or discipline? What models for assessing arguments are available in course materials?

Various kinds of annotated bibliographies do come in many variations. Pay close attention to the requirements of the assignment. Here are some possible variations: Some assignments may require someone to summarize only and not to evaluate. Some assignments may want to notice and comment on patterns of similarity and dissimilarity between sources; other assignments may want to treat each source independently. If the bibliography is long, consider organizing it in sections. Categories of organization should help clarify the research question. Some assignments may require or allow to preface the bibliography, or its sections, with a paragraph explaining the scope of the investigation and providing a rationale for the selection of sources.

**Literature review**

The literature review is needed in this skill. A few tips on conducting it, helped with this, asking: What is a review of the literature? This is an account of what has been published on a topic by accredited scholars and researchers. Occasionally it will be asked to write one as a separate assignment, sometimes in the form of an annotated bibliography see the bottom of the next page, but more often it is part of the introduction to an essay, research report, or thesis. In writing the literature review, the purpose is to convey to the reader what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are. It is said in an article in (The Writing Center at UNC-Chapel Hill, 2014, #5) “A literature review can be just a simple summary of the sources, but it usually has an organizational pattern and combines both summary and synthesis. A summary is a recap of the important information of the
source, but a synthesis is a re-organization, or a reshuffling, of that information. It might give a new interpretation of old material or combine new with old interpretations. Or it might trace the intellectual progression of the field, including major debates". As a piece of writing, the literature review must be defined by a guiding concept, the research objective, the problem or issue they are discussing, or the argumentative thesis. It is not just a descriptive list of the material available, or a set of summaries.

Besides enlarging the knowledge about the topic, writing a literature review lets anyone gain and demonstrate skills in two areas. Information seeking: the ability to scan the literature efficiently, using manual or computerized methods, to identify a set of useful articles and books. And critical appraisal: the ability to apply principles of analysis to identify unbiased and valid studies. A literature review must do these things: be organized around and related directly to the thesis or research question anyone is developing. Synthesize results into a summary of what is and is not known. Identify areas of controversy in the literature. Formulate questions that need further research.

Ask yourself questions like these: What is the specific thesis, problem, or research question that my literature review helps to define? What type of literature review is conducted by me? Issues of theory are looked? Methodology? Policy? Quantitative research, on the effectiveness of a new procedure? Qualitative research, studies of loneliness among migrant workers?

What is the scope of my literature review? What types of publications is looked by me? Using, journals, books, government documents, popular media? What discipline am I working in; nursing psychology, sociology, and medicine? How good was my information seeking? Has my search been wide enough to ensure I have found all the relevant material?
Ask yourself questions like these, about each book or article you include: Has the author formulated a problem/issue? Is it clearly defined? Is its significance, scope, severity, relevance, clearly established? Could the problem have been approached more effectively from another perspective? What is the author's research orientation, interpretive, critical science, combination? What is the author's theoretical framework, psychological, developmental, and feminist?

What is the relationship between the theoretical and research perspectives? Has the author evaluated the literature relevant to the problem/issue? Does the author include literature taking positions she or he does not agree with? In a research study, how good are the basic components of the study design population, intervention, and outcome? How accurate and valid are the measurements? Is the analysis of the data accurate and relevant to the research question? Are the conclusions validly based upon the data and analysis?

In material written for a popular readership, does the author use appeals to emotion, one-sided examples, or rhetorically-charged language and tone? Is there an objective basis to the reasoning, or is the author merely "proving" what he or she already believes? How does the author structure the argument? Can someone "deconstruct" the flow of the argument to see whether or where it breaks down logically in establishing cause-effect relationships? In what ways does this book or article contribute to our understanding of the problem under study, and in what ways is it useful for practice? What are the strengths and limitations? How does this book or article relate to the specific thesis or question that are developed by me?
As final notes it is said that a literature review is a piece of discursive prose, not a list describing or summarizing one piece of literature after another. It is usually a bad sign to see every paragraph beginning with the name of a researcher. Instead, organize the literature review into sections that present themes or identify trends, including relevant theory. It is not trying to list all the material published, but to synthesize and evaluate it according to the guiding concept of the thesis or research question.

**Academic Proposal**

The Academic Proposal gave some general tips: Start with “Why your idea is worth doing?”, its contribution to the field, and then fill in how, technicalities about topic and method. Give enough detail to establish feasibility, but not so much as to bore the reader. Show the ability to deal with possible problems or changes in focus. And show confidence and eagerness, use I and active verbs, concise style, positive phrasing.

As it is said in the article of (How to write an Academical Proposal, Classroom, 2017, #1) “The purpose and structure of academic proposals can vary greatly, depending on the intent, audience, topic and subject matter of the academic proposal. One common type of academic proposal is the research proposal. Within an academic context, the research proposal outlines the purpose and function of the research and what would be needed to complete it. All academic proposals have the ultimate goal of gaining support and ultimately approval for an idea or concept.”

**Abstracts**

Abstracts are important because they give a first impression of the document that follows. Letting readers decide whether to continue reading
and showing them what to look for if they do. Though some abstracts only list the contents of the document. The most useful abstracts tell the reader more. An abstract should represent as much as possible of the quantitative and qualitative information in the document, and also reflect its reasoning. Typically, an informative abstract answers these questions in about 100-250 words. In the page of (The Writing Center at UNC-Chapel Hill, 2017, #2) “An abstract is a self-contained, short, and powerful statement that describes a larger work. Components vary according to discipline. An abstract of a social science or scientific work may contain the scope, purpose, results, and contents of the work. An abstract of a humanities work may contain the thesis, background, and conclusion of the larger work. An abstract is not a review, nor does it evaluate the work being abstracted. While it contains key words found in the larger work, the abstract is an original document rather than an excerpted passage.”

If the paper is about a new method or apparatus the last two questions might be changed to: What are the advantages of the method or apparatus? And: How well does it work? Here are some other points to keep in mind about abstracts: An abstract will nearly always be read along with the title, so do not repeat or rephrase the title. It will likely be read without the rest of the document, however, so make it complete enough to stand on its own. The readers expect someone to summarize the conclusions as well as the purpose, methods, and main findings. Emphasize the different points in proportion to the emphasis they receive in the body of the document. Do not refer in the abstract to information that is not in the document. Avoid using “I” or “we”. Avoid if possible avoid trade names, acronyms, abbreviations, or symbols. It would need to explain them, and that takes too much room. Use key words from the document.
A primary source is a document that was created at the time of the event or subject you've chosen to study or by people who were observers of or participants in that event or topic.

Autobiographies of meat packing executives, workers, etc., published even many years later. Maps that show the location of the packing house plants, made during the period are studying. Music, such as work songs or blues ballads, made or adapted during the time you are researching. Are Oral histories of packing house employees' experiences? They are though a historian's comments on those oral histories would be a secondary source. The medium of the primary source can be anything, including written texts, objects, buildings, films, paintings, cartoons, etc. What makes the source a "primary" source is when it was made, not what it is.

**Primary source**

This would not, however, include books written by historians about this topic. It is because books written by historians are called "secondary" sources. The same goes for historian's introductions to and editorial comments on collections of primary documents. These materials, too, are secondary sources because they are twice removed from the actual event or process you're going to be writing about. To be prepared to get primary sources from your students there in an article of the (Teaching History.org, Primary Source, 2016, #, 2) “Primary sources are materials directly related to a topic by time or participation. These materials include letters, speeches, diaries, newspaper articles from the time, oral history interviews, documents, photographs, artifacts, or anything else that provides firsthand accounts about a person or event.”

**Secondary Sources**
What are Secondary Sources? Once someone has a topic in mind, they need to find out what other scholars have written about the topic. If they have used the same sources they were thinking of using and reached the same conclusions, there is no point in repeating their work, so they should look for another topic. Most of the time, though, they will find that other scholars have used different sources and/or asked different questions, and that reading their work will help to place your own paper in perspective. We can take a look on this definition in the same last web site (Teaching History.org, 2017, #2) “Secondary sources are works of synthesis and interpretation based upon primary sources and the work of other authors. ….. Frequently, they also take advantage of the work of other historians by using other secondary sources.”

Anyone wants to move past just looking for books in the library. Now that someone is doing the own history research and writing, someone should step up to the specialized bibliographies historians use for their own work. Do not stop looking for secondary sources until begin to turn up the same titles over and over again. Put those titles someone see most frequently and those that are most recently published at the very top of the list of things to read, since they are likely to be the most significant and/or complete interpretations. After you have located and analyzed some primary sources and read the existing secondary literature on your topic, someone is ready to begin researching and writing the paper.

This was adapted to consider of that when reading primary historical documents are: When and by whom was this particular document written? What is the format of the document? Has the document been edited? Was the document published? It is If so, when and where and how? How do the layout, typographical details, and accompanying illustrations inform about the purpose of the document, the author's historical and cultural position, and that of the intended audience?
Literary Perspective

Remember that the author of the text, the person who creates it, and the narrator of the text, the person who tells it, are not necessarily one and the same. An excellent opinion about what Literature is on found in an article in (Literature isn't a Luxury buy a life changer, 2017, #3) “As a child, literature gave me role models and possible worlds. As an adult, it expands my consciousness, putting my mind inside the experience of others. Which is what we all need? “A tough life needs a tough language,” says Jeanette Winterson. “That’s what literature offers. It isn’t a hiding place. It is a finding place.”

How does the text reflect or mask such factors as the class, race, gender, ethnicity, or regional background of its creator/narrator? Remember that "race" is a factor when dealing with cultural forms of people identified as "white," that "men" possess "gender," and that the North and Midwest are regions of local as well as national significance. How does the author describe, grapple with, or ignore contemporaneous historical events? Why? Which cultural myths or ideologies does the author endorse or attack? Are there any oversights or "blind spots" that strike you as particularly salient? What cultural value systems does the writer/narrator embrace?

From a literary perspective, does the writer employ any generic conventions? Use such devices as metaphor, simile, or other rhetorical devices? With what aspects of the text, content, form, and style, can anyone most readily identify? Which seem most foreign to someone? Why? Does the document remind of contemporaneous or present-day cultural forms that have encountered? How and why? In The Writing Center at UNC-Chapel Hill, 2017, #3) it is said" It's pretty easy to see how at least some stories convey clear meanings or morals. Just think about a parable like the prodigal son or a nursery tale about “crying wolf.” Stories
like these are reduced down to the bare elements, giving us just enough
detail to lead us to their main points, and because they are relatively easy
to understand and tend to stick in our memories, they're often used in
some kinds of education."

And the literacy perspective gives another perspective and another
study that needs to be made. The how to ask a good historical question
needs to be studied. When writing a historical research paper, the goal is
to choose a topic and write a paper that: Asks a good historical question,
tells how its interpretation connects to previous work by other historians,
and, offers a well-organized and persuasive thesis of its own. Let's take
this one step at a time. First Ask a good historical question: A good
historical question is broad enough to interest you and, hopefully, your
classmates. Pick a topic that students in the class and average people
walking down the street could find interesting or useful. If anyone thinks
interracial relationships are an interesting topic and you find the 1940s to
be an equally fascinating time period, come up with a question that
incorporates both these interests.

The connecting their interpretation to previous work by other historians
is important to write as was seen before. Once anyone has a topic in mind,
someone needs to find out what other scholars have written about the
topic. If they have used the same sources that were thought of using and
reached the same conclusions, there is no point in repeating their work, so
someone should look for another topic. Most of the time, though,
somebody will find that other scholars have used different sources and/or
asked different questions, and that reading their work will help to place an
own paper in perspective. When they are writing their paper, it will cite
these historians, both their arguments about the material, and also
sometimes their research findings.
Offering a well-organized and persuasive thesis. Think of the thesis as answering a question. Have the thesis answer a "how" or "why" question, rather than a "what" question. A "what" question will usually land in the world of endless description, and while some description is often necessary, what someone really should focus on is the thinking, the analysis, the insights. Consider the following questions when reviewing the thesis paragraphs: Does the thesis answer a research question? What sort of question is the thesis answering?

The thesis paragraph usually has three parts: the subject of the paper, the argument about the topic, and the evidence it will be using to argue the thesis. Is the thesis overly descriptive? Does it simply describe something in the past? OR, does the thesis present an argument about the material?, is the thesis clearly and succinctly stated?, does the thesis paragraph suggest how the author plans to make his or her argument?

Writing about Literature

Like all university essays, the English paper requires critical thought and strong argumentation, but its focus on language and close textual analysis makes it unique. Here are some tips that someone will want to keep in mind when writing about literature. Avoid plot summary. The main purpose of an English paper is to advance an argument. As a general rule, mention only plot details that are relevant to the argument. Anyone may occasionally need to contribute a small amount of additional information about the storyline to make the analysis coherent, but keep the summary to a minimum, and leave plenty of space for the own ideas. Anyone can usually assume that the reader knows the narrative well.

Here is a list of possible questions around which anyone might construct a solid thesis: How does the author's or narrator's perspective on a given theme shift as the text develops? Are there any apparent tensions
or contradictions within the text? If so, how might they be resolved? How does the text engage with the major political or cultural ideas of the era in which it was written? How does the text challenge or undermine the dominant conventions of the genre in which it was written? These are just a few suggestions. There are thousands of ways to craft a thesis, so do not feel limited to the questions above.

Let the structure of the argument determine the structure of the paper. In most cases, someone will best serve the argument by deviating from the chronology of events in the text that are critiquing. It is fully acceptable to pluck pertinent evidence from the beginning, middle, and end of a literary text and to use these disparate examples in the same paragraph. Sometimes it may be asked to provide a close reading of a given literary work. Often a close reading is structured the same way as any other English paper: anyone present a thesis and then defend it through detailed analysis of the text. But occasionally, all professors might ask to do a line-by-line or paragraph-by-paragraph reading of a poem, passage, or story. This is one of those rare instances in which a more sequential approach is appropriate.

Opt for analysis instead of evaluative judgments. When writing a paper, focus on analyzing the work, not celebrating it. Instead of telling the reader that a given work is beautiful, lyrical, or timeless, focus on the ideas the text conveys and the ways it goes about conveying them. Someone may come across a line in a poem or novel that is so beautiful, or so sloppy, that cannot resist commenting on it. If it is burning up to make an evaluative point, then do so. But keep it short and sweet (or short and snarky), and do not let it become the focus of the paragraph.

Quotations
Integrate quotations fully into the argument. Whenever it is incorporated a literary quotation into the writing, anyone must justify its usage. First, be sure to contextualize the quotation by giving some information about it, who is speaking, what part of the text it comes from, etc... Then, follow each quotation with a few sentences in which you unpack the passage and relate it back to the argument. In other words, a quotation should never speak for itself: Someone must do the necessary work to demonstrate what the quotation means in the context of the argument.

All writers should be aware of their audience. But science writers need to be particularly aware because readers of science-related writing can have very different levels of knowledge. The key question to ask is always, “Am I writing for fellow scientists or for a general audience?” What any reader know or do not know will have a significant effect on both substance and style. Titles in humanities and social science papers are, as a rule, sentence fragments. In science papers they can be either fragments or full sentences, though usually they are fragments:

The risk of lymphoma development in autoimmune diseases: a meta-analysis. A full-sentence title is good at highlighting one central result: Brain natriuretic peptide is a potentially useful screening tool for the detection of cardiovascular disease in patients with rheumatoid arthritis. As this example illustrates, titles in the sciences can be long. Do the best to make sure that every word counts. Be concrete, but avoid excessive detail.

Headings are discovered if someone writes a humanities essay in university, anyone will not be encouraged to use headings. The opposite will be true of the science papers. Headings emphasize the systematic nature of scientific enquiry. They also provide an excellent organizational
tool, often relieving of the need to create smooth transitions between the main parts of the paper. Take advantage of them!

In some scientific genres, the sections and heading names are predetermined. For example, scientific studies as well as lab reports are typically divided into the following sections: Abstract, Introduction, Methods, Results, Discussion. The list may vary slightly according to the discipline, the course, or the journal. For complicated experiments, anyone may subdivide sections into subsections, each with its own subheading. Headings are not always obligatory. In a shorter paper, they may sometimes prove more of a hindrance than a help. Use them only if someone find that they actually help to better organize the material.

**Jargons**

These generally refer to language that is unrecognizable to most people, either because it is deliberately obscure and needlessly difficult, or because it forms part of the technical terminology common to a discipline. The first type of jargon should be avoided whatever discipline anyone is writing in. It can sound pretentious, and it obscures meaning. The second type of jargon does not carry the same negative connotation. In the sciences, and sometimes in other disciplines as well, this technical language can be indispensable. The definition that gives the article of (Your Dictionary, Jargons, 2017, #1) “…is like a type of shorthand between members of a particular group of people, often words that are meaningless outside of a certain context. Following are some examples of jargon that will help illustrate the concept.” Consider the following passage from a fourth-year geology paper on competing theories about the extinction of the dinosaurs:

The cretaceous period was a time of great change for land plants. It is thought to have seen the origin of the angiosperms, which exploded in
diversity and prominence through the period. It was also a period which saw large numbers of extinctions. These are extremely well documented in the fossil record of marine organisms, and less so for land plants. At or near the end of the cretaceous period, groups such as dinosaurs, belemnites, rudest bivalves, ammonites, and many others went extinct.

The intended audience for this paper consists of fellow geologists. The writer can thus count on her readers to know what each of the technical terms means. She does not use jargon here to make her writing sound sophisticated; outside of the scientific terms, the language is simple. The main function of such jargon is compression. The dictionary definition of each of these terms is two or three lines long. If the paper had provided definitions, it would have been considerably longer, and the flow of the argument would have suffered. Sometimes anyone may think jargon is necessary in your science writing when it is not. Rather than achieving concision, such jargon will usually make the prose long-winded and even impenetrable. Is there any good reason for a sentence like the following?

Science

In science writing commonly relies on a further form of compression: replacing frequently used terms consisting of more than one word with an abbreviation, typically formed from the term's initial letters. The convention is to specify the abbreviation in parentheses immediately after the first use of the term:

If anyone is writing about science for non-scientists, someone can still rely on jargon to achieve compression, but it should at least let the reader know what any uncommon term means the first time around. Try to avoid abbreviations, however, unless they are commonly used.
Members of the medical establishment are not presently cognizant of efficacious treatments resulting in the complete elimination of symptomatology in acute viral nasopharyngitis. Why not simply say this? There is no known cure for the common cold. Always ask if there is a simpler, more transparent way of making a point.

At the same time, train yourself to read critically the language in published scientific work. If some of the sentences leave anyone confused, then the science may be intrinsically difficult, the writing may be weak, the ideas themselves may be confused, or the writer may be trying to gloss over something. Unraveling an unclear sentence can sometimes provide important insight into the problems with someone else’s argument. Moreover, developing your critical reading skills will help to grow as a writer.

**Using “I” and “we”**

Even in disciplines where both active voice and first-person pronouns are acceptable, the rules may be different for lab reports, at least for the Methods section. Lab instructors in some disciplines still insist on passive voice (in past tense) throughout that section: in other words, they do not accept any active constructions, even if avoid using "I" and "we." A way to understand what it is tried to be explained it is a web site called (Ginger, Grammar Rules, 2017, #1) “The passive voice is used when we want to emphasize the action (the verb) and the object of a sentence rather than subject. This means that the subject is either less important than the action itself or that we don’t know who or what the subject is.”

The two most common tenses in science papers are present and past. Future and present perfect rank a distant third and fourth. Use present tense when anyone is making assertions about nature or about concepts: Turtles are bigger than beetles. Use past tense when someone
is describing what one or someone else did or asserted: Darwin observed the difference in adaptability between turtles and beetles. Use future tense when lay out the plan in a proposal: “In my final project, I will compare survival strategies in turtles and beetles.” Note that the use of first-person singular is often appropriate in a proposal. Use present perfect when you are describing what you have done repeatedly in the past continuing up to the present: Over the past several months “I have collected data on turtles and beetles.” Observe that tenses in a single sentence can be mixed, and indeed we often need to: Darwin observed that beetles are more adaptable than turtles. The use of past tense in describing someone else’s work is one key difference between science and the humanities. In the humanities, when one is describing what a writer, an artist, or a scholar asserted, one think of ourselves as engaging in a conversation that takes place in the eternal present: Shakespeare compares the poet's lover to a summer's day.

The one exception would be when the emphasis is on history, in which case the past tense is called for: Shakespeare wrote many of his tragedies during a period of great political instability. The sciences see the contribution of any individual as adding progressively to an ordered sequence of investigations. The past tense helps convey a sense of this temporal progression.

The practices in the sciences for integrating sources into one's own work differ from practices in the humanities. Science writing, particularly report writing, relies largely on summary, which involves conveying only the key points from someone else's work. Scientists do not generally rely on direct quotation, and this is especially true of report writing. Paraphrase can also occur, when the analysis of someone else's work requires close attention to detail, and it can be an important tool in more discursive forms of science writing than reports. For example, a critique of the way eugenicist's adapted Darwinian ideas in the last four decades of the
nineteenth century might involve paraphrasing and closely analyzing specific passages in the works of influential eugenic theorists from that period.

**Citing**

It is said in an article in (Plagiarism.org, 2017, #4) “Doesn't citing sources make my work seem less original? It is not at all. On the contrary, citing sources actually helps your reader distinguish your ideas from those of your sources. This will actually emphasize the originality of your own work.”

The conventions for citing sources also differ in the sciences. Science courses rely increasingly on the citation-sequence system of referencing. The details may differ slightly depending on the discipline, but generally someone list references on a separate page at the end of the paper in numerical sequence according to the order in which sources are cited in the paper, rather than in alphabetical order. In the body, insert the reference number in the appropriate place within parentheses or as a superscript, repeating a previous number if anyone has already cited the same source earlier. The citation-sequence system minimizes clutter and allows readers to find references quickly.

The problem here is that the reader has no way of knowing from the sentences themselves who was responsible for each of the findings. Was it the same person in each case or different ones? What was their specialty? What technical means did they use to achieve their results? All this remains vague. By contrast, in the Methods section one at least know that the authors of the article were the agents in each and every step.

So, be coherent. Being "together" is a quality of writing as well as of character. A clearly organized letter can create a picture of a clear-minded and sensible person. One might want to write from an outline or a diagram of main points. At least check the topic sentences of each paragraph in
your finished piece to see if they make a logical sequence. Ask a tough-minded friend to give her impression. See over for types of structure and for books that give further advice about writing. Be interpretive. One need to make an impression concisely, so do not use the letter just to repeat the facts set out in other parts of the application. Provide explicit answers for the question that arises in the mind of any reader looking at a hundred or more similar documents "So what?" Use nouns and adjectives that name qualities like outgoing, curiosity or confident and verbs that show action as coordinated, investigated or tried. Make an effort to find the exact right ones to suit the evidence are offered.

The options for organizing an admission letter judge by the clues on the application form and by the nature of the profession or discipline what kind of logical structure one could use to tie the points together into a coherent whole. One may see indications someone is expected to tell stories, or be self-analytical, or to enter into discussions in the discipline. Here are some standard patterns for prose exposition: Narrative: This has the virtue of being linear, and thus easy to organize. It progresses from a beginning to an end, and one can divide up the middle into manageable sections. But beware of overworked openings like "I have always wanted to be a dentist." Make sure, too, that balance interpretive points with specific facts

Be analytic. What is a quote? It is explained in an article in the (The University Library, 2017, #1) "Quoting is where you copy an author's text word for word, place quotation marks around the words and add a citation at the end of the quote. Quotes should be using sparingly as over quoting can suggest a lack of understanding of the text you are referring to. “ To deal with the central question why someone is a good match for the program, give an overall answer about oneself and then discuss the elements that contribute to the engagement with the discipline and predict the contributions. Discuss the interests in terms of key issues and theories
in the discipline. To balance the dryness of this approach break into memorable stories at times, using specific details, and use verbs to put someone in action. Show what intend to do after someone has completed the program.

Be also technical: To indicate the research or professional interests, show the involvement with a specific issue. Do not just outline the topic that want to work on; write about the summer research job or independent-study project, or the program on student radio or the volunteer experience. Outline specific undergraduate programs as examples. Emphasize what learned from these activities, and indicate how the studies will extend that learning.

**Application Letters**

It tells us that our application letter and résumé may be the most important documents written during the time at university and being able to write good applications will keep on being important during the working life. Here is some advice on starting out well. Employers say they want to hire people who can communicate clearly, handle personal interactions, and analyze complex situations. Use the application package to demonstrate these qualities. Keep the reader's interests in mind. The message is "you need me," not just "I want a job." Know enough about the organization or company to recognize what readers will be looking for. Then the focus of the documents will be where one fit and what one can contribute. This principle will also determine the choice of emphasis and even the wording, not "I have had four years' experience" but "My experience will help me do X".

Some specific points about the application letter are: Write a letter for each application, tailored for the specific situation. Even if the ad calls only for a résumé, send a letter anyway. The letter makes a first
impression, and it can direct the reader to notice key points of the résumé. Use standard letter format, with internal addresses, spell names correctly! And salutations. Use specific names or at least position titles whenever possible, call the company or check its Website. Avoid the dated "Dear Sir and Madam." "To whom it may concern" is weak. One can use an "Attention" line or a "Subject" line instead of a salutation if one has to.

Most application letters for entry-level jobs are one page in length—a substantial page rather than a skimpy one. Start strong and clear. For an advertised position, name the job and say where one saw the advertisement. For a speculative letter, name a specific function one can offer and relate it to something one knows about the organization. Use paragraph structure to lead the reader from one interpretive point to another. Refer to specific information in terms of examples for the points you are making, and mention that the résumé gives further evidence. End strongly by requesting an interview. It is now standard to say that one will call soon to set a time. Phrases like "thank you for your time" are unnecessary.

Specific Points about the Résumé, in academic life sometimes called curriculum vitae or c.v. Have more than one on hand, emphasizing different aspects of your qualifications or aims. Then one can update and revise them quickly when opportunities arise. Make them easy to read by using headings, point form, and lots of white space. Look at a few current books of advice to see the range of page formats available. Create one that suits the situation rather than following a standard one rigidly. Beware of using a fancy page design from a software package too many others will also use the same one.

The basic choice is between the traditional chronological organization with the main sections Education and Experience, and the function alone, where sections name types of experience or qualities of
character. One can get some of the benefits of both by creating a one- or two-line introductory section called Profile or Objective to sum up the main unifying point. One may also use Achievement subsections to emphasize the most important qualifications. These may include a horizontal list of keywords in noun form to serve in electronic scanning for information. List facts in reverse chronological order, with the most recent ones first. Shorten some lists by combining related entries (e.g. part-time jobs). In general, omit details of high-school achievements. One also do not have to include personal details or full information for references. But donot try to save space by relying on acronyms, even for degrees: they are not always recognizable by readers or electronic searches.

The Lab Report

It is a document that describes a general format for lab reports that someone can adapt as needed. Lab reports are the most frequent kind of document written in engineering and can count for as much as 25% of a course yet little time or attention is devoted to how to write them well. Worse yet, each professor want something a little different. Regardless of variations, however, the goal of lab reports remains the same: document the findings and communicate their significance. With that in mind, we can describe the report's format and basic components. Knowing the pieces and purpose, someone can adapt to the particular needs of a course or professor.

A good lab report does more than present data; it demonstrates the writer's comprehension of the concepts behind the data. Merely recording the expected and observed results is not sufficient; one should also identify how and why differences occurred, explain how they affected the experiment, and show the understanding of the principles the experiment was designed to examine. Bear in mind that a format, however helpful,
cannot replace clear thinking and organized writing. Someone still needs to organize the ideas carefully and express them coherently.

Typical Components of a lab report are: The Title Page, The Abstract, The Introduction, Methods and Materials or Equipment, Experimental Procedure, Results, Discussion, Conclusion, References, Appendixes, and Further Reading: The Title Page needs to contain the name of the experiment, the names of lab partners, and the date. Titles should be straightforward, informative, and less than ten words. The Abstract summarizes four essential aspects of the report: the purpose of the experiment, sometimes expressed as the purpose of the report, key findings, significance and major conclusions. The abstract often also includes a brief reference to theory or methodology. The information should clearly enable readers to decide whether they need to read the whole report. The abstract should be one paragraph of 100-200 words; the sample below is 191 words.

A quick abstract reference must have: Purpose, Key result(s), most significant point of discussion, Major conclusion. And may include: Brief method and Brief theory. This just have one restriction: 200 word max. The introduction is more narrowly focused than the abstract. It states the objective of the experiment and provides the reader with background to the experiment. State the topic of the report clearly and concisely, in one or two sentences: Quick intro reference must have: purpose of the experiment and important background and/or theory and may include: Description of specialized equipment and Justification of experiment's importance.

Experimental Procedure
This describes the process in chronological order. Using clear paragraph structure, explain all steps in the order they actually happened, not as they were supposed to happen. If the professor says that one can simply state that you followed the procedure in the manual, be sure to still document occasions when did not follow that exactly, "At step 4 we performed four repetitions instead of three, and ignored the data from the second repetition". If one has done it right, another researcher should be able to duplicate your experiment.

Graphics need to be clear, easily read, and well labeled. An important strategy for making the results effective is to draw the reader's attention to them with a sentence or two, so the reader has a focus when reading the graph. In most cases, providing a sample calculation is sufficient in the report. Leave the remainder in an appendix. Likewise, the raw data can be placed in an appendix. Refer to appendices as necessary, pointing out trends and identifying special features. Discussion is the most important part of your report, because here, show that the experiment is understood beyond the simple level of completing it. Explain. Analyze. Interpret. Some people like to think of this as the "subjective" part of the report. By that, they mean this is what is not readily observable. This part of the lab focuses on a question of understanding "What is the significance or meaning of the results?" To answer this question, use both aspects of discussion we use the analysis and the interpretation.

More particularly, focus the discussion with strategies like these: Compare expected results with that obtained. If there were differences, how can somebody account for them? Saying "human error" implies someone is incompetent. Be specific; for example, the instruments could not measure precisely, the sample was not pure or was contaminated, or calculated values did not take account of friction. Analyze experimental error. Was it avoidable? Was it a result of equipment? If an experiment was within the tolerances, someone can still account for the difference.
from the ideal. If the flaws result from the experimental design explain how the design might be improved. Explain the results in terms of theoretical issues. Usually anyone will have discussed these in the introduction. In this section move from the results to the theory. How well has the theory been illustrated?

It is good to relate results to the experimental objective(s). If anyone set out to identify an unknown metal by finding its lattice parameter and its atomic structure, anyone would better know the metal and its attributes. Compare the results to similar investigations. In some cases, it is legitimate to compare outcomes with classmates, not to change the answer, but to look for any anomalies between the groups and discuss those. Analyze the strengths and limitations of the experimental design. This is particularly useful if someone designed the thing there is tested. Conclusion can be very short in most undergraduate laboratories. Simply state what anyone knows now for sure, as a result of the lab: Quick Conclusion Reference Must do: State what has known and Justify statement and might do: State significance and Suggest further research.

How are oral presentations?

It is said that is like anything else, to become easier with preparation and practice. Sign up early. Although doing the presentation first is not a great idea because you do not have the chance to note the strengths and weaknesses of other presenters/presentations, be careful not to wait too long. If someone go early, then have a greater chance of
being "original" sometimes, if anyone delay the presentation, one get a
"great" idea...and then someone else grabs it first. Often the beginning of a
semester is less crowded with other assignments, tests, etc. than the
middle or the end. It is useful to do the presentation when there is no panic
about getting other things done.

It is nice to get oral presentations out of the way that way anyone
can relax and enjoy the other guy's show! It helps to know what is
expected of one. Before anyone start researching a project, it's a good
idea to ask the professor the following things: How much time do one have
for the presentation? Will one be expected to leave some time to address
the questions of the professor or classmates?

Choose the topic carefully. When selecting the topic for the
presentation, it is frequently a good idea to find a particular frequently an
oblique angle, a clear and narrow focus for the material. Define the scope
of the research. It is important to figure out how much material someone
actually needs to have. It is better to have too much material and to cut it
down during the "rehearsal" sessions than to find standing there with
nothing to say. BUT do not prepare a full-length essay. Remember that the
good delivery of an oral presentation takes time. Someone want to speak
slowly and clearly anyone may occasionally want to repeat material for
emphasis so, in general, it will take quite a bit longer to read a paper aloud
than it will to read it to yourself.

Organize the talk as you would an essay. Clear and logical
organization is even more important in seminars than it is in written
papers. Start out with a very clear thesis statement in which anyone
outline the subject and the main points one will be addressing in the order in which one will be addressing them. Try to make use of supplementary media to illustrate or illuminate aspects of the talk. The use of visual or auditory material to highlight points in the seminar will encourage the audience to attend to and remember what one is saying.

It will also divert a roomful of staring eyes from looking at someone to looking at something or anything else for some of the time. Supplementary media can include slides, overhead projections, hand-outs, segments on videotape and so on. Find interesting, unexpected and unusual material but be sure that it does have direct relevance to the topic. Be sure, too, that anyone have the mechanics of the media worked out in advance do not waste time trying to figure out how to use a slide projector or putting slides or overheads in upside down! Be sure to leave time, too, for a little bit of fiddling with equipment and for the visual images to sink in remember that this may take time away from the oral presentation, so adjust the visual aids and the presentation accordingly.

Leave time to rehearse the presentation. It is extremely important to leave yourself sufficient time before the presentation for rehearsal. Someone needs to know how much to write or how many notes to have to fill the time; how to hold the notes so you do not just bury the head in them and read; how quickly, or slowly, to talk; whether someone needs to make notes on the blackboard; etc. Start out rehearsing. Be sure to have a clock handy so that someone can time anyone. If one does not have enough material, look carefully at what anyone do have and mark places where someone could expand upon points or develop more complex concepts. If anyone has too much material, look to see where someone can cut the paper down. Do not actually delete "superfluous" material. Often, 'though it is not ideal, anyone speed up when it is nervous—anyone might find be able to cover more material than what did in rehearsal.
Practice the presentation at least three times. Reading over the notes silently is not enough; someone must run through the speech out loud. Be sure anyone knows how to pronounce all the words in the paper. If it is not sure, look them up in a dictionary and make an own phonetic notation to let anyone knows how to pronounce them. Say each word it is uncomfortable with 5 to 10 times to make sure it has mastered it. If someone keeps making mistakes on any word or phrase, replace it! Turn the paper or notes into a script. For instance, note: where it is going to be emphatic; where it is going to repeat points; where someone might make a seemingly casual remark, etc.

Make sure anyone knows the material well enough to talk comfortably without depending too much on notes. After mastering the wording, give the presentation in front of a mirror or a video tape recorder. Pay attention to any distracting habits that someone might have shuffling feet, waving hands excessively, playing with hair. Finally, may want to try to talk out on a very supportive and honest friend, brother, sister, dog...

It is important to feel comfortable about the way someone looks, and to be relaxed and confident, during the presentation. Make sure that are well-rested and relatively stress-free on the day of the presentation. Leave lots of time to shower, eat and get dressed. Be sure that one has planned in advance what one is going to wear. One does not want to be surprised to find that anyone has nothing clean or that one cannot find a pair of matching socks. Do not go out and buy something new to wear. Anyone might be unpleasantly surprised to find that the new sweater drives anyone crazy because it is made of a particularly itchy yarn Above all, choose something that makes anyone feels comfortable and attractive. One may want to plan to bring something into the class: a cup of coffee, cough drops but nothing too distracting to fiddle with.

**Uses of Effective Strategies**
Writing academically is so elegant, so formal that many global statements for writing were formed many years ago. It is not only the excellent lexicon it is needed to express, but also the great dialectic that someone acquires.

The most important part in this project was to avoid common mistakes like: To avoid a bad syntax, playing around with syntax can transform your sentence. Think about the best way to order the key words and phrases. If they are struggling to make the meaning clear in a sentence, try changing the word order. An inappropriate use of tense, make sure it is used the correct tense and being consistent with it. When someone is introducing and discussing other people’s opinions, use the present tense. It is a common practice to use the future tense in introductory sections of essays, for example ‘The purpose of this essay will be to explore…. ’ or ‘This essay will explore…. ’.

The future tense can sound uncertain and unconfident, however: one can be more assertive by writing in the present tense, the purpose of this essay is to explore…’ or ‘this essay explores…’. Incorrect use of prepositions is also a problem. Prepositions are words that describe the position and movement of the nouns in a sentence. They are very easy to use incorrectly, because they often seem to sound right in a sentence. The secret is to step back and think about each one and whether it is describing the right position or movement. Correct use of prepositions shows clarity of thought and a good understanding of the relationships between everything that is described in the sentence. Think carefully about the position and movement of nouns in your sentences. Is so-and-so in or on this-or-that? Is this-or-that being taken to or from so-and-so?

Incorrect use of colons and semi-colons is important, too. Confusing singular and plural Colons and semi-colons may look and
sound alike, but are actually very different. They can generally be avoided, so only use them if they are confident in the understanding. Crude as it may seem, the colon in the human body provides a very helpful analogy with the punctuation colon, particularly in the way it functions as a ‘why-because marker’. Physiologically, the colon is the point at which one thing becomes another. In the same way, a grammatical colon separates the introduction of something, an idea or a claim, from the explanation for that idea or claim.

Apostrophes are perhaps the most misused punctuation mark of all. Described as ‘errant tadpoles’, they can, if used incorrectly, completely obscure the intended meaning of a sentence. Correct use of the apostrophe shows clarity of thought and a good understanding of the relationship between the nouns in a sentence.

Learn about apostrophes: they will help to think more clearly and help the reader to understand and follow the argument better. Remember the rule that the apostrophe generally goes before the ‘s’ if the noun is singular, the dog’s dinner meaning the dinner of the dog, and after the ‘s’ if the noun is plural: dogs’ dinner meaning the dinner of the dogs.

Speech marks ‘do exactly what they say on the tin’: they mark speech. Nonetheless, they are still one of the most misused punctuation marks. The difference between speech marks and inverted commas are very simple. One way to distinguish them is to remember that speech requires the physical presence of two people, a speaker and a listener, hence it needs double inverted commas: “speech marks”. When something is being referenced from a book, however, only one person is present the reader hence ‘single inverted commas’.

Confusing singular and plural Nouns always specify number whether they are singular (‘dog’) or plural (‘dogs’). As well as being
consistent with the number, anyone must make sure that your verbs match the nouns.

Student example: ‘The law of averages is too unreliable…’

In this sentence, the word ‘law’ is singular; if it is intended to be plural, it should be ‘laws’.

However, the author has used ‘are’, the plural form of the verb, instead of ‘is’, the singular.

Nouns and verbs must correspond. The confusion has probably arisen from ‘averages’ being plural, but it is ‘law’ to which the verb refers. It should be, ‘The law of averages is too unreliable....

One of the most significant differences anyone will notice as the writing improves is a reduction in superfluous words. The best and most precise writing is often the simplest, as the author is in full control of every word. Always ask whether each word is necessary and whether it is the best word could be used. Using inappropriate or informal phrases. In recent years there has been an increase in the number of informal modes of written communication, such as emailing, texting, and instant messaging. These have contributed to a rise in the number of informal phrases that appear in more formal writing, such as the essay.

Think about the everyday speech. However well anyone may speak, much of what it is said, and the phrases are used, will be inappropriate for formal written work. Using the word ‘talk’ as an umbrella term to refer to any kind of communication is just one example of this common mistake, think carefully about the words anyone use: what might they be implying by accident?
Not starting new sentences when appropriate if are unsure whether or not to start a new sentence, probably should, especially if there is lack of confidence with colons and semicolons, which can be used to make more complex sentences. If in doubt, keep the sentences as simple as possible. There is a famous saying, attributed to Epictetus, the Greek philosopher: *Do not write so that you can be understood, write so that you cannot be misunderstood.* Remember that a sentence should usually contain a single idea or argument; likewise, a paragraph should contain a single theme or focus. Pay close attention to where and how professional writers start new sentences. Learn how to use semi-colons, colons, and commas so that anyone can form more complex sentences. Inappropriate or incorrect use of capital letters Apart from in people’s names, in titles, and at the beginning of sentences, capitals should only be used if the word is a ‘proper noun’ rather than a common noun,. if it is the official name or title for something.

Correct use of capital letters is quite easy to understand if are made at the time to learn. Students often have trouble with capital letters in titles; of essays, publications, etc. However, there are set rules that are easy to learn and apply. Take the time. Using ‘and’ instead of ‘to’ It is an increasingly common mistake to use ‘and’ instead of ‘to’, e.g. ‘I want to try and learn a new skill’ instead of ‘I want to try to learn a new skill’. Objections to this particular mistake may seem irrelevant and old-fashioned, but it actually alters the meaning of the sentence.

Reasoning the most common mistakes like a poor structure is the most common mistakes that students make in their academic writing relate to structure many lecturers would say that the structure is the most important element of an essay: without a strong, well considered and well-planned framework it can be extremely difficult to stay focused and
develop the argument. In most cases, it should have a plan or an essay outline before begin writing. However, it often helps to just get the head down and write. This is fine – and a healthy practice! – but always have an organizing structure, whether this comes a bit later or before anyone even put pen to paper (or fingers to keys).

Generalizations. Beware the generalization! It is often tempting to get carried away and apply our idea or opinion to everything, but always be mindful of exceptions and counter-arguments. Speculations and assertions: If someone is making a claim that could be disputed by the reader, make sure is used some kind of evidence to back it up. Poor choice of vocabulary always checks your vocabulary for appropriateness and do not be afraid to use a dictionary. If anyone is using a word which has a number of different meanings and spellings, always look it up to check that anyone has used the correct form.

Useful Tips
- In a nutshell, a good academic essay is well-researched, well-structured, and well-argued. However, it will only get a good mark if answer the essay question. Similarly, if have been allowed to chose the title, make sure it is appropriate.
- The target audience is an intelligent reader who does not know anything about the subject but may be familiar with the discipline and the main theories that are considered to be common knowledge.
- If anyone is expected to submit the work anonymously, make sure it does!

However, make sure that one has identified in the way that is preferred by the department, such as by student number, course code, etc. Make sure to be clear about this. Ask someone if necessary.
- The best academics usually have thick skins and have learnt not to take harsh reviews to heart.
Feedback is intended to help to improve, so make the most of it; try not to rest on your laurels or get downhearted. Remember that the best writers work very closely with criticism and the editorial process (read the tip on p. 10).

- Make sure the work is presented in the house style specified by the department.
- Do not use contractions. Write in full.
- Avoid using ‘you’ and ‘your’. It sounds too informal.
- Avoid abbreviations. Again, write in full. Use ‘for example’ instead of ‘e.g.’, unless are using e.g. or i.e. in parenthesis.
- If are using acronyms make sure one writes it out in full the first time one use it.

In the different point of views that has writing in the minds of people where was said: “To restrict students’ engagement with writing to only academic contexts and forms is to risk narrowing what we as a nation can remember, understand, and create. As the world grows smaller, we will live by words as never before, and it will take many words framed in many ways to transform that closeness into the mutuality needed to pursue peace and prosperity for our generation and those to come.

Forms

-forms of academic discourse that document with integrity what is known, while recording principled inquiry into the unknown, including analyses, reports, exploratory essays, essay exams, case studies, summaries, abstracts, and annotations;

-forms of workplace discourse that observe established conventions, though never at the expense of failing to convey ideas that enlighten and
compel, including memos, proposals, evaluations, oral presentations, lab and progress reports, letters, reviews, instructions, and user manuals;

-forms of civic discourse that energize all manner of inclusive deliberation, the ideal product of which is just relations among the citizenry, broadly conceived, including arguments, commentaries, charters and manifestoes, surveys, debates, petitions, and editorials;

-forms of personal discourse that create and maintain relationships, including a relationship with one’s self, as a means to social and emotional well-being, including journals, personal narratives, memoirs, reflections, meditations, conversations, dialogues, and correspondence, all in various media;

-forms of cross-cultural discourse that bridge the divides among speakers of various English as well as speakers of other languages, especially collaborative, visual, and internet-based projects, including websites, wikis, blogs, newsletters, interviews, and profiles.

-forms of aesthetic discourse that encourage the individual imagination to engage with diverse cultural traditions, including poetry, fiction, creative nonfiction, drama, screenplays, and songwriting. “

Effective strategies

The strategies for academic writing are related with how to respond to writing assignments. The step 1 is to analyze the assignment. If the assignment was given orally, write it out and read it until it is thoroughly familiar with it. Look for key words. Pay particular attention to the thought process the instructor expects to be used, which is often captured in a single or set of key words. Look for what form the paper is expected to take; most will take one of these forms.
The step 2 is to consider the writing situation. Successful writers look beyond the assignment to the larger picture and seek to understand the purpose and audience for the assignment. Purposes: Why has my professor given me this assignment? Is it intended primarily to test my knowledge of the reading for the study, or is it asking me to go beyond the reading? Why is the subject important? Audience: Who is the intended audience? Who will be my audience beyond the professor? Who else might be interested in reading this paper?

The step 3 is to ask questions. If the assignment's purpose, subject or audience is not clear ask the professor questions such as: What would like me to learn from writing this?, Who is the target audience?, What form is going to be used by me? Make sure anyone understands what kind of thinking and what type of paper is expected. Sometimes the questions help a professor clarify an assignment.

Step 4 is to ask to see a sample. Ask to see a model of what the instructor wants. Student models are often the most helpful. Seeing models of what is are expected will help to respond to the assignment effectively.

Step 5 is taking the “Assignment Your Own”. After someone is sure about what is expected in an assignment: turn the question around; instead of asking, "What does the instructor want?” ask, "What do I want to say about the assigned subject or question?”, ask about the knowledge and experience of the subject: “What are the limits of my knowledge and how can I learn more?”; write down what is already known about the topic, why would care about it and why would think the reader should care about it, answer the question, "Why write about this, anyway?".

Every writer follows a different process. And every paper does the same. The amount of time needed to write a satisfying paper varies from
person to person and paper to paper. And, the length of time required to write a paper is not just a matter of what kind of paper it is. Some papers seem to write themselves; others that we thought would be easy take what seem like forever.

One generalization that might be safe is that it is never a good idea. No matter how simple an assignment might seem, to write it at one sitting. All papers benefit from the distance a writer gains by putting a paper down for a few hours or, preferably, longer. A good night's sleep can be more productive than three agonizing hours of trying to get a piece of writing right.

Students

They often report that their biggest problem with a writing assignment is getting started. What causes writer's block fear of the empty expanse of white paper in front of you and what can a person do about it? Writer's block is caused primarily by judging your writing before or as you write. If you have perfectionist tendencies, writing may be particularly difficult for you. What is essential to keep in mind is that writing is a process, and a process takes time. If someone expects what one writes to come out perfectly in the first draft, anyone will be plagued by writer's block the whole life. The first draft is called a "rough draft" because it is unformed. The job, as writer Guy of Maupassant advised, is to "get black on white." And contrary to what many people think, there will not have to know what there is wanted to say or even what is wanted to be written about before beginning to write. As a writer, the initial job is to find out what it is known and what it does not.

T-charts

T-Chart tries to explain why good writing comes from strong feelings. And strong feelings come from things we like and things we hate.
Make a list of the things anyone really like and the things someone really hate, no people on the “Hate List,” please. If there are honest about it, each topic will be something someone have a lot to write about. Typical-Unusual T-Chart explains why good writing comes from life experience. And the life experiences we know best are the typical things we do every day and the unusual things that happen to us maybe only once or twice in our entire lives. Either way, these kinds of topics are perfect things to write about.

The best advice is to save the T-charts. Each topic T-chart is created will have many different topics on it. Most people come up with 10-20 each time they do it. If someone saves the charts, there will always have lists of ideas to go back to when it is time to write. By making and saving several different lists, someone can generate enough topics to last an entire school year. This is great for anyone, but it is even better for the teacher. If there is one thing teacher’s dread it is hearing their students complain about not having anything to write about.

The best way this strategy was shown was this where charts are explicitly explained:

<table>
<thead>
<tr>
<th>Like</th>
<th>Hate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pizza</td>
<td>All vegetables</td>
</tr>
<tr>
<td>The Internet</td>
<td>Homework</td>
</tr>
<tr>
<td>Ice cream</td>
<td>Science</td>
</tr>
<tr>
<td>Music</td>
<td>Spelling tests</td>
</tr>
<tr>
<td>Reading</td>
<td>Getting dressed up</td>
</tr>
<tr>
<td>My cat</td>
<td>Cleaning my room</td>
</tr>
<tr>
<td>Harry Potter</td>
<td>Rainy days</td>
</tr>
<tr>
<td>Soccer</td>
<td>Being bored</td>
</tr>
<tr>
<td>Shopping</td>
<td>Bowling</td>
</tr>
<tr>
<td>Candy</td>
<td>Golf on TV</td>
</tr>
<tr>
<td>Typical</td>
<td>Unusual</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Waking up</td>
<td>Bike accident</td>
</tr>
<tr>
<td>School</td>
<td>Chicken pox</td>
</tr>
<tr>
<td>Dinner</td>
<td>Broke my arm</td>
</tr>
<tr>
<td>Practice trumpet</td>
<td>Disneyland</td>
</tr>
<tr>
<td>Soccer</td>
<td>Getting my 1st bike</td>
</tr>
<tr>
<td>Watching TV</td>
<td>Met Mia Hamm</td>
</tr>
<tr>
<td>Visiting grandma</td>
<td>Saw Wynton</td>
</tr>
<tr>
<td>Getting grounded</td>
<td>Feeding my cat</td>
</tr>
<tr>
<td></td>
<td>Getting present</td>
</tr>
</tbody>
</table>
Be specific

If it is possible. Anyone may write down that somebody like “movies.” That’s a great topic. But someone probably get a better piece out of it if one thinks more specifically. For example, if anyone thought about which kinds of movies are going to be liked best and wrote down “action movies,” the writing would probably be more detailed and more focused.

Anyone can also use this approach to get more topics out of a single choice. If someone put down “sports,” for example, there might be able to come up with several different sports and write a different piece about each one. Can someone write about the same topic more than once? Of course. Professional writers do it all the time.

However, they do not just write the same piece over and over because their readers would get bored and frustrated if they had to read the same thing all the time. If someone pick the same topic more than once, then it is needed to write a different piece about it each time. Also, because someone are still learning to write, it is better to try many different topics instead of picking the same ones all the time. However, all writers have their specialties, the topics they like writing about best, and anyone should have yours, too.

Some ideas are better than others. Just because it is on a list someone made does not mean its necessarily great thing to write about. Sometimes you may want to consider things a bit more carefully before anyone starts writing. To help with that, there has to come up with a series of questions that can be asked about any topic it is chosen. How someone answer these questions may help anyone discover that some of the topics are better than others.
Felings?

Is the topic something someone has strong feelings about? How much writers care about their topic is probably the strongest predictor of success with the finished piece? The feelings about the topic affect the writing in three ways: The amount of effort of someone put in will be greater if somebody cares about the topic, and this extra effort will probably lead anyone to produce better work. The voice will be stronger if someone care about the topic.

“Voice is the personal quality in a piece of writing; it is how your personality shapes the piece in ways that make it different from anyone else’s. It is also the aspect of your writing that will be most interesting to the majority of your readers. You will have a lot more fun writing a piece if you care about the topic. The work will go faster and be more enjoyable. Is the topic something you know a lot about? Writing is really two activities wrapped up into one.”

The first activity involves coming up with the ideas someone plans to write about. The second involves writing those ideas down in ways that are interesting and understandable to the readers. The simple truth is that someone cannot do the second. If anyone does not know a lot about the topic, they have two choices: Can do some research and learn more about it. Or can pick something different to work on that anyone knows more about.

Is the topic something can be described in great detail? Details are the heart of any good piece of writing. Details are also what make the writing different from anyone else’s. Without good details, most pieces are boring. Part of knowing a lot about the topic knows the little things about it that the readers probably do not know. Is the topic something the audience will be interested in? Before anyone can answer this question,
someone has to know who are anyone writing for. In school, the audience usually consists of the other students in the class plus the teacher.

But often we write for wider audiences, too. In either case, one have to know who the audience is and why they might be interested in the topic they have chosen to write about. Is the topic something the audience will feel was worth reading? The readers have to expend time and effort to read the writing. What do anyone have to say to them about the topic that will keep them reading all the way to the end, and make them feel like they got their money is worth when they get there? Do someone have a good idea?

A more extensive and complete form of rationalization of the events in life is needed. With a structure, rules and practices may be organized around a formal order or structure in which to present ideas. In addition to ensuring that ideas are supported by author citations in the literature. In contrast to personal writing contexts, academic writing is different because it deals with the underlying theories and causes governing processes and practices in everyday life, as well as exploring alternative explanations for these events. Academic writing follows a particular ‘tone’ and adheres to traditional conventions of punctuation, grammar, and spelling.

The structure

It is some kind of structure is required, such as a beginning, middle, and end. This simple structure is typical of an essay format, as well as other assignment writing tasks, which may not have a clearly articulated structure. The academic writing structure used in typical university assignments follow a formal structure, which is often more formal than in personal writing. For example essays. In the case of an essay, the introductory paragraph Informs the reader about the nature of the topic, which is discussed and evaluated in the middle of the essay, also referred
to as the body. The introduction may also summarize very succinctly, in a sentence or two, the position on the issue, which is then elaborated on at length in the series of paragraphs that make up the essay's body. The final paragraph constitutes a conclusion in which it may summarize the overall points made. The concluding paragraph is also a good point at which to move the essay forward to touch on implications or future advancements surrounding the issues addressed.

If someone is writing reports, is another type of structure; common in university assignments is that of a report, often organized around the identification of problems or difficulties and corresponding solutions. Unlike most essays, a report is divided according to clearly labeled sections, such as “Introduction”, “Discussion”, “Conclusions”, and “Recommendations”. Further, unlike an essay, reports allow for bulleted points with respect to the conclusions and recommendations sections. Referencing a significant difference between academic writing and other writing genres is based on the citation and referencing of published authors. Referencing and citation if anyone make judgments about something in academic writing, there is an expectation that there will support someone opinion by linking it to what a published author has previously written about the issue. Citing the work of other authors is central to academic writing because it shows someone have read the literature, understood the ideas, and have integrated these issues and varying perspectives into the assignment task. The importance placed on referring to other authors in the work can be reflected in the elaborate referencing conventions that have been created within different disciplines.

Traditionally, academic topics have focused on abstract things, like ideas and concepts, which cannot, necessarily, be given in a concrete or physical form. Hence, while writing meeting minutes practical, and
functional tasks, academic writing is often more likely to focus on abstract processes and relationships. Yet, despite the abstract, non-material structure of some academic topics, anyone may be able to borrow concrete and physically oriented words to explain these abstract ideas and the relationships between them. Abstract thought is where academic writing requires someone to clearly describe abstract forms and their component parts, their links to other abstract forms, as well as where they are positioned in relation to a general, overall system. Even if anyone is dealing with a practically oriented topic like economics, computer science, rehabilitation, nursing, or teaching, the academic practice of learning about these things will likely require one to delve into theories, philosophies, concepts, and other abstract ideas that underlie the practical nature of the activities concerned.

Therefore, the very nature of academic writing is also different from many practically-oriented or socially-oriented writing tasks. This is because academic writing tasks require looking beneath the surface for underlying principles, theories, and concepts that can offer mainstream as well as alternative explanations for common practices, processes, and procedures. The academic tone is like all varieties of writing, academic writing has its own tone, which dictates the choice of words and phrasing. In academic tone of academic writing typically aims to be: objective, concise, formal. The tone of academic writing can also vary significantly depending on the subject-area and the academic discipline you are writing for. "Rather than becoming aware of the features of academic writing through trial and error, as I have done, it is hoped that this resource will fast track you through to many of the key requisites underlying academic assignments.”
It is important to remember who anyone’s writing for. The audience that is being conscious of academic tone suggests that someone is aware of the audience and respect the formality normally associated with academic writing. When writing academically, someone must target a more general audience than just the lecturer and/or marker. It should assume that readers will be intelligent thinking people, but they may not be specifically informed of the topic. Do not presume that readers know all the terms and concepts associated with the work. The punctuation and grammar used in academic writing anyone should always follow rules of punctuation and grammar, especially as the end-user or consumer of the writing, unlike a friend, is likely to be very different from anyone and will not always know to what is referring. Hence, it is vital that someone is clear.

Using Thesis Statements

This tells us that when anyone is asked to write an essay that creates an argument, the reader will probably expect a clear statement of our position. Typically, this summary statement comes in the first paragraph of the essay, though there is no rigid rule about position. Here are some characteristics of good thesis statements, with samples of good and poor ones. Note that the better examples substitute specific argumentative points for sweeping general statements; they indicate a theoretical basis and promise substantial support.

Some Myths about Thesis Statements are that: Every paper requires one. Assignments that ask anyone to write personal responses or to explore a subject do not want to seem to pre-judge the issues. Essays of literary interpretation often want to be aware of many effects rather than seeming to box itself into one view of the text. A thesis statement must come at the end of the first paragraph. This is a natural position for a statement of focus, but it is not the only one.
Some theses can be stated in the opening sentences of an essay; others need a paragraph or two of introduction; others cannot be fully formulated until the end. A thesis statement must be one sentence in length, no matter how many clauses it contains. Clear writing is more important than rules like these. Use two or three sentences if are needed for them. A complex argument may require a whole tightly-knit paragraph to make its initial statement of position.

Someone cannot start writing an essay until they have a perfect thesis statement. It may be advisable to draft a hypothesis or tentative thesis statement near the start of a big project, but changing and refining a thesis is a main task of thinking the way through the ideas as someone writes a paper. And some essays projects need to explore the question in depth without being locked in before they can provide even a tentative answer. A thesis statement must give three points of support. It should indicate that the essay will explain and give evidence for its assertion, but points do not need to come in any specific number.

Writing is a way of engaging the imagination as an ally in learning. “Because writing can support a high level of learning in all core subjects, it matters in any classroom where inquiry, knowledge, and expression are valued and recognized by students and teachers. Writing enhances proficiency in reading. Writing analytically about one’s reading enhances comprehension, application, and critical thought.

“Writing helps students become better readers and thinkers. It can help students reflect critically about the information and ideas they must understand and make use of both in academia and in the world outside its doors.” “college faculty say that the lack of analytical reading skills contributes to a students’ lack of success in a course.” Faculty also says
that “only about 1/3 of entering college students are sufficiently prepared for the two most frequently assigned writing tasks: analyzing information or arguments and synthesizing information from several sources.”

When English learners are invited to engage in high-level analytical writing, they demonstrate dramatic growth in critical thinking and extended discourse. In studying the growth in literacy of English learners, writing has been shown to be a tool for slowing things down with students, so they can examine the language. “Written language makes language available for students in a way oral language doesn’t.” Having language available in print makes it easier for students to examine language. When students write, “that examination is made even more concrete” than when they read.

**English learners**

Like their native-speaking counterparts, need to be taught to read critically and to incorporate information from secondary sources in their writing, to paraphrase, summarize, and quote effectively from background texts. Further, a focus on helping English learners to develop critical or analytical thinking abilities should be a top priority. Writing is the principal instrument for documenting academic competence. Whether by course exam, essay, senior project, portfolio of work, entrance or placement exam, writing is the primary way students demonstrate what they have learned and often what they are capable of learning.

Writing is the principal gatekeeper skill for entrance into college. According to university research studies, proficiency in writing is statistically the best single predictor of academic success in the first year of college. Also gave some tips about why writing matters in the workplace. Writing is a threshold skill for employment and advancement.
in the workplace. Surveys of leading corporations show that 80% or more of salaried employees, as opposed to hourly employees, have some responsibilities for writing. According to most corporate leaders, employees who are skilled in writing are the most likely to be promoted and the least likely to be outsourced or eliminated. “More than 90 percent of mid-career professionals recently cited the ‘need to write effectively’ as a skill ‘of great importance’ in their day-to-day work. Highly successful leaders in every business and profession believe that their skill in writing contributed significantly to their success.

If someone has honed the skills to write in a way that is dynamic, compelling and coherent, there are a few steps ahead of the rest of the crowd. A well-printed resume, even if the applicant’s experience is imperfect, has the ability to convey their intelligence and energy to employers. The analytical skills will give anyone out well when writing business proposals and the preparation to provide facts and evidence to back up the claims will make anyone a natural at writing them. Business proposals, written contact to superiors, colleagues and other members of the network are all a chance to come out as a thought manager, a professional and an expert in the field. Besides that, someone will likely have learned to hone the revision and editing skills during the academic career.

They start writing early, even before they think they are "ready" to write, because they use writing not simply to transcribe what they have already discovered but as a means of exploration and discovery. They do not try to write an essay from beginning to end, but rather write what seems readiest to be written, even if they are not sure whether or how it will fit in. Despite writing so freely, they keep the essay's overall purpose and organization in mind, amending them as drafting proceeds. Something like an "outline" constantly and consciously evolves, although it may never take any written form beyond scattered, sketchy reminders to oneself.
Rather than writing a single draft and then merely editing its sentences one by one, they attend to the whole essay and draft and redraft—rearranging the sequence of its larger parts, adding and deleting sections to take account of what they discover in the course of composition.

Such revision often involves putting the essay aside for a few days. It is allowing the mind to work indirectly or subconsciously in the meantime and making it possible to see the work-in-progress more objectively when they return to it. Once they have a fairly complete and well-organized draft, they revise sentences with special attention to transitions. That is, checking to be sure that a reader will be able to follow the sequences of ideas within sentences, from sentence to sentence, and from paragraph to paragraph. Two other important considerations in revising sentences are diction and economy. Lastly, they proofread the final copy.

**Introductions and conclusions**

**Introductions**

They play a special role in the academic essay. They frequently demand much of the attention as a writer. A good introduction should identify the topic, provide essential context, and indicate the particular focus in the essay. It also needs to engage the readers' interest. A strong conclusion will provide a sense of closure to the essay while again placing the concepts in a somewhat wider context. It will also, in some instances, add a stimulus to further thought. Since no two essays are the same, no single formula will automatically generate an introduction and conclusion for anyone. But the following guidelines will help one to construct a suitable beginning and end for the essay.

Some general advice about introductions is: Some students cannot begin writing the body of the essay until they feel they have the perfect introduction. Be aware of the dangers of sinking too much time into the
introduction. Some of that time can be more usefully channeled into planning and writing. Anyone may be the kind of writer who writes an introduction first in order to explore the own thinking on the topic. If so, remember that someone may at a later stage need to compress the introduction. It can be fine to leave the writing of the introduction for a later stage in the essay-writing process. Some people write their introduction only after they have completed the rest of the essay. Others write the introduction first but rewrite it significantly in light of what they end up saying in the body of their paper.

The introductions for most papers can be effectively written in one paragraph occupying half to three-quarters of the first page. The introduction may be longer than that, and it may take more than one paragraph, but be sure anyone knows why. The size of the introduction should bear some relationship to the length and complexity of the paper. A twenty page paper may call for a two-page introduction, but a five-page paper will not. Get to the point as soon as possible. Generally, someone wants to raise the topic in the very first sentences. A common error is to begin too broadly or too far off topic. Avoid sweeping generalizations. If the essay has a thesis, the thesis statement will typically appear at the end of the introduction, even though that is not a hard-and-fast rule. Someone may, for example, follow the thesis with a brief road map to the essay that sketches the basic structure of the argument. The longer the paper, the more useful a road map becomes.

But how does writing be interesting, with an effective introduction? Consider these strategies for capturing your readers’ attention and for fleshing out the introduction: Find a startling statistic that illustrates the seriousness of the problem someone will address. Quote an expert (but be sure to introduce him or her first). Mention a common misperception that the thesis will argue against. Give some background information necessary for understanding the essay. Use a brief narrative or anecdote
that exemplifies the reason for choosing the topic. In an assignment that encourages personal reflection, anyone may draw on the own experiences; in a research essay, the narrative may illustrate a common real-world scenario. In a science paper, explain key scientific concepts and refer to relevant literature. Lead up to the own contribution or intervention. In a more technical paper, define a term that is possibly unfamiliar to the audience but is central to understanding the essay.

In fleshing out the introduction, someone will want to avoid some common pitfalls: Do not provide dictionary definitions, especially of words the audience already knows. Do not repeat the assignment specifications using the professor’s wording and donot give details and in-depth explanations that really belong in the body. Someone can usually postpone background material to the body of the essay paragraphs.

Conclusions

Some general advice about conclusions is: A conclusion is not merely a summary of your points or a re-statement of your thesis. If anyone wish to summarize—and often someone must—do so in fresh language. Remind the reader of how the evidence they have presented has contributed to the thesis. The conclusion, like much of the rest of the paper, involves critical thinking. Reflect upon the significance of what they have written. Try to convey some closing thoughts about the larger implications of the argument. Broaden the focus a bit at the end of the essay. A good last sentence leaves the reader with something to think about, a concept in some way illuminated by what it has been written in the paper. For most essays, one well-developed paragraph is sufficient for a conclusion. In some cases, a two-or-three paragraph conclusion may be
appropriate. As with introductions, the length of the conclusion should reflect the length of the essay.

How could an interesting, effective conclusion be written? The following strategies may help to move beyond merely summarizing the key points of the essay: “If the essay deals with a contemporary problem, warn readers of the possible consequences of not attending to the problem. Recommend a specific course of action. Use an apt quotation or expert opinion to lend authority to the conclusion anyone have reached. Give a startling statistic, fact, or visual image to drive home the ultimate point of the paper. If the discipline encourages personal reflection, illustrate the concluding point with a relevant narrative drawn from the own life experiences. Return to an anecdote, example, or quotation that anyone introduced in the introduction, but add further insight that derives from the body of the essay. In a science or social science paper, mention worthwhile avenues for future research on the topic.

How does genre affect my introduction or conclusion? Most of the advice in this handout pertains to argumentative or exploratory academic essays. Be aware, however, that different genres have their own special expectations about beginnings and endings. Some academic genres may not even require an introduction or conclusion. An annotated bibliography, for example, typically provides neither. A book review may begin with a summary of the book and conclude with an overall assessment of it. A policy briefing usually includes an introduction but may conclude with a series of recommendations. Check the assignment carefully for any directions about what to include in the introduction or conclusion.
Paragraphs

“What is a paragraph? A paragraph is a series of related sentences developing a central idea, called the topic. Try to think about paragraphs in terms of thematic unity: a paragraph is a sentence or a group of sentences that supports one central, unified idea. Paragraphs add one idea at a time to the broader argument.”

How are ideas in a paragraph linked? Probably the most effective way to achieve paragraph unity is to express the central idea of the paragraph in a topic sentence. Topic sentences are similar to mini thesis statements. Like a thesis statement, a topic sentence has a specific main point. Whereas the thesis is the main point of the essay, the topic sentence is the main point of the paragraph. Like the thesis statement, a topic sentence has a unifying function. But a thesis statement or topic sentence alone does not guarantee unity. An essay is unified if all the paragraphs relate to the thesis, whereas a paragraph is unified if all the sentences relate to the topic sentence.

How long should a paragraph be? “Paragraphs vary in length depending on the needs of the paragraph. Usually, paragraphs are between one-third and two-thirds of a page double spaced. A series of long paragraphs can make prose dense and unpleasant to read. Check any paragraph that is a page or longer to see whether it would work better as two or more paragraphs. Break it at a logical place where the focus shifts, and see whether it is needed to create new topic sentences to make the shift clear.”
Also look out for short paragraphs only two or three sentences long. They make academic writing seem disjointed or skimpy. Try combining short paragraphs with the preceding or following paragraph if they share the same topic. Short paragraphs might also need to be developed further. Make sure that nothing vital has been omitted.

**Using topic sentences**

It is asked that what a topic sentence is. And they answered: “A topic sentence states the main point of a paragraph: it serves as a mini-thesis for the paragraph. Someone might think of it as a signpost for the readers—or a headline—something that alerts them to the most important, interpretive points in the essay. When read in sequence, your essay's topic sentences will provide a sketch of the essay's argument. Thus topics sentences help protect the readers from confusion by guiding them through the argument. But topic sentences can also help anyone to improve the essay by making it easier for anyone to recognize gaps or weaknesses in the argument.

The topic sentence makes an abstract point, and the rest of the paragraph elaborates on that point using concrete examples as evidence. Does a topic sentence have to be at the beginning of a paragraph? No, though this is usually the most logical place for it. Sometimes a transitional sentence or two will come before a topic sentence:
Sometimes writers save a topic sentence for the end of a paragraph. Anyone may, for example, occasionally find that giving away the point at the beginning of a paragraph does not allow one to build the argument toward an effective climax. How do they come up with a topic sentence? And what makes a good one? Ask yourself what is going on in the paragraph. Why have anyone chosen to include the information one has? Why is the paragraph important in the context of the argument? What point is anyone trying to make?

Relating the topic sentences to the thesis can help strengthen the coherence of the essay. If someone includes a thesis statement in the introduction, then think of incorporating a keyword from that statement into the topic sentence. But someone need not be overly explicit when anyone echoes the thesis statement. Better to be subtle rather than heavy-handed. Do not forget that the topic sentence should do more than just establish a connection between your paragraph and your thesis. Use a topic sentence to show how the paragraph contributes to the development of the argument by moving it that one extra step forward. If the topic sentence merely restates the thesis, then either the paragraph is redundant or the topic sentence needs to be reformulated. If several of the topic sentences restate the thesis, even if they do so in different words, then the essay is probably repetitive.

Does every paragraph need one? No, but most do. Sometimes a paragraph helps to develop the same point as in the previous paragraph, and so a new topic sentence would be redundant. And sometimes the evidence in the paragraph makes the point so effectively that the topic sentence can remain implicit. But if someone is in doubt, it is best to use one
Critical Reading towards Critical Writing,

Critical writing depends on critical reading. Most of the papers anyone write will involve reflection on written texts - the thinking and research that has already been done on the subject. In order to write the own analysis of this subject, anyone will need to do careful critical reading of sources and to use them critically to make the own argument. The judgments and interpretations someone makes of the texts anyone read are the first steps towards formulating the own approach.

Critical Reading: What is It?

To read critically is to make judgments about how a text is argued. This is a highly reflective skill requiring anyone to "stand back" and gain some distance from the text you are reading. (Someone might have to read a text through once to get a basic grasp of content before anyone launch into an intensive critical reading.) The key is this:

- Do not read looking only or primarily for information
- do read looking for ways of thinking about the subject matter

When someone s reading, highlighting, or taking notes, avoid extracting and compiling lists of evidence, lists of facts and examples. Avoid approaching a text by asking "What information can I get out of it?" Rather ask "How does this text work? How is it argued? How is the evidence the facts, examples, etc. used and interpreted? How does the text reach its conclusions?
How do Readings look for ways of thinking? First determine the central claims or purpose of the text (its thesis). A critical reading attempts to assess how these central claims are developed or argued. Begin to make some judgments about context. What audience is the text written for? Who is it in dialogue with? This will probably be other scholars or authors with differing viewpoints. In what historical context is it written? All these matters of context can contribute to your assessment of what is going on in a text.

Distinguish the kinds of reasoning the text employs. What concepts are defined and used? Does the text appeal to a theory or theories? Is any specific methodology laid out? If there is an appeal to a particular concept, theory, or method, how is that concept, theory, or method then used to organize and interpret the data? Someone might also examine how the text is organized: how has the author analyzed the material? Be aware that different disciplines will have different ways of arguing.

Critical reading may involve evaluation. The reading of a text is already critical if it accounts for and makes a series of judgments about how a text is argued. However, some essays may also require anyone to assess the strengths and weaknesses of an argument. If the argument is strong, why? Could it be better or differently supported? Are there gaps, leaps, or inconsistencies in the argument? Is the method of analysis problematic? Could the evidence be interpreted differently? Are the conclusions warranted by the evidence presented? What are the unargued assumptions? Are they problematic? What might an opposing argument be?
Some Practical Tips

Critical reading occurs after some preliminary processes of reading. Begin by skimming research materials, especially introductions and conclusions, in order to strategically choose where to focus the critical efforts.

When highlighting a text or taking notes from it, teach yourself to highlight argument: those places in a text where an author explains her analytical moves, the concepts she uses, how she uses them, how she arrives at conclusions. Do not let foreground and isolate facts and examples, no matter how interesting they may be. First, look for the large patterns that give purpose, order, and meaning to those examples. The opening sentences of paragraphs can be important to this task.

When anyone begins to think about how someone might use a portion of a text in the argument one is forging in the own paper, try to remain aware of how this portion fits into the whole argument from which it is taken. Paying attention to context is a fundamental critical move.

When anyone quotes directly from a source, use the quotation critically. This means that someone should not substitute the quotation for the own articulation of a point. Rather, introduce the quotation by laying out the judgments anyone are making about it, and the reasons why someone is using it. Often a quotation is followed by some further analysis.

Critical reading skills are also critical listening skills. In the lectures, listen not only for information but also for ways of thinking. The instructor will often explicate and model ways of thinking appropriate to a discipline.
Summarizing

Summarizing a text, or distilling its essential concepts into a paragraph or two, is a useful study tool as well as good writing practice. A summary has two aims: to reproduce the overarching ideas in a text, identifying the general concepts that run through the entire piece, and to express these overarching ideas using precise, specific language. When anyone summarizes, someone cannot rely on the language the author has used to develop his or her points, and one must find a way to give an overview of these points without the own sentences becoming too general. Someone must also make decisions about which concepts to leave in and which to omit, taking into consideration your purposes in summarizing and also the view of what is important in this text. Here are some methods for summarizing: First, prior to skimming, use some of the previewing techniques.

Include the title and identify the author in the first sentence. The first sentence or two of the summary should contain the author's thesis, or central concept, stated in the own words. This is the idea that runs through the entire text—the one someone would mention if someone asked one: “What is this piece/article about?” Unlike student essays, the main idea in a primary document or an academic article may not be stated in one location at the beginning. Instead, it may be gradually developed throughout the piece or it may become fully apparent only at the end.

When summarizing a longer article, try to see how the various stages in the explanation or argument are built up in groups of related paragraphs. Divide the article into sections if it is not done in the published form. Then, write a sentence or two to cover the key ideas in each section. Omit ideas that are not really central to the text. Do not feel that anyone must reproduce the author's exact progression of thought.. In general, omit minor details and specific examples. In some texts, an extended example
may be a key part of the argument, so anyone would want to mention it. Avoid writing opinions or personal responses in the summaries save these for active reading responses or tutorial discussions.

More and more students are turning to the Internet when doing research for their assignments, and more and more instructors are requiring such research when setting topics. However, research on the Net is very different from traditional library research, and the differences can cause problems. The Net is a tremendous resource, but it must be used carefully and critically.

The printed resources anyone find in the Library have almost always been thoroughly evaluated by experts before they are published. This process of "peer review" is the difference between, for example, an article in Time magazine and one in a journal such as the University of Toronto Quarterly. Furthermore, when books and other materials come into the University library system, they are painstakingly and systematically catalogued and cross-referenced using procedures followed by research libraries the world over. This process is the basis for the way materials are organized in the Library, and it makes possible the various search functions of the Web catalogue.

On the Internet, on the other hand, "anything goes." Anyone can put anything they want on a Web site, there is no review or screening process, and there are no agreed-upon standard ways of identifying subjects and creating cross-references. This is both the glory and the weakness of the Net – it is either freedom or chaos, depending on your point of view, and it means that anyone have to pay close attention when doing research on-line. There are a great many solid academic resources available on the Net, including hundreds of on-line journals and sites set up by universities and scholarly or scientific organizations.
CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

The investigation procedure that was used was concrete and exact, so there was used in this way. First prediction was used, because that told me exactly what was expected about this or those type of speech that was used any time was needed. It was depending if explaining the extract of the exercise. More than anything that guessing the problematic was the first resource was used.

Then planning was used to investigate with a specific order in the exercises was given. Specifically academic paragraphs construction that was the principal objective in exercises talking. Different kind of strategies was investigated, but the better form of teaching it, finally, was teaching academic paragraphs. It is because it is the easiest way of learning the construction of a paragraph and of an essay. And this teaches students order, to be ordered, so they could write correctly, too.

Next collect data was necessary; the investigation was from different sources and got all the information. All the facts were analyzed efficiently and they gave us the results were waited. Students have difficulties when a teacher requests them to write an essay or a booklet for a school fair. It is difficult for them to express written.
Afterwards analyze was used, what will be found out? What could be learned? What reports my insights to others? And finally reformulating was important, how is this useful? Appropriate information was given about how this helps.

**TYPES OF INVESTIGATION**

The quantitative type of investigation that was used in this project was the experimental investigation.

The qualitative type of investigation used in this project was the experimental studies and the participative action.

**POPULATION AND SAMPLE**

The population is the whole phenomenon to study, where the units of the population have a common characteristic, it is studied and gives rise to data-from research. Research conducted in the investigation a total of 12 members of the educational community were obtained for this project is necessary to work with all people as shown in the following table. The following table presents the population with which we will work as a whole to conduct the surveys and interviews, the same that will be made as follows:
<table>
<thead>
<tr>
<th>No.</th>
<th>Sample</th>
<th>Population</th>
<th>Sample</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Authorities</td>
<td>1 principal, 1 vice principal,</td>
<td>`2</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Teachers</td>
<td>10 in the morning,</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Students</td>
<td>35 in the morning</td>
<td>35</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>47</td>
<td>100</td>
</tr>
</tbody>
</table>

**Source:** Unidad Educativa Mixta Fiscal Veintiocho de Mayo.

**Researcher:** Juan Carlos Rojas Alvarez

**FINDING THE SAMPLE**

Sample Size Calculation and Sample Size Justification

Sample size calculation is concerned with how much data is required to make a correct decision on particular research. If data will be acquire, then our decision will be more accurate and there will be less error of the parameter estimate. This does not necessarily mean that more is always best in sample size calculation. A statistician with expertise in sample size calculation will need to apply statistical techniques and formulas in order to find the correct sample size calculation accurately.

There are some basics formulas for sample size calculation, although sample size calculation differs from technique to technique. For example, when we are comparing the means of two populations, if the sample size is less than 30, then we use the t-test. If the sample size is greater than 30, then we use the z-test. If the population size is small, than we need a bigger sample size, and if the population is large, then we need
a smaller sample size as compared to the smaller population. Sample size calculation will also differ with different margins of error.

Statistical consulting provides a priori sample size calculation, to tell you how many participants you need, and sample size justification, to justify the sample you can obtain. Knowing the appropriate number of participants for your particular study and being able to justify your sample size is important to meet your power and effect size requirements. Using the appropriate power and establishing the effect size will tell how many people it is needed to find statistically significant results. Power and effect size measurements are also important to lending credibility to the study and are easily calculated by the experts at Statistics Solutions. And the formula is going to be used in this project is:

\[
\text{Formula: } n = \frac{k^2 p(1-p)N}{\varepsilon^2 (N-1)+k^2 p(1-p)}
\]

With this rule of the levels of confident

<table>
<thead>
<tr>
<th>K</th>
<th>1.15</th>
<th>1.28</th>
<th>1.44</th>
<th>1.65</th>
<th>1.96</th>
<th>2</th>
<th>2.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levels of confident</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
<td>90%</td>
<td>95%</td>
<td>95.5%</td>
<td>99%</td>
</tr>
</tbody>
</table>

\[
n = \frac{352 \times (0.5)(0.5)35}{52 \times (35-1) + 22 \times (0.5)(0.5)} = 33 \text{ Size of the sample}
\]
## OPERAZIONALIZATION OF THE VARIABLES

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Dimension</th>
<th>Indicators</th>
<th>Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective strategies</td>
<td>-Uses of effective Strategies&lt;br&gt;-Useful tips&lt;br&gt;-Types of effective strategies&lt;br&gt;-Students&lt;br&gt;-T-charts&lt;br&gt;- Be specific&lt;br&gt;-Feelings?&lt;br&gt;-Using Thesis Statements&lt;br&gt;-English learners&lt;br&gt;-Introductions and conclusions&lt;br&gt;-Paragraphs&lt;br&gt;-Using topic sentences&lt;br&gt;-Critical Reading&lt;br&gt;-Towards Critical Writing&lt;br&gt;-Summarizing</td>
<td>Written knowledge of academic writing strategies</td>
<td>-Exercises&lt;br&gt;-Written Assessments&lt;br&gt;-Booklet written</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dependent variable</th>
<th>Dimension</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic writing</td>
<td>-Strategies&lt;br&gt;-Annotated bibliography&lt;br&gt;-Literature review&lt;br&gt;-Academic Proposal&lt;br&gt;-Abstracts&lt;br&gt;-Primary sources&lt;br&gt;-Secondary sources&lt;br&gt;-Literary perspective&lt;br&gt;-Writing about Literature&lt;br&gt;-Quotations&lt;br&gt;-JargonsScience&lt;br&gt;-Using “I” and “we”&lt;br&gt;-Citing&lt;br&gt;-Application Letters&lt;br&gt;-Lab reports&lt;br&gt;-Experimental procedure&lt;br&gt;-How are Oral Presentations</td>
<td>Time that takes a non native student to write an academic paragraph.</td>
</tr>
</tbody>
</table>

**Source:** Unidad Educativa Mixta Fiscal Veintiocho de Mayo

**Researcher:** Juan Carlos Rojas Alvarez
METHODS FOR THE INVESTIGATION

The modality of this investigation was real simple. The behavior of the students was observed at the moment that the teacher requested them to write a composition. But methodologically talking methods were used as: Inductive-deductive method, Analytical - Synthetic method and the Statistical method.

Inductive-deductive method: to the drafting of the framework in the systematization of the background and understanding from the leaders of the practice, take position on the different conceptions of the object under investigation. It also makes possible the analysis of the results of empirical research, allowing generalizing and constructs manual procedures, draw conclusions and recommendations.

Analytical: Synthetic method: allowed the analysis of the theoretical elements starting from the general to the particular and the singular dividing the information into parts for the better understanding and coming to establish levels of synthesis in the preparation of different assumptions about the professional performance of the secretaries and the aspects that are part of this object. They also facilitated the diagnosis of the current situation of the problem, come up with solutions in the construction of the proposal.
Statistical method: the mathematical method to tabulate the percentage, analysis information collected in the surveys was used.

The “Unidad Educativa Mixta Fiscal Veintiocho de Mayo” was chosen, with Msc. Kleber Zapata, the principal, who was spoken by me about the benefits that this project will give to the students. And it is agreed. And it gave the chance to talk with the English teachers and with the students. The students were tested with a personal interview and a poll. The problems they have when writing stories, a composition or an essay were identified. And how my project worked and how helped them to write correctly, and that difficult things for them became easy. Some of them were really enthusiastic because they wanted to know and learn more about this important item in their lives. The investigation procedure was used is just the easiest methodology could be used as in any non-complex research.

TECHNIQUES AND INSTRUMENTS FOR THE INVESTIGATION
These elementary research techniques were used just like:

*Observation and data analysis

*Polls

*Interviews
Observation

Direct observation is used when finding at the site of each of the employees who perform the functions and procedures; in the scene, that is, in the school, for according to this technique to establish a personal view of events.

The poll

Survey managers of the school: applied with the purpose to meet performance criteria on secretaries’ labor, obtaining specific information allowing proposing the design of a Procedures Manual, using a structured questionnaire.

Survey of teachers in the educational unit: we applied to gather information about the criteria that teachers have about the job performance of the secretaries, using a structured questionnaire.

Interviews

Interview with the secretaries of the gather: A conversation that aims to extract information about the feel of the secretaries and their opinions related to their professional performance.
QUESTIONNAIRE

A questionnaire is a survey made of questions related with a statically numbers of subjects organized in an informative way.

INTERVIEWS

Interview is a meeting at which people talk to each other in order to ask questions and get information or could be a formal meeting with someone who is being considered the investigation is made.

Type of interview used during the research:

Informational Interview

The objective of this interview is to ask for advice and learn more about a particular career field, employer or particular job. Interviewing experts in their field is one more way to become more occupationally literate. The knowledge that you gain here will make you a sharper and more informed. You will also make a contact and further develop your network.

SURVEYS, Concept:

A Survey methodology is a method for collecting quantitative information about items in a population an Opinion poll, an assessment of public opinion.

Type of survey used during the research:

I used two types of survey, a questionnaire and interviews, to all the personnel that work at the high school and to the students.
ANALYSIS AND INTERPRETATION OF RESULTS
ENTREVISTA AL RECTOR

Objetivo: Conocer cómo es la enseñanza de la escritura académica la institución.

1) ¿Se dan clases de escritura académica en la Unidad Educativa Mixta Fiscal Veintiocho de Mayo?
   Si se da la escritura académica en el área de inglés.

2) ¿Por qué es importante el aprendizaje de la escritura académica?
   Al ser una institución de la cual egresan bachilleres técnicos en comercio, contabilidad y secretariado es imprescindible conocer la escritura académica.

3) ¿Qué recursos ustedes usan para la enseñanza de la escritura académica?
   - Libros, textos, computadoras, guías, proyectores

4) ¿Cómo se evalúa la escritura académica en la institución?
   Por medio de evaluaciones escritas

5) ¿Por qué cree usted que es importante el desarrollo de la escritura académica en los estudiantes?
   Por cultura general y formación profesional.

6) ¿Piensa que es importante el aprendizaje de la escritura académica en los estudiantes?
   Es importante crear el interés en los estudiantes fortalecer sus deseos de superación

7) ¿Cree usted que la escritura mejora el nivel de estrategias de los estudiantes?
   Sí. Para poder relacionarse con docentes, familiares, redes sociales de otros lugares, de diferentes lenguas, mejorando su nivel de aprendizaje.

8) ¿Cree usted que mejorar las estrategias para la escritura son necesarias para la vida diaria?
   Por supuesto, ya que permite la relación con otros individuos integrándose en un medio social más profesional

9) ¿Cree usted que el aprendizaje de estrategias para el desarrollo de la escritura académica sean importantes para que los estudiantes tengan un mejor estilo de vida?
   Conocer las estrategias resulta importante en la vida pues mejora los vínculos profesionales y sociales.

10) ¿Cree usted que el uso de una guía adicional fortalecerá la habilidad de escritura en los estudiantes de la Unidad Educativa Mixta Fiscal Veintiocho de Mayo?
    De sobremansa una guía, además de fortalecer, sería una ventaja adicional para los estudiantes pudiendo competir, participar y crear proyectos de vida entorno a una escritura académica acorde a las exigencias mundiales.
ANALYSIS AND INTERPRETATION OF RESULTS

Entrevista a la vicerrectora.
Objetivo: Conocer como la enseñanza de la escritura académica en la Unidad Educativa Mixta Fiscal Veintiocho de Mayo.

1) ¿Se dan clases de escritura académica en la Unidad Educativa Mixta Fiscal Veintiocho de Mayo?
   • Si se dan las clases de escritura.

2) ¿Por qué es importante el aprendizaje de la escritura académica?
   • Es muy importante para que los estudiantes mejoren su escritura ya que muchos adolescentes tienen muchas faltas ortográficas.

3) ¿Qué recursos ustedes usan para la enseñanza de la escritura académica?
   • Los recursos que utilizan en la institución que son: libros de escritura, internet, revistas, etc.

4) ¿Cómo se evalúa la escritura académica en ésta institución?
   • Se los evalúa por medio de concursos de escritura donde el docente se encarga de dictar variedad de palabras.

5) ¿Por qué cree usted que es importante el desarrollo de la escritura académica en los estudiantes?
   • Es muy importante ya que por medio de ésta técnica los estudiantes mejoran su escritura y tienen una mejor enseñanza y aprendizaje.

6) ¿Piensa que es importante el aprendizaje de la escritura académica para los estudiantes?
   • Claro que sí, ya que los estudiantes se pueden destacar en cualquier ámbito de concurso, trabajos, etc.

7) ¿Cree usted que la escritura mejora el nivel de las estrategias de los estudiantes?
   • Sí, porque los estudiantes pueden analizar y escribir con exactitud las palabras.

8) ¿Cree usted que mejorar las estrategias de escritura son necesarias para la vida diaria?
   • Sí, mejora.

9) Cree usted que el aprendizaje de estrategias para el desarrollo de la escritura académica son importantes para que los estudiantes tengan una mejora en su vida?
   • Sí, ya que por medio de éstos recursos ellos pueden destacarse mejor.

10) Cree usted que el uso de una guía adicional fortalecerá la habilidad de escritura en los alumnos de la Unidad Educativa Mixta Fiscal Veintiocho de Mayo?
    • Sí, cualquier material es muy importante para el ser humano.
ANALYSIS AND INTERPRETATION OF RESULTS

INTERVIEW TO THE ENGLISH TEACHERS

Objective: To know the importance of academic writing for the teachers of the Unidad Educativa Mixta Fiscal Veintiocho de Mayo.

1) How do students develop their writing skills?
   - Students develop their writing skills by doing written exercises, short paragraphs, short dialogues.

2) Why do you think students do not develop academic writing?
   - Because they don’t practice using academic vocabulary.

3) How students are encouraged to improve their level of academic strategies?
   - Practicing day by day written exercises.

4) What are your strategies to understand a text?
   - Read text for general idea.
   - Read text for specific information.
   - Read text for understanding purpose.

5) What strategies do you use to teach academic writing?
   - Using academic vocabulary.
   - Writing academic texts.

6) What do you think students need to get interested in learning academic writing?
   - Students need to improve writing as a text to communicate in written exercises.

7) What strategies do you use to catch the attention of the students to learn academic writing?
   - Showing them specific written texts about academic vocabulary.

8) What do you think you can improve in your classes to make them more interesting?
   - Use new techniques in order to get new knowledge.

9) Why do you think learning academic writing is important for the students?
   - They need to know academic writing because they probably use it in their daily life, in their jobs.

10) What is the most important part of learning academic writing for your students?
    - To learn how to express in a right way in real life.
## ANALYSIS AND INTERPRETATION OF RESULTS

### Survey to students

<table>
<thead>
<tr>
<th>Statement</th>
<th>Totally disagree</th>
<th>Disagree</th>
<th>Indifferent</th>
<th>Agree</th>
<th>Totally agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>You like to write in English</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>You like your English classes</td>
<td>2</td>
<td>10</td>
<td>10</td>
<td>13</td>
<td>35</td>
<td></td>
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<tr>
<td>Your English classes are interesting</td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td>You understand when you read in class</td>
<td></td>
<td></td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>You like stories in English</td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td>You like to write in your free time</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>33</td>
<td>35</td>
</tr>
<tr>
<td>You think that writing short stories are good for you</td>
<td>5</td>
<td>10</td>
<td>20</td>
<td></td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>You think that writing skills are real important in language</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>You like to listen to music in English in your free time</td>
<td>5</td>
<td>10</td>
<td>20</td>
<td></td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>You believe that writing strategies are necessary for the daily life.</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>
ANALYSIS OF RESULT
SURVEY TO THE STUDENTS

QUESTION 1: . You like to write in English.

SAMPLE: 35 COURSE: 2 “I”

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>20</td>
<td>58%</td>
</tr>
<tr>
<td>Totally Agree</td>
<td>15</td>
<td>42%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Mixta Fiscal Veintiocho de Mayo

Researchers: Juan Carlos Rojas Alvarez

COMMENT: The 57% of the students are agree and the other 43% did totally agree about if they like to write in English, 0% are totally disagree, disagree and indifferent. For that reason we will use the Academic Writing methods to improve the English learning.
ANALYSIS OF RESULT
SURVEY TO THE STUDENTS

QUESTION 2: You like your English class.
SAMPLE: 35
COURSE: 2 “I”

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>Totally disagree</td>
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</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Indifferent</td>
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<td>29%</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>Totally Agree</td>
<td>13</td>
<td>37%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

You like your English class

Disagree 6%
Indifferent 29%
Agree 29%
Totally agree 37%

Source: Unidad Educativa Mixta Fiscal Veintiocho de Mayo
Researchers: Juan Carlos Rojas Alvarez

COMMENT: we could found that only 6% of the students disagree with their English classes, a 28% were indifferent, 29% were agree and 37% were totally agree. 0% was totally disagree. For that reason we will use the Academic Writing methods to improve the English learning.
ANALYSIS OF RESULT
SURVEY TO THE STUDENTS

QUESTION 3: Your English classes are interesting

SAMPLE: 35

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
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</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>43%</td>
</tr>
<tr>
<td>Totally Agree</td>
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<td>57%</td>
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<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Mixta Fiscal Veintiocho de Mayo

Researchers: Juan Carlos Rojas Alvarez

COMMENT: The 57% of the students were totally agree and the other 43% were agree in if their English classes are interesting. 0% were totally disagree, disagree and indifferent. For that reason we will teach the methods of Academic Writing to improve the interest in their English classes.
**ANALYSIS OF RESULT**

**SURVEY TO THE STUDENTS**

**QUESTION 4:** You understand when you read in class

**SAMPLE: 35**

**CHART OF FREQUENCY**

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
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<td>Totally disagree</td>
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</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>Totally Agree</td>
<td>15</td>
<td>42%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source:** Unidad Educativa Mixta Fiscal Veintiocho de Mayo

**Researchers:** Juan Carlos Rojas Alvarez

**COMMENT:** The 28% of the students were indifferent when they read in English in classes, while the 43% were totally agree and the other 29% were agree. 0% were totally disagree, and disagree. For this reason we will use the Academic Writing to improve the understanding when reading in classes.
ANALYSIS OF RESULT
SURVEY TO THE STUDENTS
QUESTION 5: You like stories in English
SAMPLE: 35
COURSE: 2 “I”

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
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<tr>
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</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>43%</td>
</tr>
<tr>
<td>Totally Agree</td>
<td>20</td>
<td>57%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Mixta Fiscal Veintiocho de Mayo

Researchers: Juan Carlos Rojas Alvarez

COMMENT: The 57 % were totally agree and the other 43 % were agree about if they like stories in English.0% were totally disagree, disagree and indifferent. For this reason we will use the Academic Writing methods to improve the English comprehension.
ANALYSIS OF RESULT
SURVEY TO THE STUDENTS

QUESTION 6: You like to write in your free time
SAMPLE: 35 COURSE: 2 “I”

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Totally Agree</td>
<td>33</td>
<td>94%</td>
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<tr>
<td>Total</td>
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<td>100%</td>
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</table>

Source: Unidad Educativa Mixta Fiscal Veintiocho de Mayo

Researcher: Juan Carlos Rojas Alvarez

COMMENT: 6% were agree and the other 94% were totally agree about if they like to write in their free time. 0% were totally disagree, disagree and indifferent. For that reason we will use the Academic Writing methods to improve the taste of writing.
ANALYSIS OF RESULT
SURVEY TO THE STUDENTS

QUESTION 7: You think that writing short stories are good for you.
SAMPLE: 35
COURSE: 2 “I”

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Disagree</td>
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<td>0%</td>
</tr>
<tr>
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<td>14%</td>
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<tr>
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<td>29%</td>
</tr>
<tr>
<td>Totally Agree</td>
<td>20</td>
<td>57%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Mixta Fiscal Veintiocho de Mayo
Researchers: Juan Carlos Rojas Alvarez

COMMENT: According to the results the 14 % were indifferent, the 57 % were totally agree and the last 29 % were agree about if they think that writing short stories are good for them. 0% were totally disagree and disagree. For that reason we will use the Academic Writing methods to improve the desire to write more.
ANALYSIS OF RESULT
SURVEY TO THE STUDENTS

QUESTION 8: You think that the writing skill is important in language.
SAMPLE: 35

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
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<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>Totally Agree</td>
<td>15</td>
<td>42%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Mixta Fiscal Veintiocho de Mayo

Researchers: Juan Carlos Rojas Alvarez

COMMENT: According to the results the 28% were indifferent, the 43% were totally agree and the last 29% were agree to thinking that writing skills are important in language. 0% were totally disagree and disagree.

For that reason we will use the Academic Writing methods to improve their writing skills.
ANALYSIS OF RESULT
SURVEY TO THE STUDENTS

QUESTION 9: You like to listen to music in English in your free time.
SAMPLE: 35
COURSE: 2 “I”

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
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<td>Totally disagree</td>
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<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
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<td>Agree</td>
<td>20</td>
<td>57.142%</td>
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<td>Totally Agree</td>
<td>15</td>
<td>42.857%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Mixta Fiscal Veintiocho de Mayo
Researchers: Juan Carlos Rojas Alvarez

COMMENT: According to the results the 43 % were totally agree and the other 57 % were agree to listen to music in English. 0% were totally disagree, disagree and indifferent. For that reason we will use the
Academic Writing methods to improve the English learning.

Question 10: You believe that writing strategies are necessary for life.

Sample 35. Course: 2 “I”

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>Totally Agree</td>
<td>15</td>
<td>42%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

You believe that writing strategies are necessary for life.

Source: Unidad Educativa Mixta Fiscal Veintiocho de Mayo

Researchers: Juan Carlos Rojas Alvarez

COMMENT: According to the results the 28% were indifferent, the 43% were totally agree and the other 29% were agree to think that writing strategies are necessary for the daily life. 0% were totally disagree, and disagree. For that reason we will use the Academic Writing methods to improve the writing strategies in students.
CHI SQUARE TEST

Objective: Demonstrate, statistically if there is a relationship between the dependent and independent variable

Independent Variable: Effective Strategies
Dependent Variable: Academic Writing

Incidence of the effective strategies to improve the teaching of the academic writing.

*Effective Strategies are important for writing,
*Enjoy academic writing in free time.

Source: Unidad Educativa Mixta Fiscal Veintiocho de Mayo.
Elaborated by: Juan Carlos Rojas Álvarez

Nivel de significancia: 0,05 a 5%
Estadística de prueba a utilizar: CHI CUADRADA
Valor P o significancia

As the value of P is in the rank of 0,05 a 5% I affirm that exists a relationship between the variables, and that is why the EFFECTIVE STRATEGIES influence in the improvement of the teaching of ACADEMIC WRITING.
CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS
1. Students do not have a very good standard of English proficiency.
2. Students do not have the real motivation to get interested in learning a new language.
3. Students do not have the time to practice academic writing in school hours.
4. Students do not have order to construct sentences or paragraphs.
5. Students lack of teaching materials for their jobs.
6. Students do not have the motivation by themselves to learn how to write in a foreign language.
7. Students do not have the support of parents.
8. Teachers do not use the elementary ways to teach an original sound of the native English.
9. Students do not pay attention to English classes because the environment where they live.
10. Students disobey order in class because the TV. Shows they watch home.

RECOMMENDATIONS
1. Use strategies for students interested in improving the level of knowledge of the English language.
2. Implement appropriate laboratory strategies to motivate students in English language.
3. The teacher has interactive so that students are motivated to learn lessons.
4. Students should practice at home with academic writing exercises.
5. Design a booklet with strategies to help students to improve their writing proficiency level.
6. Read the information carefully and actively in order to find its meaning. Active writing involves stress, makes sketches, using phrases or symbols that serve as keys, making summaries, This is where really the material being studied.
7. Repeat and review the information. Repeat to fix concepts and data, but in the words themselves. Check if it is learned or not.
8. Review the information learned to consolidate it in memory.
9. Students need to write academic paragraphs using academic vocabulary to improve their writing skill level.
10. Students must be helped at home by parents.
CHAPTER IV
THE PROPOSAL
DESIGN A BOOKLET WITH RULES AND PROCEDURES FOR ACADEMIC WRITING

ANTECEDENTS

An exhaustive investigation was made at the “Unidad Educativa Mixta Fiscal Veintiocho de Mayo” where was found a lot of difficulties for the students of tenth grade basic in the moment of writing a composition or an essay. A visit to the school was made for me the whole first quimester working and implementing this project. At the beginning was a little hard, because only few students could write correctly, while most of students could not. Was not difficult to see that they need the strategies to write academically. In writing, students learnt the way of look things as components of a paragraph, and the extension it has on the sentence. It was common to see that students do not know the order of the ideas and do not know the correct use of expressions in a sentence. First a different way of thinking was taught. That some of us must have before beginning to write. The environment is essential at the moment of writing. Because it is hard to think what to write when anyone is in an inadequate place, too noisy. And in that way the class and the project went just fine.

JUSTIFICATION

It is important for students to learn how to write because that could help them to improve their language. And their way to express themselves. The importance of this research is real valuable. Because the enrichment of words and language expressions that will change the way of thinking inclusively in people that have issues in their personalities. The way that writing is involved in the life of a person indicates the potential of the
person lexically talking, that will be seen as real important at the moment of a job interview or an academic event where that person have to participate as somebody that has to give a speech.

When a person begins to get interested in writing things, how to write a novel and think in the way things could go in a novel or an essay or just a composition, it is so imaginative, so creative, with so many arguments and ideas that inclusive people do it for living. Now, learning how to write academically is just to learn how to follow your instincts. With the knowledge of colloquial expressions and idioms. To make no mistakes using wrong expressions or slangs. It is the discourse way of expressing, saying things in a total correct writing, without the daily expressions we normally use like when anyone chat, or the “family expressions” anybody uses at home. When somebody is preparing a discourse for the community for example, there must have the logical way of view depending on what it is want to meant to be said

And with a formal structure. In the construction of sentences. Using exactly what anyone needs to say with the right balance of things that are said. The balance on earth could be restored. With the example some can teach our children the pleasure to learn. It is why people with children do not do it, why their children will do it?
FEASIBILITY OF THE PROPOSAL

It is viable because the easiness of the implementation of this proposal making teachers know about the academic writing way of expression.

FINANCIAL FEASIBILITY

The only thing teachers must do is to get prepared with academic vocabulary and the knowledge of the academic paragraph construction.

GENERAL OBJECTIVE

To show academic writing strategies to benefit students with a booklet designed with different strategies to construct academic paragraphs to improve the skill level of proficiency of the students of tenth grade basic of the “Unidad Educativa Mixta Fiscal Veintiocho de Mayo”.

SPECIFIC OBJECTIVES

- To give a learning objective the student will be able to develop an appropriate multiple-choice question to measure student achievement of the objective.
- To give examples and non-examples of constructivist activities in a college classroom.
- To demonstrate that following the methodology of Academic Writing is not difficult and everybody could learn it.
- To let a booklet with all the information to teach Academic Writing for the teachers of the institution.
- To use specific vocabulary and expressions to express sentences in a formal way.
- To make emphasis in the importance of writing in the daily life of people.

STRATEGIES TO IMPROVE THE ACADEMIC WRITING

FEASIBILITY OF THE PROPOSAL

After have known that this project will help directly the students,
the parents and directives of the School were in totally agreement to make it possible.

LEGAL ASPECT OF THE PROPOSAL

Students will avoid plagiarism and they will concentrate in a better way to express correctly written. In the quality of the education the government is looking for an improvement of the educative environments with individual designs, functional, flexible and adaptable places, exterior areas with recreational purposes and with free activities in natural environments. As a priority the government thinks on help vulnerable sectors of the population rural and marginal sectors. Establish a financial mechanism fast and effective for the investment projects of the educative units.

DESCRIPTION OF THE PROPOSAL:

This proposal is formulated to help students to learn how to write correctly. The topic of the proposal is Strategies to improve the academic writing and it is composed by twenty lessons with exercises to get better written paragraphs. As an additional exercise, in all the lessons, students will find all the academic vocabulary words and make a glossary with an example

In the first Lesson is How to stop snoring and will be learned how to divide texts into paragraphs.
The second lesson is writing paragraphs and it is to learn how to identify the topic sentences.

The third lesson is writing topic sentences and is to learn to write the topic sentences for paragraphs.

The fourth lesson is writing paragraphs and it is to learn to write a topic sentence for a paragraph.

The fifth lesson is about writing paragraphs and it is to learn to identify the signaling words.

The sixth lesson is of writing paragraphs and it is to learn to identify and support topic sentences.

The seventh lesson is about writing paragraphs and it is to learn to identify the missing sentence in a paragraph.

The eighth lesson is of writing paragraphs and it is to learn the paragraph sequence.

The ninth lesson is about writing paragraphs and it is to learn to flow information in paragraphs.

The tenth lesson is of writing paragraphs and it is to learn to order sentences in a paragraph.

The eleventh lesson is of writing paragraphs and it is to learn to identify and classify.

The twelfth lesson is about writing a paragraph and it is to learn to identify and classify.
The thirteenth lesson is of cohesion and it is to learn to identify the references.

The fourteenth lesson is about Reference and it is to learn to identify the references.

The fifteenth lesson is of Anaphoric nouns and it is to learn to identify the references.

The sixteenth lesson is about writing paragraphs and it is to learn to build a paragraph.

The seventeenth lesson is of writing paragraphs and it is to learn to build a paragraph.

The eighteenth lesson is about writing paragraphs and it is to learn to build a paragraph.

The nineteenth lesson is of writing paragraphs and it is to learn to build a paragraph.

The twentieth lesson is about writing paragraphs and it is to learn to build a paragraph.

This proposal was implemented from July 15th of 2015 until October 15th of 2015 with the students of tenth grade basic parallel 10th “I”

The necessity of the knowledge of the strategies in students, immediately managers of the school and students, and parents were enthusiastic to know how to learn this necessary and important skill. Writing is really important, because you can show and say everything you need, with the properly vocabulary and expressions in the correct part of the text. Now that students have the guide we gave, they are ready to write compositions and essays without problem.
Students were showed all the techniques and strategies that a text must have. Just to know how to write properly. Step by step they began to learn all the strategies that were given. That, with the exercises in class and all the practice we did, they began to feel more secure at the moment of writing. Because now they know all the system they need to follow to write. The proposal is: To give examples of the way of thinking when writing so students will use it in their own lives. Explain them how to begin a composition or essay. Give exercises that can explain explicitly the structure of a document or story written. Train students to become capable to write and to involve themselves in the world that this capacity gives to anyone who knows how to use it in any environment.

**LEGAL ASPECT OF THE PROPOSAL**

Students will avoid plagiarism and they will concentrate in a better way to express correctly written. In the quality of the education the government is looking for an improvement of the educative environments with individual designs, functional, flexible and adaptable places, exterior areas with recreational purposes and with free activities in natural environments that try to comply with all the functionality standards that is also an improvement of the Ecuador. As a priority the government thinks on help vulnerable sectors of the population rural and marginal sectors. Establish a financial mechanism fast and effective for the investment projects of the educative units.
BENEFICIARIES OF THE PROPOSAL

The beneficiaries of this research will be students, teachers, and society in general, because they could take a look whenever they want.

SOCIAL IMPACT OF THE PROPOSAL

It is just because students of other courses could see the change that students of tenth year basic of the “Unidad Educativa Mixta Fiscal Veintiocho de Mayo” in the morning that learn the strategies for Academic Writing could have a better way of expression.

People will begin to live a better life just because they are going to improve their level of thinking. And this purpose is just excellent because people will begin live better with each other’s and maybe will teach them to love the human. Because all what human do is destroy the planet contaminating it and with useful behaviors like throwing garbage anywhere, polluting rivers, land and air. So maybe, just maybe, if teachers were more worried about the way of teaching that they have.

FINAL CONCLUSIONS OF THE PROPOSAL

In the entire Project the conclusion was that a booklet with all the rules that are necessary and all the common regulations to write academically will help not only the institution where this project was done, but the society in general.

Students will understand academic writing easily if it is explained with the construction of paragraphs with simple and logic exercises that help to understand clearly how to write and build sentences.

To accustom students with the excellent habit of writing will help them in all their communicative skills in all their subjects.
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APPENDIX 1 DOCUMENTS
Guayaquil, 16 de Mayo del 2016

MSc.

RODRIGO GUERRERO

PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Avisor de Proyectos Educativos.

En dicha designación constan los nombres de los estudiantes de la Escuela de Lenguas y Lingüística: ROJAS ALVAREZ JUAN CARLOS

TOPIC: “EFFECTIVE STRATEGIES FOR ACADEMIC WRITING”

PROPOSAL: “DESIGN A BOOKLET TO IMPROVE THE ACADEMIC WRITING TEACHING”

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

[Signature]

Larry Torres Vivar, MSc.

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
Comunicado de la Unidad Educativa Mixta Fiscal Veintiocho de Mayo al Subdirector de la Carrera autorizando realizar éste proyecto de titulación.

Licenciado
Larry Torres Vivar Msc.
SUBDIRECTOR DE LA CARRERA SEMIPRESENCIAL LENGUAS Y LINGÜÍSTICA Ciudad

De mis consideraciones:

Reciba un cordial y atento saludo a nombre de la Comunidad Educativa Fiscal Veintiocho de Mayo, a la vez en atención a su comunicación de fecha julio 15 de 2015, informo a usted que el estudiante Rojas Álvarez Juan Carlos de la Escuela de Lenguas y Lingüística está autorizado para que aplique el proyecto de investigación para la elaboración del trabajo de titulación previo la obtención de su título de Licenciado en Ciencias de la Educación.

Con esta oportunidad reitero a usted los sentimientos de mi consideración y estima.

Atentamente
Msc. Arq. Álvaro Sandoval
RECTORA (E)

<table>
<thead>
<tr>
<th>Autorizado por:</th>
<th>Ana</th>
</tr>
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<tbody>
<tr>
<td>Revisado por:</td>
<td>Eli</td>
</tr>
<tr>
<td>laborado por:</td>
<td>Ines</td>
</tr>
</tbody>
</table>
Hoja de respuesta del programa anti plagio.
Yo, Juan Carlos Rojas Alvarez con cédula de ciudadanía número 090881367-8, solicito acomodidamente a la autoridad competente se me conceda el tribunal meritorio parta la sustentación de ésta tesis.

Habiendo cumplido un periodo de trabajo en la Unidad Educativa Mixta Fiscal Veintiocho de Mayo en Julio del 2015 hasta Octubre del mismo, pude realizar éste proyecto con éxito.

Gracias al apoyo incondicional de Máster Rodrigo Guerrero y a su pasión y dedicación pude culminar favorablemente éste proyecto por lo que solicito a ustedes el tribunal de sustentación.

Quedando agradecidamente por la atención

Juan Carlos Rojas Alvarez
APPENDIX

2

INTERVIEWS AND SURVEYS
INTERVIEW TO THE PRINCIPAL

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA Y LETRAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICAS
ENTREVISTA A LA RECTORA

- OBJETIVO: Conocer como es la enseñanza de la escritura académica en el colegio “Verdechino de Mayo”

1. ¿Se da enseñanza de escritura académica en el colegio “Verdechino de Mayo”?
2. ¿Por qué es importante el aprendizaje de la escritura académica?
   - Por ser una institución de la cual emergen bachilleres técnicos en contabilidad, comercio y secretaría, es ineludible conocer la escritura académica.
3. ¿Qué recursos siguientes dan para la enseñanza de la escritura académica?
   - Libros, textos, computadoras
4. ¿Cómo se enseña la escritura académica en esta institución?
   - Por medio de calificaciones escritas
5. ¿Por qué cree usted que es importante el desarrollo de la escritura académica en los estudiantes?
   - Por cultura general y por formación profesional
6. ¿Hasta qué nivel de los estudiantes es importante para que hagan su tarea de investigación?
   - Es importante para que el inicio a los estudiantes
7. ¿Cree usted que la escritura tiene el nivel de los estudiantes?
   - Es importante para que el desarrollo de la escritura académica
8. ¿Cómo influye en un papel social más profesional?
   - Es importante para que los estudiantes tengan una mejor en su vida
9. ¿Cómo influye en una mejor vida personal?
   - Es importante para que los estudiantes tengan una mejor vida personal
10. ¿Cómo influye en una mejor vida social?
    - Es importante para que los estudiantes tengan una mejor vida social

De sabrosa forma esa guía, se da de formarles, servía una ventaja adicional para los estudiantes, pudiendo competir, participar y crear proyectos de vida en grado a la escritura académica acorde a las circunstancias mundiales.
INTERVIEW WITH THE ENGLISH TEACHERS

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA Y LETRAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICAS
INTERVIEW TO THE ENGLISH TEACHERS

Objective: To know the importance of academic writing for the teachers of the “Vientos de Mayo” high school.

1. How do you think students should be taught in order to develop their writing skills? Doing written work, short paragraphs, short dialogues, because you don’t notice using academic vocabulary.

2. Why do you think students do not develop Academic Writing?

3. How can you encourage students to improve their level of writing?

4. What are your strategies to encourage a student to improve their writing?

5. What criteria do you use to teach academic writing?

6. What do you think students need to be encouraged in order to develop academic writing?

7. Need to improve writing as a tool to communicate in both written and oral form.

8. What strategies do you think to teach the students in academic writing?

9. What are your expectations when students begin to learn academic writing?

10. What do you think can be done to make academic writing more interesting?

11. What do you think learning academic writing is important for the students?

12. How do you think students learn Academic Writing?

13. What is the most important part of learning academic writing for your students?

To learn how to express in a right way in real life.
SURVEY TO THE STUDENTS

APPLICATION OF THE INVESTIGATION INSTRUMENTS
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA CIENCIAS Y LETRAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA
SURVEY TO THE STUDENTS

Objectives of the survey: To know student’s point of view about the importance of the deficiency of the use of strategies to improve academic writing.

Specific information

This information help us to identify, to diagnostic and to select the most important aspect of using strategies to improve academic writing.

Write an "x" on the answer you consider the most appropriate.

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<th>Disagree</th>
<th>Indiffer ent</th>
<th>Agree</th>
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<td>Your English classes are interesting</td>
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<td></td>
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<td>4</td>
<td>You understand when you read in class</td>
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<td></td>
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<td></td>
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<tr>
<td>5</td>
<td>You like stories in English</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>You like to write in your free time</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>You think that writing about stories are good for you</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>You think that writing skills are real important in language</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>You like to listen to music in English in your free time</td>
<td></td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td>10</td>
<td>You believe that writing strategies are necessary for the daily life</td>
<td></td>
<td></td>
<td>X</td>
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</tr>
</tbody>
</table>
APPENDIX

3

PHOTOS
Unidad Educativa Mixta Fiscal Veintiocho de Mayo.
INTERVIEW WITH THE PRINCIPAL

Photo 1: Unidad Educativa Fiscal Veintiocho de Mayo

Source: Unidad Educativa Fiscal Veintiocho de Mayo

Elaborated by: Juan Carlos Rojas Álvarez

Photo 2: Unidad Educativa Fiscal Veintiocho de Mayo

Source: Unidad Educativa Fiscal Veintiocho de Mayo

Elaborated by: Juan Carlos Rojas Álvarez
INTERVIEW WITH THE VICE-PRINCIPAL

Photo 3: Unidad Educativa Fiscal Veintiocho de Mayo

Source: Unidad Educativa Fiscal Veintiocho de Mayo
Elaborated by: Juan Carlos Rojas Álvarez

Interview with Mr. Rodrigo, my tutor.

Photo 4: Unidad Educativa Fiscal Veintiocho de Mayo

Source: Unidad Educativa Fiscal Veintiocho de Mayo
Elaborated by: Juan Carlos Rojas Álvarez
INTERVIEW WITH THE ENGLISH TEACHERS

Photo 5: Unidad Educativa Fiscal Veintiocho de Mayo

Source: Unidad Educativa Fiscal Veintiocho de Mayo

Elaborated by: Juan Carlos Rojas Álvarez

Photo 6: Unidad Educativa Fiscal Veintiocho de Mayo

Source: Unidad Educativa Fiscal Veintiocho de Mayo

Elaborated by: Juan Carlos Rojas Álvarez
INTERVIEW WITH THE ENGLISH TEACHERS

Photo 7: Unidad Educativa Fiscal Veintiocho de Mayo

Source: Unidad Educativa Fiscal Veintiocho de Mayo
Elaborated by: Juan Carlos Rojas Álvarez

Photo 8: Unidad Educativa Fiscal Veintiocho de Mayo

Source: Unidad Educativa Fiscal Veintiocho de Mayo
Elaborated by: Juan Carlos Rojas Álvarez
INTERVIEW WITH THE ENGLISH TEACHERS

Photo 9: Unidad Educativa Fiscal Veintiocho de Mayo

Source: Unidad Educativa Fiscal Veintiocho de Mayo
Elaborated by: Juan Carlos Rojas Álvarez

Photo 10: Unidad Educativa Fiscal Veintiocho de Mayo

Source: Unidad Educativa Fiscal Veintiocho de Mayo
Elaborated by: Juan Carlos Rojas Álvarez
INTERVIEW WITH THE ENGLISH TEACHERS

Photo 11: Unidad Educativa Fiscal Veintiocho de Mayo

Source: Unidad Educativa Fiscal Veintiocho de Mayo
Elaborated by: Juan Carlos Rojas Álvarez

Photo 12: Unidad Educativa Fiscal Veintiocho de Mayo

Source: Unidad Educativa Fiscal Veintiocho de Mayo
Elaborated by: Juan Carlos Rojas Álvarez
INTERVIEW WITH THE ENGLISH TEACHERS

Photo 13: Unidad Educativa Fiscal Veintiocho de Mayo

Source: Unidad Educativa Fiscal Veintiocho de Mayo
Elaborated by: Juan Carlos Rojas Álvarez

Photo 14: Unidad Educativa Fiscal Veintiocho de Mayo

Source: Unidad Educativa Fiscal Veintiocho de Mayo
Elaborated by: Juan Carlos Rojas Álvarez
SURVEYING THE STUDENTS

Photo 15: Unidad Educativa Fiscal Veintiocho de Mayo

Source: Unidad Educativa Fiscal Veintiocho de Mayo
Elaborated by: Juan Carlos Rojas Álvarez

Photo 16: Unidad Educativa Fiscal Veintiocho de Mayo

Source: Unidad Educativa Fiscal Veintiocho de Mayo
Elaborated by: Juan Carlos Rojas Álvarez
SURVEYING THE STUDENTS

Photo 17: Unidad Educativa Fiscal Veintiocho de Mayo

Source: Unidad Educativa Fiscal Veintiocho de Mayo
Elaborated by: Juan Carlos Rojas Álvarez

Photo 18: Unidad Educativa Fiscal Veintiocho de Mayo

Source: Unidad Educativa Fiscal Veintiocho de Mayo
Elaborated by: Juan Carlos Rojas Álvarez
SURVEYING THE STUDENTS

Photo 19: Unidad Educativa Fiscal Veintiocho de Mayo

Source: Unidad Educativa Fiscal Veintiocho de Mayo

Elaborated by: Juan Carlos Rojas Álvarez
APPENDIX

4

THE BOOKLET
ACADEMIC WRITING BOOKLET

Strategies to improve the Academic Writing

Written by: Juan Carlos Rojas Alvarez.
LESSON 1

TOPIC: HOW TO STOP YOURSELF SNORING.

GOAL OF THE CLASS: LEARN TO DIVIDE TEXTS INTO PARAGRAPHS.

RESOURCES: DICTIONARY, PAPER AND PEN.

PRESENTATION OF THE TOPIC: IT IS TO LEARN HOW A PARAGRAPH IS FORMED AND UNDERSTOOD

EXERCISES: DIVIDE THE FOLLOWING TEXT INTO PARAGRAPHS

ADDITIONAL PRACTICE: FIND ALL THE ACADEMIC VOCABULARY WORDS AND MAKE A GLOSSARY OF TERMS

Snoring is caused when the airway at the back of the nose and throat becomes partially obstructed. This is usually due to the loosening of the surrounding or pharyngeal muscles, but the reasons why this should occur are varied. The most common are smoking, obesity and the consumption of relaxants such as alcohol and sleeping pills. As with any common ailment, there are a host of "miracle" cures advertised - but you should first try a few simple steps to see if you can halt the snoring before adopting more drastic measures. Lifestyle changes can be the most effective. If you are overweight, a loss of weight will help to reduce the pressure on your neck. You should also stop smoking and try not to drink alcohol at least four hours before you go to bed. Beyond this, try to change your regular sleeping position. Raise the head of your bed with a brick, or tie something uncomfortable into the back of your pyjamas to encourage you to sleep on your side. Both of these will help to alter the angle of your throat as you sleep, and may thus make breathing easier for you. It is also important to keep your nasal passage clear and unblocked. Allergies, colds and hay fever can temporarily cause you to snore; nasal decongestants may help, but you are not advised to use such remedies for long periods. Nasal strips, as worn by sportspeople, have been proven to reduce nasal airway resistance by up to 30 per cent, so consider these as a long-term alternative. If this fails, then you may wish to look at the varied snoring aids that are on the market. They range from neck collars that stop your neck tilting, through to mandibular-advancement devices (such as gum shields) which reduce upper airway resistance, and tongue-retaining devices. You can also buy essential-oil products that are added to warm water and infused or consumed before bedtime. They claim to tone up your palate and unblock your nasal passage. Finally, if your symptoms persist, visit your GP or contact the British Snoring and Sleep Apnoea Association (01737 557 997) for advice. If you do not, your partner might.

(Mark Irving, Esquire, March 1999)
LESSON 2

TOPIC: RECOGNIZE TOPIC SENTENCES

GOAL OF THE CLASS: LEARN HOW TO RECOGNIZE TOPIC SENTENCES IN PARAGRAPHS

RESOURCES: DICTIONARY, PAPER AND PEN.

PRESENTATION OF THE TOPIC: IT IS TO LEARN HOW TO RECOGNIZE TOPIC SENTENCES INTO PARAGRAPHS

EXERCISES: IDENTIFY THE TOPIC SENTENCES IN THE FOLLOWING PARAGRAPHS UNDERLINING AND HIGHLIGHTNING THEM

ADDITIONAL PRACTICE: FIND ALL THE ACADEMIC VOCABULARY WORDS AND MAKE A GLOSSARY OF TERMS

Identify the topic sentences in the following paragraphs and underline them to recognize how it is formed.

Paragraph 1

The maintenance of order in pre state societies is rooted in a commonality of material interests. The greater the amount of common interests, the less need there is for law-and-order specialists. Among band-level cultures law and order stem directly from the relations between people and the natural habitat from which subsistence is derived. All adults usually have open access to this habitat: the rivers, lakes, beaches, oceans; all the plants and animals; the soil and the subsoil. In so far as these are basic to the extraction of life-sustaining energy and materials they are communal "property."

(Marvin Harris, (1975), Culture, people nature, p. 356)

Paragraph 2

Though the United States has spent billions of dollars on foreign aid programs, it has captured neither the affection nor esteem of the rest of the world. In many countries today Americans are cordially disliked; in others merely tolerated. The reasons for this sad state of affairs are many and varied, and some of them are beyond the control of anything this country might do to try to correct them. But harsh as it may seem to the ordinary citizen, filled as he is with good intentions and natural generosity,
much of the foreigners’ animosity has been generated by the way Americans behave.

(Edward Hall, (1973), *The silent language*, p. xiii)

Paragraph 3

Anthropology is the study of humankind, especially of Homo sapiens, the biological species to which we human beings belong. It is the study of how our species evolved from more primitive organisms; it is also the study of how our species developed a mode of communication known as language and a mode of social life known as culture. It is the study of how culture evolved and diversified. And finally, it is the study of how culture, people, and nature interact wherever human beings are found.

(Marvin Harris, (1975), *Culture, People Nature*, p. 1)
LESSON 3

TOPIC: RECOGNIZE TOPIC SENTENCES

GOAL OF THE CLASS: LEARN HOW TO RECOGNIZE TOPIC SENTENCES INTO PARAGRAPHS.

RESOURCES: DICTIONARY, PAPER AND PEN

PRESENTATION OF THE TOPIC: IT IS TO LEARN HOW TO RECOGNIZE TOPIC SENTENCES INTO THE PARAGRAPH

EXERCISES: RECOGNIZE TOPIC SENTENCES INTO THE FOLLOWING PARAGRAPHS.

ADDITIONAL PRACTICE: FIND ALL THE ACADEMIC VOCABULARY WORDS AND MAKE A GLOSSARY OF TERMS

Recognize and highlight topic sentences of these paragraphs.

Paragraph 1

Firstly, they live in or on a host, and do it harm. The depth to which they penetrate the host varies, as indeed does the damage. Fleas, leeches and lice live on the surface and cause superficial injury. Athlete's foot is a skin disease caused by a fungus living in the surface layers of the foot. The parasite of sleeping sickness is found in the host's blood wriggling between blood corpuscles. Secondly, parasites show some simplification of body structures when compared with free-living relatives. Sacculina (a relative of the crab) shows loss of limbs and is reduced to a mass of reproductive tissue within the abdomen of its crustacean host. Dodder, a plant parasite, lacks leaves, roots and chlorophyll. Thirdly, although all organisms show adaptations to their way of life, in the case of parasites they are often associated with a complex physiological response, e.g. the ability to survive in regions almost devoid of available oxygen, such as adult liver flukes, or the hooks and suckers of adult tapeworm. Lastly, parasites exhibit a complex and efficient reproduction, usually associated in some way with the physiology of the host, e.g. rabbit fleas are stimulated by the level of sex hormone in their host.

(J. Hard, (1975). Biology, p. 57)
Paragraph 2

In 1920 an average of 2.75 pounds of waste were produced each day by each individual in the United States. Today the quantity of waste produced is 53 pounds per person, and by 1980 it is estimated that this will rise to 8 pounds per person. One year’s rubbish from 10,000 people covers an acre of ground to the depth of 10 feet. In one year Americans throw away 48 thousand million cans, 26 thousand million bottles, 430 million tons of paper, 4 million tons of plastic and 100 million tyres which weigh almost a million tons.


Paragraph 3

That it might be experienced in any other way seems unnatural and strange, a feeling which is rarely modified even when we begin to discover how really differently it is handled by some other people. Within the West itself certain cultures rank time much lower in over-all importance than we do. In Latin America, for example, where time is treated rather cavalierly, one commonly hears the expression, "Our time or your time?" "Hora americana, hora mejicana?"

(Edward Hall, (1973), *The silent language*, p. 6)
LESSON 4

TOPIC: WRITING IDEAS TO USE IN PARAGRAPHS

GOAL OF THE CLASS: LEARN TO WRITE PARAGRAPHS FROM IDEAS

RESOURCES: DICTIONARY, PAPER AND PEN

PRESENTATION OF THE TOPIC: IT IS TO LEARN TO WRITE PARAGRAPHS FROM IDEAS

EXERCISES: WRITE PARAGRAPHS

EXERCISES: write the topic sentences for each of the following paragraphs.

ADDITIONAL PRACTICE: Find all the academic vocabulary words and make a Glossary of terms.

The information contained within a paragraph is based on the topic sentence of a paragraph. The topic sentence is generally the first sentence and expresses the main idea to be developed within the paragraph.

A) Look at the topic sentences below and write what kinds of information you would expect to follow. Something that you have thought to write an academic paragraph

1. The government of the Ecuador consists of three main branches.

2. The world-wide increase in road transport is a serious threat to the natural environment.

3. Deforestation has a direct effect on food supplies.

4. Although development in the Third World is intended to increase self-reliance, the actual result is often increased dependence on the Governors.

5. There is a mistaken idea that, because of pocket calculators, children no longer need to learn how to do basic arithmetic.

6. When it comes to the arts, there is a clear case for subsidy.
LESSON 5

TOPIC: SIGNALING WORDS IN PARAGRAPHS

GOAL OF THE CLASS: LEARN TO IDENTIFY THE SIGNALING WORDS IN PARAGRAPHS

RESOURCES: DICTIONARY, PAPER AND PEN

PRESENTATION OF THE TOPIC: IT IS TO LEARN TO RECOGNIZE SIGNALING WORDS IN PARAGRAPHS

EXERCISES: IDENTIFY THE SIGNALING WORDS IN PARAGRAPHS.

ADDITIONAL PRACTICE: FIND ALL THE ACADEMIC VOCABULARY WORDS AND MAKE A GLOSSARY OF TERMS.

Identify the signaling words in the following paragraph and underlined or highlight them.

Because language plays such an important role in teaching, Bellack and his colleagues chose to examine in some detail the "language game" in the classroom. They contended that “teaching is similar to most games in at least two respects. It is a form of social activity in which the players (teachers and students) fill different but complementary roles. Furthermore, teaching is governed by certain ground rules that guide the actions or moves made by the participants” (p. 4). By studying the language game, then, Bellack et al. intended to identify the various types of verbal moves made by teachers and students and the rules they followed in making these moves. As a result, they could investigate the functions these verbal moves served and examine the meanings that were being communicated.

LESSON 6

TOPIC: WRITING PARAGRAPHS

GOAL OF THE CLASS: LEARN TO ORDER IDEAS TO COMPLETE A PARAGRAPH

RESOURCES: DICTIONARY, PAPER AND PEN

PRESENTATION OF THE TOPIC: IT IS TO LEARN HOW TO FORM PARAGRAPHS

EXERCISES: PUT THE FOLLOWING SENTENCES IN THE CORRECT ORDER

ADDITIONAL PRACTICE: FIND ALL THE ACADEMIC VOCABULARY AND MAKE A GLOSSARY OF TERMS

Put the following sentences in the correct order to produce well organized paragraphs and an understandable reading.

Paragraph 1

a. Time may indicate the importance of the occasion as well as on what level an interaction between persons is to take place.

b. The same applies for calls after 11:00 P.M.

c. Different parts of the day, for example, are highly significant in certain contexts.

d. Our realization that time talks is even reflected in such common expressions as, "What time does the clock say?"

e. In the United States if you telephone someone very early in the morning, while he is shaving or having breakfast, the time of the call usually signals a matter of utmost importance and extreme urgency.

f. A call received during sleeping hours is apt to be taken as a matter of life and death, hence the rude joke value of these calls among the young.

(Edward Hall, (1973), The silent language, p. 2)
Paragraph 2 -

a. But modern anthropology stands opposed to the view that anatomy is destiny.

b. Men are taller, heavier, and stronger than women; hence it is "natural" that hunting and warfare should be male specialties.

c. Men have higher levels of testosterone; hence they are "naturally" more aggressive, sexually and otherwise, and are "naturally" dominant over women.

d. Since differences in the anatomy and physiology of human males and females are so obvious it is easy to be misled into believing that sex-linked roles and statuses are primarily biological rather than cultural phenomena.

e. As the underlying demographic, technological, economic, and ecological conditions to which these sex-linked roles are adapted change, new cultural definitions of sex-linked roles will emerge.

f. Moreover since women menstruate, become pregnant, and lactate, they "naturally" are the ones to stay at home to care for and feed infants and children.

g. Nor are women born with an innate tendency to care for infants and children and to be sexually and politically subordinate.

h. Rather it has been the case that under a broad but finite set of cultural and natural conditions certain sex-linked specialties have been selected for in a large number of cultures.

i. Males are not born with an innate tendency to be hunters or warriors or to be sexually and politically dominant over women.

(Marvin Harris, (1975). *Culture, people, nature*, p. 610)
LESSON 7

TOPIC: WRITING PARAGRAPHS

GOAL OF THE CLASS: LEARN TO UNDERSTAND PARAGRAPHS TO COMPLETE A TEXT

RESOURCES: DICTIONARY, PAPER AND PRESENTATION OF THE TOPIC: IT IS TO LEARN TO ORDER IDEAS TO FORM TEXTS

EXERCISES: PUT IN ORDER THE FOLLOWING PARAGRAPHS TO FORM A TEXT

ADDITIONAL PRACTICE: FIND ALL THE ACADEMIC VOCABULARY AND MAKE A GLOSSARY OF TERMS

Put in order the following paragraphs to complete a text about LEONARDO DA VINCI

The Genius of Leonardo.

1. He was the illegitimate son of a Florentine lawyer and property owner. His artistic bent obviously appeared at an early age for when he was 15 he was apprenticed to the painter Verocchio. In 1472 he was accepted in the painters’ guild in Florence, where he remained until 1481.

2. And among his early drawings were many sketches of mechanical apparatus and weapons, evidence of his interest in, and knowledge of things mechanical.

3. His artistic achievements in Milan reached their peak with the mural ‘The Last Supper’ completed in 1497.

4. In the 1490s he began monumental treatises on painting, architecture, human anatomy and mechanics. He set down his observations on these themes in voluminous notes and sketches, which he would later assemble in his notebooks. There remain of his notebooks a prodigious 7000 pages, all in characteristic ‘mirror-writing’.

5. He then went back to Milan and entered the service of the French King Louis XII. Later he was to work in Rome with Raphael and Michelangelo on designs for the new church of St Peter. In 1516 he settled in France, at Cloux, near Amboise, where he died three years later.

6. He was no mere theorist advancing fanciful ideas. He was a practical man, who designed things that would work, because he could see how they would work.

7. There is no evidence that Leonardo actually built the machines and mechanical devices he sketched and described. And in many cases their practical importance remained unrealised and unrealisable for centuries. There was neither the demand for them nor the technology.

(PearsEncyclopaedia, 1987, p. 342)
LESSON 8

TOPIC: Writing paragraphs

GOAL OF THE CLASS: LEARN TO ARRANGE PARAGRAPHS IN THE CORRECT ORDER

RESOURCES: DICTIONARY, PAPER AND PEN

PRESENTATION OF THE TOPIC: IT IS TO LEARN HOW TO ARRANGE PARAGRAPHS IN THE CORRECT ORDER

EXERCISES: ARRANGE PARAGRAPHS IN THE CORRECT ORDER

ADDITIONAL PRACTICE: Find all the academic vocabulary words and make a Glossary of terms.

Look at the following text about growing cotton in India. The paragraphs have not been printed in the correct order. Arrange the paragraphs in the correct order. Remember that the topic of one paragraph should follow logically from the topic of the last paragraph and should lead on to the topic of the next paragraph.

Pesticide suicide

Most of the farmers are extremely poor. Attracted by cheap loans from pesticides traders and the prospect of a quick buck, they borrowed heavily to raise cotton on small plots of land.

According to the Ministry of Agriculture, the crop losses and destruction in Andhra Pradesh arose from the repeated application of excessive amounts of chemicals - a practice actively encouraged by pesticides traders.

The suicide of SamalaMallaiah in Nagara village grabbed media headlines. He owned one acre of land, leased two more and grew cotton on all three. After making a loss in the first year, he leased yet more land in an attempt to recover. Confronted with falling prices, mounting debts and pest attacks, he committed harakiri.

‘Cotton has given us shattered dreams,’ said one old farmer in Nagara village.

As many as 60,000 small farmers in the region of Andhra Pradesh, southern India, have taken to farming cotton instead of food crops. Some 20 of them have recently committed suicide by eating lethal doses of pesticide.

Whitefly, boll weevils and caterpillars multiplied and destroyed their crops, despite the constant application of pesticides. The average yield of cotton fields in Andhra Pradesh fell by more than half in just one year. Now the farmers are in no position to repay the loans or feed their families.

Nearly half the pesticides used in India go into protecting cotton, the most important commercial crop in the country. However, pests have shown increased immunity to a range of pesticides. Last year there were heavy crop losses due to leaf-curl, which is caused by the dreaded whitefly. This nondescript, milky-white fly sucks sap from the cotton leaves, making them curl and dry up. The fly struck first in Pakistan and north-western India. Then it turned south.

(New Internationalist, June 1998, p. 13)
LESSON 9

TOPIC: Writing paragraphs

GOAL OF THE CLASS: LEARN TO ANALYZE THE WAYS OF INFORMATION
RESOURCES: DICTIONARY, PEN AND PRESENTATION OF THE TOPIC
LEARN TO ANALYZE THE WAYS OF INFORMATION

EXERCISES: LEARN TO ANALYZE THE WAYS OF INFORMATION
LIGHTNING EACH CHARACTERISTIC
ADDITIONAL PRACTICE: FIND ALL THE ACADEMIC VOCABULARY
WORD AND MAKE A GLOSSARY

*Analyze and identify the ways of organizing the information in the following paragraphs underlining the expressions that characterizes the topic sentence.

The inventor of the diode valve was Fleming. He made use of the fact, first noticed by Edison, that an electric current could be made to flow across the empty space between the hot filament of an electric lamp and another metal electrode placed inside the evacuated bulb. This effect depends upon the thermionic emission of electrons from the heated metal filament.


Hemp's environmental credentials are indisputable. It grows better in organic systems than in conventional ones. It smothers weeds and controls pests, clearing the land for other crops. It improves the structure of the soil, with strong roots to prevent erosion. If processed in the field, it returns nutrients to the land and purports to 'clean up' soil contaminated with heavy metals. It is one of a minority of textile-fibre crops that can be grown in temperate climates. So why, given its potential, is so little hemp used today?

(NEW INTERNATIONALIST, June 1998, p. 14)
LESSON 10

TOPIC: Writing paragraphs

GOAL OF THE CLASS: Learn to order sentences in a paragraph.

RESOURCES: Dictionary, paper and pen.

PRESENTATION OF THE TOPIC: It is to learn how a paragraph is form and understood

EXERCISES: Rewrite the middle sentences

ADDITIONAL PRACTICE: Find all the academic vocabulary words and make a Glossary of terms.

In the following paragraphs, the first and last sentences are correct. Rewrite the middle sentences of to put the theme at the beginning and the Rhyme at the end of the sentences.

Paragraph 1

Atoms of all elements consist of a central nucleus surrounded by a "cloud" containing one or more electrons. We can think of these electrons as occupying a series of well-defined shells. The number of electrons in its outermost shells determines the behavior of a particular element. Other factors, such as the total number of electron shells, also play a part in determining behavior but it is the dominance of the outer electron configuration that underlies the periodic law and justifies the grouping of the elements into groups or families.

Paragraph 2

Every substance contains a certain amount of heat, even a relatively cold substance such as ice. The substance's molecules are in continual motion and, by this motion, possess kinetic energy which produces heat. The average kinetic energy of the molecules are measured by temperature. Cooling to the point at which molecular movement ceases completely should thus be possible. Scientists are very interested in this point, absolute zero, but it is in practice unattainable. At temperatures close to absolute zero some materials exhibit remarkable properties, such as superconductivity and super fluidity.
Paragraph 3

Nauru is so small that the plane lands in what is best described as the capital's main street. To stop cars when planes are landing the seaward side of the runway has traffic lights at each end. Well-fed and brightly clothed Naurans crowd the tiny air terminal with their smart cars. The only hotel, the luxurious Menen, is a 10-minute drive half way round the island and is where new arrivals are driven off in Japanese minibuses. The well-paved road passes rows of neat, modern houses, set among the trees.

(David Lascelles, The Financial Times)

Paragraph 4

The most striking example of value rigidity I can think of is the old south Indian Monkey Trap, which depends on value rigidity for its effectiveness. A hollowed-out coconut chained to a stake makes the trap. A monkey can put its hand though a small hole in the coconut and grab some rice inside. The monkey can put its hand into the hole but cannot take its fist out with rice in it. The monkey's value rigidity traps it when it reaches in. The rice cannot be revalued. He cannot see that freedom without rice is more valuable than capture with it.

(Robert Pirsig, Zen and the art of motorcycle maintenance)
To begin with, it is necessary to consider the long-term implications of the decision to increase our dependence on permanent staff in our restaurants. For example, let us say we do go ahead. In this case, our reliance on hourly-paid staff will decrease. As a result, costs will reduce, as permanent staff are cheaper than hourly-paid staff. In fact, it is not necessarily the case, especially as there is no way of knowing what the relative costs of hourly-paid staff and permanent staff will be in ten years' time. However, as a rule hourly permanent staff are more reliable than full-time staff and this is a genuine advantage. As a consequence of these two advantages, permanent staff would seem to be a better option. In other words, they are cheaper and more reliable so they are better. In that case, it is not necessary to hesitate. Naturally, nothing is so simple. In short, cost is an unknown factor and the most economical choice is not known.
LESSON 12

TOPIC: Writing paragraphs

GOAL OF THE CLASS: WRITE A SIGNAL WORD OR PHRASE THAT FILL IN THE BLANK

RESOURCES: DICTIONARY, PAPER AND PEN

PRESENTATION OF THE TOPIC: IT IS TO LEARN WRITE A SIGNAL WORD OR PHRASE THAT FILL IN THE BLANK

EXERCISES: WRITE A SIGNAL WORD OR PHRASE THAT FILL IN THE BLANK

ADDITIONAL PRACTICE: FIND ALL THE ACADEMIC VOCABULARY WORDS AND MAKE A GLOSSARY OF TERMS

In the following article on Nuclear Hazards the signaling words and phrases are missing. Write the word/s you think fit in the blank

There are three separate sources of hazard related to the use of nuclear reactions to supply us with energy. __________, the radioactive material must travel from its place of manufacture to the power station. __________ the power stations themselves are solidly built, the containers used for the transport of the material are not. __________, there are normally only two methods of transport available, __________ road or rail, and both of these involve close contact with the general public, __________ the routes are bound to pass near, or even through, heavily populated areas. __________, there is the problem of waste. All nuclear power stations produce wastes which in most cases will remain radioactive for thousands of years. It is impossible to de-activate these wastes, and __________ they must be stored in one of the ingenious but cumbersome ways that scientists have invented. __________ they may be buried under the ground, dropped into disused mineshafts, or sunk in the sea. __________ these methods do not solve the problem; they merely store it, __________ an earthquake could crack open the containers like nuts. __________ there is the problem of accidental exposure due to a leak or an explosion at the power station. As with the other two hazards, this is extremely unlikely and __________ does not provide a serious objection to the nuclear programme, __________ it can happen, as the inhabitants of Harrisburg will tell you. Separately, and during short periods, these three types of risk are no great cause for concern. Taken together, __________, and especially over much longer periods, the probability of a disaster is extremely high.
Lesson 13

Topic: Writing Paragraphs

Goal of the Class: Learn to identify the references.

Resources: Dictionary, Paper and Pen

Presentation of the Topic: It is to learn how to identify references in a paragraph.

Exercises: Identify references in a paragraph and remark them.

Additional Practice: Find all the academic vocabulary words and make a glossary of terms.

Cohesion.

Reference

Identify the references in the following texts and remark them:

Exercise

Every organization, as soon as it gets to any size (perhaps 1,000 people), begins to feel a need to systematize its management of human assets. Perhaps the pay scales have got way out of line, with apparently similar-level jobs paying very different amounts; perhaps there is a feeling that there are a lot of neglected skills in the organization that other departments could utilize if they were aware that they existed. Perhaps individuals have complained that they don't know where they stand or what their future is; perhaps the unions have requested standardized benefits and procedures. Whatever the historical origins, some kind of central organization, normally named a personnel department is formed to put some system into the haphazard dry. The systems that they adopt are often modeled on the world of production, because that is the world with the best potential for order and system.
LESSON 14

TOPIC: REFERENCE

GOAL OF THE CLASS: LEARN TO IDENTIFY THE REFERENCES IN A PARAGRAPH.

RESOURCES: DICTIONARY, PAPER AND PEN

REPRESENTATION OF THE TOPIC: IT IS TO LEARN TO IDENTIFY THE REFERENCES IN A PARAGRAPH.

EXERCISES: IDENTIFY THE REFERENCES IN THE FOLLOWING TEXT.

ADDITIONAL PRACTICE: FIND ALL THE ACADEMIC WORDS AND MAKE A GLOSSARY OF TERMS

Reference

Identify the references and underline them in the following text:

The Troubles of shopping in Russia

A large crowd gathered outside a photographic studio in Arbat Street, one of the busiest shopping streets in Moscow, recently. There was no policeman within sight and the crowd was blocking the pavement. The centre of attraction - and amusement - was a fairly well-dressed man, perhaps some official, who was waving his arm out of the ventilation window of the studio and begging to be allowed out. The woman in charge of the studio was standing outside and arguing with him. The man had apparently arrived just when the studio was about to close for lunch and insisted upon taking delivery of some prints which had been promised to him. He refused to wait so the staff had locked the shop and gone away for lunch. The incident was an extreme example of the common attitude in service industries in the Soviet Union generally, and especially in Moscow. Shop assistants do not consider the customer as a valuable client but as a nuisance of some kind who has to be treated with little ceremony and without concern for his requirements.

For nearly a decade, the Soviet authorities have been trying to improve the service facilities. More shops are being opened, more restaurants are being established and the press frequently runs campaigns urging better service in shops and places of entertainment. It is all to no avail. The main reason for this is shortage of staff. Young people are more reluctant to make a career in shops, restaurants and other such establishments. Older staff is gradually retiring and this leaves a big gap. It is not at all unusual to see part of a restaurant or a shop roped off because there is nobody available to serve. Sometimes, establishments have been known to be closed for several days because of this.

One reason for the unpopularity of jobs in the service industries is their low prestige. Soviet papers and journals have reported that people generally consider most shop
assistants to be dishonest and this conviction remains unshakeable. Several directors of business establishments, for instance, who are loudest in complaining about shortage of labor, are also equally vehement that they will not let their children have anything to do with trade.

The greatest irritant for the people is not the shortage of goods but the time consumed in hunting for them and queuing up to buy them. This naturally causes ill-feeling between the shoppers and the assistants behind the counters, though often it may not be the fault of the assistants at all. This too, damages hopes of attracting new recruits. Many educated youngsters would be ashamed to have to behave in such a negative way.

Rules and regulations laid down by the shop managers often have little regard for logic or convenience. An irate Soviet journalist recently told of his experiences when trying to have an electric shaver repaired. Outside a repair shop he saw a notice: 'Repairs done within 45 minutes.' After queuing for 45 minutes he was asked what brand of shaver he owned. He identified it and was told that the shop only mended shavers made in a particular factory and he would have to go to another shop, four miles away. When he complained, the red-faced girl behind the counter could only tell him miserably that those were her instructions.

All organizations connected with youth, particularly the Young Communist League (Komsomo1), have been instructed to help in the campaign for better recruitment to service industries. The Komsomol provides a nicely-printed application form which is given to anyone asking for a job. But one district head of a distribution organization claimed that in the last in years only one person had come to him with this form. 'We do not need fancy paper. We do need people!' he said. More and more people are arguing that the only way to solve the problem is to introduce mechanization. In grocery stores, for instance, the work load could be made easier with mechanical devices to move sacks and heavy packages.

The shortages of workers are bringing unfortunate consequences in other areas. Minor rackets flourish. Only a few days ago, Pravda, the Communist Party newspaper, carried a long humorous feature about a plumber who earns a lot of extra money on the side and gets gloriously drunk every night. He is nominally in charge of looking after 300 flats and is paid for it. But whenever he has a repair job to do, he manages to screw some more money from the flat dwellers, pretending that spare parts are required. Complaints against him have no effect because the housing board responsible is afraid that they will be unable to get a replacement. In a few years' time, things could be even worse if the supply of recruits to these jobs dries up altogether.
LESSON 15

TOPIC: ANAPHORIC NOUNS

GOAL OF THE CLASS: LEARN TO IDENTIFY THE ANAPHORIC NOUNS

RESOURCES: DICTIONARY, PEN AND PAPER

PRESENTATION OF THE TOPIC: IT IS TO LEARN TO IDENTIFY THE ANAPHORIC NOUNS

EXERCISES: IDENTIFY THE REFERENCES IN THE ANAPHORIC NOUNS

ADDITIONAL PRACTICE: FIND ALL THE ACADEMIC VOCABULARY WORDS AND MAKE A GLOSSARY OF TERMS

Anaphoric nouns

Identify the references in the following texts:

In the same year the Swiss scholar, J. J. Bachofen, published Das Mutterrecht, (Mother Right), a book showing that matriliny, the tracing of descent through women, and matriarchy, the dominance of women in society, as well as the cult of female goddesses, preceded the patriarchy and the patriliney we find in Biblical and Classical societies. This idea was accepted with varying degrees of caution by many nineteenth-century anthropologists and ultimately was wholly endorsed by Engels, who, in the preface to the fourth edition of The Origin of the Family, Private Property and the State, gave warm praise to Bachofen.

Should the qualified defence of diminished responsibility be retained? In answering this question, one has to contend with two muddles in English law, a general muddle about mental disorder and criminal responsibility, and a specific muddle about murder and manslaughter.

Time for Christians began with the Creation and would end with Christ's Second Coming. World history was bounded by these two events. The spread of this belief marks the divide between the mental outlook of Classical antiquity and that of the Middle Ages.

This will not be the case if, for example, Uruguay could have supplied the parties with a commodity that, though useful to both, was in short supply in one country but not in the other. Should we then say that Uruguay is not neutral unless it starts providing the country suffering from the shortage in that commodity? If by not helping it Uruguay is hindering it, then this conclusion is forced on us.

In the same article, Crutzen stresses that chemists used to believe biomass fires produced some 2.5 billion tons of carbon annually, but have now revised this estimate upwards to 3 billion tons.

We have already seen that subjects given no pre-training do less well in the test phase than those given initial discrimination training and we have acknowledged that unambiguous interpretation of this difference is impossible.
LESSON 16

TOPIC: Writing paragraphs.

GOAL OF THE CLASS: Learn to build a paragraph.

RESOURCES: Dictionary, paper and pen.

PRESENTATION OF THE TOPIC: IT IS TO LEARN TO BUILD A PARAGRAPH BY CHOOSING SENTENCES

EXERCISES: LEARN TO BUILD A PARAGRAPH BY CHOOSING SENTENCES

ADDITIONAL PRACTICE: FIND ALL THE ACADEMIC VOCABULARY WORDS AND MAKE A GLOSSARY OF TERMS

Population Explosion

Build the paragraph by choosing one of three sentences.

1.- This has been achieved both by more effective police-military supervision on the village level and by the spread of religious doctrines opposed to infanticide.

2.- Colonialism has probably also contributed to the present population explosion by suppressing the practice of overt forms of abortion and infanticide.

3.- With the suppression of the more overt forms of abortion and infanticide it is conceivable that colonial peasant populations for the first time in history actually found themselves without effective means for adjusting numbers of children to the demand for labor, old age insurance, and other domestic requirements.
LESSON 17

TOPIC: Writing paragraphs.
GOAL OF THE CLASS: IT IS TO LEARN TO BUILD A PARAGRAPH BY CHOOSING SENTENCES
RESOURCES: Dictionary, paper and pen.
PRESENTATION OF THE TOPIC: TO LEARN TO BUILD A PARAGRAPH BY CHOOSING SENTENCES
EXERCISES: BUILD A PARAGRAPH BY CHOOSING SENTENCES
ADDITIONAL PRACTICE: FIND ALL THE ACADEMIC WORDS AND MAKE A GLOSSARY OF TERMS

Threatened Species

Build the paragraph by choosing one of three sentences of text.

1.- Still another problem arises when the protection of threatened or presumably threatened species interferes with man’s economic needs.

2. It sometimes took several days for the large herds to cross the tracks of the first transcontinental railroad and while they were crossing the trains had to halt.

3.- The railroads actually hired buffalo hunters, of whom the best known was Buffalo Bill, to kill the bison so that the trains might move.
LESSON 18

TOPIC: WRITING PARAGRAPHS
GOAL OF THE CLASS: IT IS TO LEARN TO BUILD A PARAGRAPH BY CHOOSING SENTENCES.
RESOURCES: DICTIONARY, PAPER AND PEN.
PRESENTATION OF THE TOPIC: IT IS TO LEARN TO BUILD A PARAGRAPH BY CHOOSING SENTENCES
EXERCISES: BUILD A PARAGRAPH BY CHOOSING SENTENCES
ADDITIONAL PRACTICE: FIND ALL THE ACADEMIC WORDS AND MAKE A GLOSSARY OF TERMS

E-mail

Build the paragraph by choosing one of three sentences of text.

And many corporate mail servers have had growing pains, too, experiencing holdups and the odd deletion.

In general Internet e-mail is considerably more reliable than the postal service.

However during 1997, AOL and Microsoft Network - to name just the big players - had severe mail outages resulting in the delay, and in some cases loss, of e-mail.
LESSON 19

TOPIC: WRITING PARAGRAPHS
GOAL OF THE CLASS: IT IS TO LEARN TO BUILD A PARAGRAPH BY CHOOSING SENTENCES
RESOURCES: DICTIONARY, PAPER AND PEN
PRESENTATION OF THE TOPIC: IT IS TO LEARN TO BUILD A PARAGRAPH BY CHOOSING SENTENCES
EXERCISES: BUILD A PARAGRAPH BY CHOOSING SENTENCES
ADDITIONAL PRACTICE: FIND ALL THE ACADEMIC WORDS AND MAKE A GLOSSARY OF TERMS

An aggressive creature

Build a paragraph by choosing one of three sentences of text. If your choice is correct, the sentence will be added to the text.

1. brutal or bestial, implying by these

2. although we may recoil in horror

3. That man is an aggressive creature
LESSON 20

TOPIC: ANAPHORIC NOUNS
GOAL OF THE CLASS: IT IS TO LEARN TO BUILD A PARAGRAPH BY CHOOSING SENTENCES

RESOURCES: DICTIONARY, PAPER AND PEN

PRESENTATION OF THE TOPIC: IT IS TO LEARN TO BUILD A PARAGRAPH BY CHOOSING SENTENCES

EXERCISES: BUILD A PARAGRAPH BY CHOOSING SENTENCES

ADDITIONAL PRACTICE: FIND ALL THE ACADEMIC VOCABULARY WORDS AND MAKE A GLOSSARY OF TERMS

Hemp

Build a paragraph by choosing one of three sentences of text. If your choice is correct, the sentence will be added to the text.

1. It smothers weeds and controls

2. Hemp's environmental credentials are indisputable.

3. up' soil contaminated with heavy