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RESEARCH WORK

**PRIOR TO OBTAINING THE BACHELOR DEGREE IN
LANGUAGES – ENGLISH MAJOR.**

**“TECHNICAL WORKBOOK TO WRITE ENGLISH ESSAYS IN
THE THIRD YEAR “A” STUDENTS, AT “JUAN MONTALVO
FIALLOS” EDUCATIONAL UNIT, 2016-2017” ACADEMIC
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El Carmen, March 2017

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El Carmen, March 2017.

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DECLARATION OF THE AUTHOR

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APPROVAL OF RESEARCH WORK

Members of the examining tribunal approve the investigation report on the topic: Technical workbook to write English essays in the third year "A" students, at "JUAN MONTALVO FIALLOS" high school, 2016-2017 academic year, from her author Chica Parraga Janina Elizabeth of Languages Career, English Major.

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DEDICATION

Time passes and it becomes vital to continue in constant preparation, set goals and strive tirelessly to achieve them. Years ago I set this goal and today I am pleased to reach it, but this would not have been possible without the support of my parents Freddy and Narcisa, my brothers, and my main inspiration my child Nichollas, for whom I fight every day to be example of perseverance.

To them I dedicate this work primarily the result of effort and commitment.

Janina

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It is necessary to express special gratitude to God for allowing me to fulfill this objective, my family, my son and all those who contributed to the realization of this project.

My prestigious University "Eloy Alfaro" to allow my degree for the second time.

All this would not have been possible without the unconditional support of my tutor MSc. Líder Lanche; and the love and encouragement of my classmates.

Janina

ABSTRACT

This research work is carried out in the design of a technical workbook which permits to the third year "A" students to develop the correct writing through the English essays. Of this form it will permit to show alternatives which will help to the English teachers to increase the abilities of writing in their students, at same time will permit to determine how influences the technical workbook for improving English writing essays. The technical workbook will have clear objectives about the tasks to do, explanation step by step about the activities, readings concerning the work topics, and a rubric which will permit to the English teachers to assess the students achievements. This research work is conducted at "Juan Montalvo Fiallos" Educational Unit, km 17 Pedernales way, Santa Rosa del Comunal, El Carmen- Manabi, 2016-2017 academic year. For this research work is used, the analytical, synthetic, deductive, inductive, statistical and proactive methods. The techniques used in this research work are the interview, survey and observation to the selected sample who are the 23 students of third year "A" Educational Unit, and an English teacher who works in this institution. The theoretical framework complies with the information collected from books, magazines, newspaper and internet sources on the dependent and independent variables which are the technical workbook and writing essay; in the same way with the results of this research work are made the frequency tables and the analysis and interpretation of the results. Finally are made the conclusions and recommendations.

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INTRODUCTION

Human is a thinking being that needs to express his or her ideas, thoughts and feelings, so it is to consider the importance that the writing in academic training and especially in the development of the thoughts of students because it is part of the school activities and allows the individual's relationship with society.

Therefore this research has as main objective to analyze the conceptions that bachelor teachers have about a fundamental area such as the essays writing in English language. For it is carried out a qualitative methodology where surveys and interviews reflect the views of teachers and students around this issue, in the same way that let you see the relationship of concepts, strategies and materials used for teaching essay writing in English in the classroom.

For that reason this research is justified under that represents a significant contribution to the educational field, which includes the organizational aspect of the professionals in the teaching writing of English essays to their students, as a major limitations when they enter higher education is the difficulty to writing texts according to the demands at this level, since it has become apparent in recent years cases of university students who have serious flaws.

One of the most latent concerns of English teachers in our country is to find an effective material to teach students to write an academic text in this language. A lack of information is observed regarding this issue, for this reason many teachers are limited to only teach grammar and do not apply it through writing in English. So this research is specifically based on knowing whether the deficiency of students to write essays in this foreign language is due to the working material that teachers are using.

The problem which starts this research work is the difficulty to write English essays in the third year "A" students, at "Juan Montalvo Fiallos"

Educational Unit, Km 17 Pedernales way, Santa Rosa del Comunal, El Carmen, 2016-2017 academic year.

The general objective of the research work is: To design a Technical workbook to improve writing of English essays in the third year "A" students, at "Juan Montalvo Fiallos" High School, km 17 Pedernales way, Santa Rosa del Comunal, El Carmen, 2016- 2017 academic year.

The same forms were elaborated the scientist tasks which are: improving the English writing through the essays, increasing the English vocabulary, motivating the reading in the students.

The sample used for this research work were 23 students and an English teacher who works in the institution.

In summary this research is divided in three chapters:

Chapter I, this is the theoretical framework with the information of the two variables such as the technical workbook and writing English essays.

Chapter II, this chapter are the results of the research work represented in the frequency tables and observation form.

Chapter III, this is the proposal that consists of a technical workbook with activities to improve writing of English essays.

At the end are the conclusions, recommendations, bibliography and annexes.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1. TECHNICAL WORKBOOK

A technical workbook is a material that has been incorporated into the teaching of the English language. At present it is common to find it in the texts as complement in the practice of the topics that are given. OJEDA, Leon (2013), defines a technical workbook as a text that is used to take notes, draw, write or do tasks that allow the development of different abilities of students whom its content is directed.

The technical workbooks can be printed or digital, contain exercises, problems, practical material that can clarify and to reinforce the contents of a particular topic. It is also considered as an instruction manual, used mainly in areas of study of language grammar and writing, they require practical activities where students can translate acquired content.

1.1.1. The Importance of workbook in schools

According to VILLANUEVA Gonzalo (2013), workbooks are a complement to a specific school text, which form a teaching set as they relate and complement each other. For example, if an English text of third level develops knowledge or topic about writing essays, workbook has a number of questions and different activities in relation to this subject, which the student must develop generally at the end of the session to check and implement their learning.

Both the text and the workbook are instruments that help to develop the teaching work of English teachers for the benefit of the student learning are more meaningful and functional. The workbooks also help save time, as many times students instead of copying some activities in their workbooks, go to develop them directly in these.

The school texts and the workbooks must be developed based on the National Design Curriculum of Education. Nowadays there are a series of school texts and workbooks on the market of different qualities and costs, and some they are designed as school texts and application workbooks simultaneously; besides this, they come with a CD-R with interactive activities to use several in the computer. For that reason it is important that the English teachers use this material because it is very practical and effective, especially in topics as writing essays in this language, which often are complex for the students. In the last years they are very used in public and private schools, some schools even made their workbooks according to their curricular programming.

The use of application workbooks, it does also that the English teachers self-train permanently to be able to guide adequately the students in the application of the activities or articles proposed in these workbooks. In addition it provides that teachers propose activities and experiences to help to build varied and consistent learnings.

1.1.2. Workbooks advantages

Workbooks are often used in elementary and high school. They have many advantages, especially in the field of essay writing in English, they benefit students because they can work directly on their workbooks and thus to guide in writing of a text, since they have on hand the theory and execute practice.

Workbooks also have the advantage that they are generally smaller and lighter than textbooks, which is equivalent to that the student could take it everywhere and this form to take notes when a new idea arises for the writing of an English text.

For JANOVSKY Angela (2015), the book "invites" the student to use it, is more interactive, the clean and empty pages with spaces, they are there to be filled, reason for the one that is an excellent material to being used in the writing area. The "theory" gets in the use of strategies as: opened

questions, fill the blank, and others. Never " read the following ... " The student must write something, cannot be a liabilities.

The exercises appear sequentially, with a lot of care in order that the level of difficulty increases slowly, which allows to the students to continue without getting lost. The students keep the workbook until the end of the year and can use it in the future years; even they can use them in the first university course. This method can be applied to the individual work, at group, tasks, and others.

Also, it can be used as a training tool for certain jobs. They have recently introduced electronic workbooks that have enabled interactive and personalized English language learning. Such books can be used in computers, laptops, PDAs, and may be based on the web. (PEREZ, 2000, p.12).

Although electronic workbooks can be very useful, not they all can accede to them, since many students do not have Internet availability daily still, because in the places where they live the access it is restricted, and it happens in the place where my investigation is executed, for being a country zone, the students do not have Internet at any hour that they need.

1.1.3. The workbook traditional teaching method

JANOVSKY, Angela (2015), it demonstrates that the traditional resources include any textbook and workbook used in the classroom. For example, the English classes, almost always they have the textbooks, and the dictionary. Besides these, the traditional resources also include any material of complementary work.

These materials can help to introduce new concepts to the students. Of the same way, the books and workbooks can give some practical useful activities, which are basic for a new vocabulary or writing activities that can be difficult for the students.

Teachers use a variety of tools to promote English language learning, it needs supplies and resources in order to have a successful classroom, or example writing implements, paper and all useful objects in a classroom. The workbook is part of the instructional materials, which are all tools used in English essay writing, including active learning and evaluation. Basically, it is a resource that uses language teacher to teach their students, so it is considered a didactic material.

To assess these traditional resources, the most important aspect is to make sure you choose the properly material relates to the learning objective, so in the area of writing essays, especially in English language, it becomes an effective material because it contains the theoretical and practical aspect that is fundamental in the production of texts.

Most textbooks and workbooks are designed to align with certain educational standards and therefore are very reliable when it comes to address the goals of the class. However, it is important to be sure to choose the material which relates with your specific learning objective.

1.1.4. The workbook as an assessment tool in the teaching-learning process

SOLDÁN, Eva (2014), in the digital magazine "Research and Education" mentions that the student workbook is a tool for collecting information, which is very useful for continuous assessment; it reflects the work done daily. Through it the English teacher can assess:

If the student takes notes correctly.

Their understanding and abstraction level.

The writing level, clarity and ownership of their expressions.

Spelling, calligraphy, sentences composition, among others.

The approaches that make the information provided, if he understood the essence content.

If you extend the information about studied topics by consulting other sources.

If you make outlines, summaries, underlined, others.

Care and dedication that used to bring update your workbook.

Expressing personal opinions or value judgments on basic issues of the subject.

Attention, observation, memory, curiosity, reflective analysis, others.

It is necessary to establish previous criteria that facilitate the assessment of any of these traits, preventing any of them by themselves determine the assessment itself.

In addition, at the first moment, it will have inform the student of the aspects that are going to be valued on English workbook and, done the valuation, take advantage of the moment to return them to indicate which are the aspects that it takes well, in that it is improving and of that more it needs work or take care.

This reason justifies why it is considered important in the area of essay writing in languages, since through the workbook the English teacher can follow the evolution process of the student at the time of writing an essay in this language, so you can see the text step by step from the draft to the final work, making the necessary corrections sequentially, emphasizing what needs improvement.

1.1.5. Personal school texts

FICN, Dolores (2012), mentions that personal school texts, narrate and describe the everyday and the transcendent in each student. They talk about the events which happens here and now; as well as the past or projections of the future, from intimate emotions and experiences with use of records or foreign language variations conditioned by the

communicative situation. These actions of narrate and describe help students to express better way through writing texts in English that as they are polishing can be converted into academic essays.

The personal school texts are of private use, but they use as support for the activities that students do in the school, as the workbook, class notes, the binnacle and the agenda.

Workbook

It is a text where the tasks assigned by the teacher, school activities and its resolutions are recorded. It is used to make notes that will support for academic work. The workbook will become the textbook that the student is building every day in the school year, recording it all incidents that occur in the classroom, English teacher interventions, personal notes, group discussions, bibliographic research, and hypothesis, among others.

Communicative intention: To allow to the student to take a reliable record of the realized and hanging work.

Language function: Referential, appellative.

External characteristics:

Used to be writing down everything that happens in English classes and all activities are carried out.

The structure or organization is chronological, since it are becoming all annotations support for academic activities carried out daily.

Internal characteristics: -

Belong to the prototype of explanatory texts.

In it writing the ideas that the students caught about the topic and solving the raised activities.

Clear.

Subjective.

Class notes

Class notes are notes, drawings, concepts, etc., that relate to each other with reference to a particular topic.

Communicative intention: Record the most relevant information on a topic: data, facts, and relationships between them, publication titles, authors or characters names, definitions, among other possibilities according to the understanding of the author.

Language function: Referential

External characteristics:

Its content is discontinuous ie have no order.

It has short and schematic statements that are sometimes ordered for a better understanding.

Graphic marks: underlining, colors, capital letters, among others.

Internal characteristics:

It represents the main ideas of the subject.

It uses synthetic, fragmentary and profusion of abbreviations language.

Accurate data.

It goes directed towards oneself.

Diary

They are texts that help track, plan and organize the time of activities and tasks.

Communicative intention: Register tasks and commitments, both school and personal, to make per day, week, and month.

Language function: Referential

External characteristics:

Date.

Schedule.

Activities days.

Internal characteristics:

Activities have a chronological order.

Binnacle

They are records with difficulties, challenges, achievements in the learning process.

Communicative intention: Register various aspects of the learning process and its function is that the student aware about their learning process.

Language function: Referential, emotional.

External characteristics:

Order.

Clear.

Internal characteristics:

It contains a formal language.

Concrete ideas.

It is based on a result ideas.

1.2. WHAT IS AN ESSAY?

Writing is to express a thought, an opinion, and etc., but not all types of writing are appropriate within the academic world. We call it academic essay writing.

According to ONIEVA Juan (2006), an essay is written in prose, agile generally not very extensive, which exposes accurately and understanding, a personal and subjective interpretation of any topic in a specific language, without delving into it (p. 251), in order to know the issue on which it is written.

1.2.1. Essay characteristics

PADILLA, Villamil (2002), mentions the following characteristics:

It is characterized by the diversity of subjects that can be treated.

The author is free to take on the tone and style in which he wants to expose the ideas.

They can be long or short documents.

It has a flexible structure that fits the intentions and objectives of the writer.

The author addresses the issues from his or her point of view.

The author uses language that allows presenting and reflecting on an idea or a particular topic. It is distinguished by the diversity of subjects that can be treated.

1.2.2. Kinds of essays

For GAMBOA (2002), the essay is classified in the following manner:

Descriptive essay. It provides the reader details about how things look, know, feel, and smell. This kind of essay describes sensations which

cause the objects. Within the Literature world, the descriptive essay is defined as the text developed by an author with the intention to capture their views on the various traits of an individual, situation or object, and that materializes through descriptive act, which it is also completely influenced by subjectivity, rather than an objective intention of the writer.

Compare and contrast essay. It explains what are the similarities and differences of things, concepts, places and people. This method is often used in academic trials which can compare two periods of history, two theories, positions, investigations, etc. Anything can be compared and contrasted, for example, two languages, two stages of life, car brands, etc. The most important and to keep on mind in this type of essay is that both should be similar in nature.

Exposure essay of terms. This defines specific terms of clear and detailed way; it must explain why the term has a particular meaning. It is characterized by providing the reader with a detailed explanation of a particular topic. The exhibition has a clear didactic purpose. It explains something that is complex to understand. It is logical that in these essays, the use of explanatory or expository paragraphs is fundamental.

Poetic essay. This serves to operate the fantasy and imagination; it is based on any matter that is transformed into art object.

Philosophical or reflective essay. It develops philosophical or analytical issues. A philosophical essay is one that is a proper subject of philosophy from a critical and reflective view. The essence of essays lies in the author's own voice to express their ideas. This expression can be in any field of science or art, of course.

Description process essay. It describes, step by step, how a task or project is done.

Demonstrative or argumentative essay. It persuades the reader in order that this one accepts the point of view of the author. An argumentative

essay has as aim present a point of view and convince. It is a question of an academic writing in which the personal opinion of the one who writes it is the most important part. This opinion always must be a product of a great reflection brings over of a topic that almost always will be polemic.

Narrative essay. In this type of essay, the author has a series of events, facts or story of his life. It is written in the third person for objective narration and first-person for autobiographical narrative.

Critical essay. It discussed the weak or strong points of the work of another author. It judges facts or ideas, already be historical, artistic or sociological. The critical adjective has for purpose highlight that the text is characterized specially for presenting the point of view of the author about over the developed topic. Probably because many theoretical people do not speak about critical tests, but rather about argumentative essays, since the critique is based in the arguments used by the writer obviously.

Expository essay. Exposes information that other people know or learn. The exposure of a subject demands have on hand a wealth and updates information on what is being presented. Its main function is focused on defining, inform, explain, clarify, discuss, try and recommend something in question.

The exposition uses reason and understanding in a logical way to present information. It is the student provides an explanation of a topic, thing, situation or event of importance to him. Exposing means answer the following: What is it ?, How is it done ?, What important is it ?, What does it mean ?, When did it happen ?, What is its role ?, and How important is it?, it can be used these and many more questions to explain something clearly and simply.

1.2.3. Structure of an essay

An essay has three main parts: introduction, body and conclusion.

The introduction tells the reader: the writer's purpose, approach to the subject and the organization will continue the essay. The first step of the introduction is to generate ideas on a specific question and does not ask about a broad topic. Therefore we must limit the topic and focus, ie organize according to a certain perspective and through a series of questions that the writer is himself. By focusing the subject it is possible to develop the thesis: a phrase that is the answer to a question of focus.

The introduction, which is no more than a paragraph extend (at most two), it contains: a brief general introduction to the topic, followed by the thesis that indicate the interpretation of the implications of the question and the order to continue the essay.

In the body there takes place the development of the aspects that were indicated in the introduction. In general, every aspect mentioned in the thesis will have a paragraph of the essay. It is a very important section of the essay since it demonstrates the capacity of organization and argumentation of the writer. This way so, they are crucial in this section, the suitable use of transitions and the good managing of the logic.

Transitions are usually expressions, words or phrases that connect the ideas and arguments of the writer and they are of great importance both in order to maintain the logic of the essay (they give fluidity to what the writer wants to communicate and make clearer the essay organization) as to orient the reader. (GAMBOA, 2002, p.7).

Finally, the closing paragraph is one that summarizes and should collect or recapitulate the ideas presented in the thesis, in the introduction.

At the conclusion of the introduction formula is reversed: it begins with a brief summary of the test and ends with a well thought out phrase that call the reader's attention on the key point of the article. This last sentence should reflect well the approach of the essay and often serve to position the central idea within a broader context. (ONIEVA, 2006, p.8).

Finally, there is the title, which is a short, precise and clear statement of the subject in question. The title is the last that is defined in an essay to fit the content developed throughout the work. (CAÑÓN, 2002).

1.2.4. Steps to write an English essay

ROBATTO, Albert (2012), proposes eight steps for writing an essay in English language:

Establishing intent or purpose for writing the essay.

Select the topic of interest.

Read books, reviews or articles related to the topic you selected. Make notes on the readings.

Save and rewrite the notes and then pass them in outline.

Write the references of the sources of information.

Reread and revise the document in order to correct errors in grammar and style.

Save a printout of the essay handed to the teacher.

1.2.5. AFTER WRITING THE TEXT

Once the English essay is completed must review it. Note that this review involves two basic steps:

In the first review should observe the content and organization of the essay, seeing if the reader communicates its purpose and if there is cohesion between them.

In the second review should be fixed in the grammar. Among them, pay attention to punctuation, the correlation between gender and number, the spelling of the words (this is the time to use English dictionary), and

aspects of grammar, especially those who have given in class so far this task and those with whom you normally have difficulty.

It is advisable to write grammatical problems faced in this essay and that compare with the previous essay. Perhaps it would be useful to get a list of common mistakes for review before delivering the next task. It will help you improve on next tasks. (GAMBOA, 2000, p. 6).

1.2.6. MAINTAIN AND IMPROVE YOUR ESSAYS

The style evolves with time and practice. Gamboa proposed here are some suggestions to improve their written English and acquire a style:

Reading a lot of different styles, and seeing what you like and do not like the style of others.

Experiment with different styles of writing rehearsing. It will help you find your own.

Read some newspapers regularly on the network. Observe the vocabulary and constructions unknown.

Keep a personal dictionary to be writing down new expressions, or words that you have difficulty, as you find them.

Write a lot. Often write for yourself: Write down key moments of his life in a journal or write about important issues but will not share them with anyone.

Maintain English Correspond with a friend, or participate in chat-rooms.

1.2.7. THE LOGIC

The logic is crucial in an English essay and achieving, it is simpler than it seems: depends on the organization of ideas and presentation mainly. In order to convince the reader, it is necessary to proceed in an organized way from the formal explanations to the concrete evidence, that is, from

the facts to the conclusions. To achieve this the writer can use two types: inductive logic or deductive logic.

According to the inductive logic the writer begins the English essay showing concrete examples and then deduce from them general statements. To succeed, you must not only choose well your examples but should also present a clear explanation at the end of the essay. The advantage of this method is that the reader is actively involved in the process of reasoning and therefore it is easier to convince.

According to the deductive logic the writer begins the English essay showing general statements, which documented progressively through concrete examples. To succeed, the writer must explain the thesis very clearly, and transitions should be used so that readers follow the logic-argument developed in the thesis. The advantage of this method is that if the reader supports the general statement and arguments are well constructed generally accept the conclusions. (PADILLA, 2002, pág. 7).

When must we use one or another method?

According to GAMBOA, it depends on the subject we want to deal with. In the case of a subject that is familiar to the reader, inductive logic, with the active participation of the reader, often more interesting. Now if readers perceive the issue as unknown, complicated, or beyond their own experience, they react more positively to the deductive method. The writer may well present the views of the experts at the beginning, which serves as a guide readers or advice in an unknown area.

1.2.8. IMPORTANCE OF ESSAY TODAY

The essay like many communication methods is to express an idea, and it is important because it seeks to highlight the author's view, its position and particularly how this sees and interprets the world, in an informal way, especially when it comes a foreign language.

Its importance also lies in that through this can relate different topics intended to emphasize and argue a particular purpose. The essay does not define the object on which it is written, but the position of the writer to himself; in the background could be a hypothesis, an idea being tested.

The essay is not intended to inform, but to persuade or convince. It is through the essay that people take what they have learned from others, and reflect their own perspective, reframe it, because although everything has been said, the way of putting it unique and transcendental.

In the English essay dominated by a triple intention: persuasive (it seeks to convince the reader of a particular point of view); expressive (the view is subjective, the result of a personal interpretation) and aesthetic (in the development of the theme lies a desire for style, hence it is considered a literary genre).

FICN, Dolores (2012), argues that in higher education and in other educational areas, shows that the academic essay is a form of written production. In addition, it is a methodological resource used by teachers and students English as part of the knowledge verification process or of directed working to students.

It is useful to emphasize that writing an English essay is no different from any discipline expressed otherwise, that exclusivity has no knowledge about this form of expression. Those who consider care of language is the exclusive domain of linguists and writers, they forget that the ideas and concepts expressed by words, and cannot be force and depth regardless of language, which constitutes clarity writing of it and therefore simplicity.

Today the essay has become one of the communication tools used by English language teachers and there arises the importance to know of all parameters to do it. It is therefore important that teachers in this foreign

language use in their classes this literary genre and practice with their students, so at the end of the school year they will write an English essay, while this will motivate them to reading and research, and will enable them to enrich their vocabulary.

1.2.9. ADVANTAGES WRITING ESSAYS

Learning how to write an essay can be compared with learning to cook: it's easy if you follow the recipe, but the best meals arise when a chef adds his own creative touches. The same applies to the English essay; the treaty will become better if we add our own approach and style.

The standard analysis or research essays ask students to summarize, synthesize and interpret information. On the other hand, an interpretive essay gives students a broad topic and asks them to reduce it. Instead of short, it requires students to read a carefully English text and reach their own interpretation.

Among the most important benefits we can consider that essay creates critical thinking skills. While analytical essays are an excellent tool for teaching research skills and help English students to learn information, an interpretive essay requires students to think for themselves. Language students will learn how to approach anything as a potential interpretation object, observing it from different angles and to consider the best approach to analyze its meaning.

Another important advantage is that it encourages creativity; an interpretive essay leaves space for students to be creative and to shape a topic in a way that suits their interests. Encourage such creativity helps a foreign language student maintain interest in their work and allows a task to work for students with a variety of learning styles.

One of the features of the essay has already been discussing is his agility. This means its simplicity production, its ability to communicate directly.

Brevity can be declared under essay. The rather short extension allows post more easily, get more readers; producing a more direct effect, write quickly and with the right opportunity.

The exchange between essayists and readers, essayists among themselves, facilitates make a path of inquiry and personal search, which responds to the interests and personal motivations.

We can find plenty of advantages for writers of English essays, for this reason it is crucial to apply it in the language students because it will help them develop their critical thinking skills, give freedom to your creativity, increase their vocabulary, improve their research capacity, among others.

The essay is a literary genre par excellence that cannot and should not be excluded from the classroom, so English teachers should look for the easiest way to teach students to write it and this can be done through a workbook, as this is a practical method for learners.

1.3.RELATIONSHIP BETWEEN TECHNICAL WORKBOOK AND WRITE ENGLISH ESSAYS

The technical workbook has been incorporated as an effective material into the teaching of the English language. At present it is common to find it in the texts as complement in the practice of the topics that teachers are given to the students.

According to Miras (2000), the writing of texts is a complex process which requires a motivational and accessible work material that permits to the students feel comfortable and this form developing of best manner all activities are proposed to elaboration of English essays.

The English essay is a composition difficult to do, since there is not an exclusive format, but there are many manners to do it, in terms of extent,

content, subject, objective. However, it is not just about communicating our opinions. In addition, we must argue based on a logical reasoning.

To achieve a significant and effective learning needs support tools designed especially for what the students assimilate of best form the contents that they require to develop their writing abilities. This is the case of workbooks, because it is a practical material work is essential to learn writing English essays.

So, both variables studied in this research maintain a very close relationship and the one depends on the other in a dissoluble form. Of this manner, it is established that is important and necessary to design a work material that allow to the students improving the writing of English essays

CHAPTER II

2. DATA PRESENTATION ANALYSIS AND INTREPRETATION

2.1.RESULTS ABOUT OBSERVATION FORM PERFORMED TO THIRD YEAR “A” STUDENTS, AT “JUAN MONTALVO FIALLOS” EDUCATIONAL UNIT

To determine how influences the technical workbook for improving English writing essays in the third year “A” students, at Educational Unit.

TABLE N° 1

INDICATORS	VALUATION		
	Very suitable	Suitable	Inappropriate
The level of understanding and abstraction is		X	
The level of writing, clarity and ownership of their expressions is		X	
Spelling, caligraphy, composition of sentences is		X	
The participation of students in class is		X	
The teacher cares for student learning	X		

According to the results of the observation applied to students in high school of the institution on study, reflected the level of understanding and abstraction is suitable, since they are not assimilating the contents that are they are teaching totally.

As regards the level of written expression, clarity and ownership of their expressions it is suitable, since they present deficient in the English works

so it is difficult to understand the ideas and thoughts shaped by lack of cohesion.

As for spelling, calligraphy and composition of sentences, observation shows how suitable a result, as students do not write whole words and in several cases the change by others of like writing but different meaning, why ideas change completely, in addition to this there are several problems in calligraphy so it is difficult to understand some jobs.

About the participation of students in English class activities have to be unsuitable because they do not show desire to study, it is notorious disinterest. Young people are bored because they are receiving theory but make them more practical lack, this due to the working material is employing the teacher.

In the observation to English teacher was obtained that the concern for student learning is very suitable, since she is always aware of them, trying to motivate them to learn new skills.

The general results of the observation form shows that students in third year high school of the institution on study they are not understanding the topics that are taught, also have disadvantages in terms of spelling and handwriting used in their writings, also not shown total desire to learn, due to disinterest and boredom that is reflected in the English class.

2.2.RESULTS ABOUT SURVEY PERFORMED TO THIRD YEAR “A” STUDENTS, AT “JUAN MONTALVO FIALLOS” EDUCATIONAL UNIT

To determine how influences the technical workbook for improving English writing essays in the third year “A” students at Educational Unit.

1. Do you have difficulty to write?

TABLE N° 1

ORDER	ALTERNATIVES	F	%
a	Yes	18	78
b	No	5	12
TOTAL		23	100

SOURCE: Survey to students of third year “A” high school.

BY: Janina Elizabeth Chica Párraga

DATE: November 2016.

When asked if he or she has difficulty writing, students answer: 18 that are 78% say yes and 5 equivalents to 12% say that they do not problems in terms of writing are concerned.

These results show that students mostly drawbacks in writing and this is reflected in the written work they perform, either for lack of cohesion at the time of writing, making it difficult to understand the thoughts and ideas they express.

2. Do you know how to write English essays?

TABLE N° 2

ORDER	ALTERNATIVES	F	%
a	Yes	3	13
b	No	20	87
TOTAL		23	100

SOURCE: Survey to students of third "A" high school.

BY: Janina Elizabeth Chica Párraga

DATE: November 2016.

By asking students if they know how to write English essays, 20 say that they do not know, 87%; three say that they know about writing essays, equivalent to 13%.

In the results obtained on the question if they know about writing English essays, students mostly disclose that they do not know nothing about this issue, they have read about it but do not understand fully, for that reason when they apply it do not get a good result.

3. Do you know that the English essay is the literary genre most used by English teachers?

TABLE N° 3

ORDER	ALTERNATIVES	F	%
a	Yes	2	9
b	No	21	91
TOTAL		23	100

SOURCE: Survey to students of third "A" high school.

BY: Janina Elizabeth Chica Párraga

DATE: November 2016.

Students were asked if they were aware that the essay is one of the genres most commonly used by English teachers, to which 2 said yes, equivalent to 9%; and 21 said no, equivalent to 91%.

According to the results the students mostly are not aware that the essay is the literary genre used by English teachers, because they have not received information on this subject, either by managers, teachers, parents or a friend or relative to guide them with regard to university life.

As knowledge, the human being is a social being who needs to express their ideas, thoughts and feelings, and one of the best ways is through writing, and for this the genre most used today is the essay, so it is necessary that the English student, mainly which is just entering university, they have a wide knowledge and it can cope easily.

4. Do you think that the work material used by the teacher influences your learning?

TABLE N° 4

ORDER	ALTERNATIVES	F	%
a	Yes	19	83
b	No	4	17
TOTAL		23	100

SOURCE: Survey to students of third "A" high school.

BY: Janina Elizabeth Chica Párraga

DATE: November 2016.

The students were asked according to their criteria if the work material influences their learning, 19 respond yes, being 83%; and, four of the students answer no, which equals 17%.

According to these results we can see that most students believe that the work material using the teacher affects their learning directly, because it depends on the ease with which they can assimilate knowledge and apply them.

Today is very important that the English teachers seek alternatives to help his or her students to understand and abstracting an issue easily, through techniques or methods more accessible to them. So it is vital to choose the material that best suits your requirements, a material that contains not only theory but also have workshops where they can put into practice what they learned.

5. What do you consider is the most suitable work material to learn writing an English essay?

TABLE N° 5

ORDER	ALTERNATIVES	F	%
a	Booklet	2	9
b	Technical workbook	17	74
c	Didactic guide	4	17
TOTAL		23	100

SOURCE: Survey to students of third "A" high school.

BY: Janina Elizabeth Chica Párraga

DATE: November 2016.

The students were asked what they think is the most suitable material to learn to write an English essay, to which 17 respond as technical workbook, being 74%; Four of the students mentioned that a didactic guide is more convenient, equivalent to 17%; Two of the students surveyed say that a booklet is better, equivalent to 9%.

The results of students surveyed mostly consider the material that helps to write an English essay is the technical workbook, because it contains theory and practice at the same time; they have been used it in other subjects such as math, language and literature, and teachers have obtained good results.

It is important for students to feel comfortable with the work materials they use, so they will not feel desperate or frustrated when they fail to understand a topic of this language that is complex for most of them.

6. Why did you choose workbook?

TABLE N° 6

ORDER	ALTERNATIVES	F	%
a	Easy and accesible	5	22
b	Much information	1	4
c	More practical	5	22
d	All of the above	12	52
TOTAL		23	100

SOURCE: Survey to students of third "A" high school.

BY: Janina Elizabeth Chica Párraga

DATE: November 2016.

Students were asked why they chose the technical workbook, which 12 considered to be an accessible, practical and comprehensive material, which is 52%; Five students mention that because it is an easy material, which equals 22%; Five students state that for being a more practical material, which is 22%; And a student responds that because it contains much information, which is 4%.

These results presented show that students know the benefits of a technical workbook as work material, which contains extensive information on a particular topic, these contents allow them to develop English activities, which are easy to understand and accessible to their requirements.

7. Would you like a technical workbook that could improve writing English essay?

TABLE N° 7

ORDER	ALTERNATIVES	F	%
A	Yes	23	100
B	No	0	0
C	TOTAL	23	100

SOURCE: Survey to students of third "A" high school.

BY: Janina Elizabeth Chica Párraga

DATE: November 2016.

In the question asked students about they would like a technical workbook that allows them to improve writing English essays, 100 % of the polled students coincides in that would be ideal a material that facilitates to them to learn to write essays in this universal language, which at present is very important to can communicate.

It is important to have a material designed especially for high school students to provide them with content regarding writing English essay is concerned, because this is a genre that has now become the most used in university life to express ideas and thoughts better.

2.3. RESULTS OF THE INTERVIEW TO ENGLISH TEACHER OF “JUAN MONTALVO FIALLOS” EDUCATIONAL UNIT

To determine how influences the technical workbook for improving English writing essays in the third year “A” students, at Educational Unit.

1. Do students have difficulty to write English essays?

Lic. Danny Veliz, English teacher.

Yes. They have many difficult to write English essays because there is no sometimes coherence in their ideas and even confuse or change words, for example, the word book and boot. Other inconvenient are correctly citing sources, writing a thesis statement and elaborating on ideas are a few common problems student writers face, and knowing these pitfalls can help you remedy the situation as you complete your essay.

2. What strategies have you implemented to help students to improve writing essays?

Lic. Danny Veliz, English teacher.

I am applying some strategies, including the use of a manual to learn to write English essays, the problem is that the manual is very boring because they have to read a lot and there are few practical exercises. Also, I am bringing slides about the topics.

3. Do you think that the strategies that you apply influence the development of the skills of the students to write an English essay?

Lic. Danny Veliz, English teacher.

Yes. They influence in their learning directly because of the strategies that apply depends on student learning. For that reason I am worried because I think I am not using the right strategies to enable students to understand and assimilate writing English essays correctly.

4. Do you think that a technical workbook will help students to improve in writing essays in English language?

Lic. Danny Veliz, English teacher.

I am sure that a technical workbook is better way for students to learn writing English essays because I have used this material with other students to teach different subjects and has given very good results. I think this would help a lot, I tried to get an essay workbook but I have not been able to find.

5. What aspects do you assess in English writing essays?

Lic. Danny Veliz, English teacher.

Essay writing can be evaluated on four factors: fluency, content, syntax, and vocabulary. Writing samples also should be assessed across a variety of purposes for writing to give a complete picture of a student's writing performance across different text structures and genres. This help to identify strengths and weaknesses, evaluating instructional activities, giving feedback, monitoring performance, and reporting progress.

CHAPTER III

3. PROPOSAL

3.1. TITLE

Design of a technical workbook for improving the skill of writing English language essays in the third year “A” students, at “Juan Montalvo Fiallos” Educational Unit.

3.2 INTRODUCTION

Considering the written language is involved in all aspects of academic life, it is necessary that promote materials that help the efficiency of teaching. Indeed, it is important to use not any kind of material, but one that contributes to the development of a specific content, as long as it allows the language student feel comfortable, no pressure to try to understand what it is intended to explain accessible and clear and accurate material information.

The workbook now being presented aims to fill some gaps for several reasons: first, because it is not a highly theoretical material, but a practical book, with clear and concise content, allowing English students and can consulting and using in their class. Second, it contains information about the writing process. Third, it includes assessment rubrics that are essential to self-assess and correct texts. Fourth, because it shows a bibliography which will allow to readers to delve into topics of interest.

This is a book with a fundamental contribution; especially for those students who wish to strengthen their English knowledge regarding the practice of essays is referred.

3.3 JUSTIFICATION

This research will focus on the design of a technical workbook that allows developing the correct writing through writing English essays. Thus, this work would show an alternative that will help English teachers to develop in students the skill of writing, an issue that is very complex at present but which is essential due to constant use both teachers and students.

This technical workbook consist of clear objectives in the activities carried out and step by step explanation of the tasks assigned, readings associated with work items; Additional to this, will allow who uses assess what has been done through a rubric with performance indicators.

This research differs from others because it has been considered a fundamental tool in writing, such as English essays. This genre more than allow the development of our views help us to strengthen our critical thinking skills, encourages creativity and enriches the lexicon because it encourages constant reading.

3.4 OBJECTIVE

To design a technical workbook for improving the skill of writing English language essays in the third year "A" students, at "Juan Montalvo Fiallos" Educational Unit, 2016-2017 academic year

3.5 PROPOSAL DEVELOPMENT



***“JUAN MONTALVO FIALLOS
HIGH SCHOOL***

***EL CARMEN
2016-2017***

Personal details

Student names: Loor Yanina Yamileth
Course: 3 rd , "A"
School year: 2016-2017
Teacher: Lcda. Janina Chica
Cell number: 0981565158

Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
English				English
	English			
			English	
			English	

Welcome

Today begins a process on its way more personal and educational training, it gives us great pleasure to give you the warmest of welcomes.

One of the materials that will be accompanied throughout high school, is this workbook for the development and performance skills, he will find a series of exercises to enhance writing English essays and evaluate their performance through the skills acquired.

Along their training path and into the workbook, you will notice that the skills are classified as generic, disciplinary and professional, the same as described below:

Generic	Disciplinary	Professional
<ul style="list-style-type: none">• It constitutes his or her profile as a high school graduate; it allows to understand the world and influence in it; it capacitates to continue learning.	<ul style="list-style-type: none">• They are the notions that express knowledge, skills and attitudes to be developed effectively throughout his or her life.	<ul style="list-style-type: none">• They are those that you are prepared to perform in their working lives with a greater chance of success.

All these skills will help you:

Communicate confidently and efficiently in written form in the English language through writing essays.

By: Lcda. Janina Chica Párraga

CHAPTER I: STEPS TO WRITE AN ENGLISH ESSAY



The student is competent when knows scientific information about the English essay writing and apply it.

What is an essay?

It is a personal opinion on a particular topic that contains arguments for and against the issue at hand and ends with a conclusion.

It is important that the essay:

Answer the question asked in the instructions.

Have a clear and well-organized structure, in which arguments for and against on the proposed topic and then a conclusion his personal opinion appears.

It is recommended to set in the before end paragraph arguments (for or against) that link with the conclusion.

The language is formal, so avoid contractions (are not, was not, others.)



How to write an essay?

Example:

You have been doing a class project on reading habits. You have been asked to write an essay giving your opinion on the following statement.

Nowadays, teenagers hardly read anything because they spend too much time watching films or videos on computers.

Read very well the instructions

To write a good essay, the first thing to do is read the instructions. I recommend you read the "statement" two or three times, at least to understand what it says:

Example:

Nowadays, teenagers hardly read anything because they spend too much time watching films or videos on computers.

Note that this is a negative argument "teens spend much time watching movies and videos on the Internet and for that reason they do not read." You must contrast this view. That means you should give arguments for and against; to finish with a conclusion.

Prepare an outline using useful phrases



It is very important in the essay connects the arguments in a particular order. I leave examples of phrases that will be useful for this purpose.

- **Many people/Some people argue...**
- **It is often said..**
- **However, in my opinion view ...**
- **Firstly, it is true (clear) that...**
- **While it is true that...**
- **On the one hand, and on the other hand. For example: On the one hand it is true that most teenagers watch videos all day, but on the other hand they learn many new skills through those videos.**
- **Finally, it is important to take into account that...**

Write an outline (I could write in the workbook), taking into account the instructions above, and using some of the following useful phrases. Here is an example to write four paragraphs (recommended):

Introduction: Write the statement in your own words to start the essay. For example:

In today's world, many teenagers have access to internet and therefore they have a chance to watch free videos and films online.

Development: It gives the arguments for and against.

While watching an online film or videos is not a bad activity per se, doing it all the time is. If parents at home supervise their screen hours it is perfectly possible to keep a balance between watching online films and videos and reading.

Conclusion: Give your personal opinion that connect to their final arguments.

In my opinion, therefore, teenagers can watch video or films online and continue to have the habit of reading if they have the discipline to organize their time well.

Prepare vocabulary you will use



With the outline got to have organized the information and make sure we are answering the question. But we have to think how to complete it with the appropriate vocabulary and structures. To do this I suggest you visualize the statement of the question.

For example, imagine a boy looking at the computer in his room you might think:

- He watches films and videos in another language and, therefore he learns.
- He watches films with subtitles.
- He can learn how to write in another language using videos.



-He doesn't read because he spends too much time in front of the computer.

- If he had a schedule to limit the amount of hours in front of the computer there wouldn't be any problem.



Write a draft

With these ideas on mind we wrote the draft. It is best to write it in English directly, but if it is difficult, try first in Spanish. (You can write in the workbook).

In today's world, many teenagers have access to internet and therefore they have a chance to watch free videos and films online. As it is a passive activity they spend much more time watching videos than reading.

While watching an online film or videos is not a bad activity per se, doing it all the time is. This is precisely what teachers and parents fear. They point out that good habits such as reading are being lost. However, if parents at home supervise their screen hours it is perfectly possible to keep a balance between watching online films and videos and reading.

In my opinion, therefore, teenagers can watch video or films online and continue to have the habit of reading if they have the discipline to organize their time well.

Write your essay

Here are the essay example with the previous draft:

In today's world, many teenagers have access to internet and therefore they have a chance to watch free videos and films

online.(1) As it is a passive activity it is very likely that they spend much more time watching videos than reading.(2)

While watching an online film or videos is not a bad activity per se, doing it all the time is. (3) This is precisely what teachers and parents fear, teenagers becoming just passive consumers of any junk videos or worthless information that is presented online. They point out that good habits such as reading, and acquiring useful information for their future jobs are being lost.(4)

However, if parents at home supervise their screen hours it is perfectly possible to keep a balance between watching online films and videos and reading. (5) Furthermore, there are many books that teenagers love such as those related to witchcraft and vampires. So the problem is not necessarily reading, but what to read.(6)

In my opinion, therefore, teenagers can watch video or films online and continue to have the habit of reading if they have the discipline to organize their time well, and their parents make sure that they do not exceed a limited number of hours in front of the computer. (7)

Essay analysis

(1) Introduction. Rewrite the "statement". Note: Do not copy the "statement" but rewrite, ie say something similar but with different words.

(2) I explain why teenagers are more likely to watch videos and movies than read: passive consumption.

(3) I give my first argument is not bad watch videos or movies, the problem is the number of hours.

(4) I explain why teachers and parents think it is harmful; if you spend

many hours watching videos and movies fail to develop good habits for their future works.

(5) I explain that it can be avoided if parents control the "screen time" (screen hours) Note: Notice the use of the connector "However" to say an opinion contrary to the previous one.

(6) I add that teens like to read especially certain types of books, therefore the problem is not so much to read, but what to read. Note: Note the use of the connector "furthermore" to provide additional information.

(7) Conclusion: finally, I give my personal opinion that links to the last argument.

Check your essay

A review of what you just typed can avoid many mistakes. In addition, try to write clean and clear, avoiding erasures.

Read essays for inspiration

The best way to learn to write essays is reading essays. Here we will show some examples.

Practice writing more essays

CHAPTER II: READ ARGUMENTATIVE TEXTS

The student is competent when reading argumentative texts and analyzes their content to answer the questions raised.

Activity I

Join working groups, read the following essay and recognize its structure. Apply Reading process.

READING

Underline the right alternative.

The main idea of the first paragraph is:

Living bodies resemble the bodies of their parents.

The descendant of a chimpanzee monkey is a monkey.

The children always have the same tastes as their parents.

The paragraph begins with:

Questions statistical reflection

The text based its argument:

Scientific experiments.

A narrative or story.

A description of a phenomenon.

How do you interpret the phrase: "He who wants fish has to wet his pants."

Anyone who wants a good, must give something of themselves in return.

Nothing is free, everything costs in life or requires effort.

We must rise pants to not get wet when fishing.

In body paragraphs essay:

Develop the ideas that support the theme or thesis essay.

Contradicts the topic.

A conclusion of the subject is presented.

READING

Make a new reading and answer the following questions:

What is the thesis support the essay?

Living bodies that resemble the bodies of their parents.

Which of the paragraphs you find checking the thesis? Why?

In the third paragraph that the author states that none of the thinkers knew the fact that the characters are inherited are the physical and psychic.

Who would you be interested in the content of this essay?

All people who unknown about this topic.

It has written structure consistency? Justify your answer.

Yes, because every idea has an argument that supports it.

Does the text cohesion? Why?

Yes, because there is agreement between an idea and another.

MATHEMATICS NOT INHERITED	TITLE
Living bodies, plants, animals and men resemble the bodies of their parents in the general characteristics of the species, and sometimes in some individual. The descendant of a monkey chimp will inevitably also a chimpanzee monkey	INTRODUCTION It presents the theme, different

<p>(general) and in some cases perhaps it prefers as its father the coconuts and bananas no (individual character). A caniche dog will surely be another caniche, but may or may not like the sugar water as it liked its father. It is not known in history a poodle who has fathered a bulldog, or a man who has fathered a chimpanzee.</p>	<p>positions, indicating the thesis to defend.</p>
<p>With this there is enough reason to live peacefully and not wait in the hospital terrified at the prospect that his pregnant wife beget a little monkey. A child may be born with a lack or deformity, but it will be a human deformity and not a simian malformation. No gynecologist has never seen a case. I say more: the monkeys themselves have to stay calm, because none of them will beget a human being.</p> <p>Panfilo, a lover of all, I reasoned with another curious contertulio also all curiosity about the matter of inheritance. Neither thinkers know that the characters acquired by inheritance are the physical and psychic, and in no way the knowledge acquired by the parents. "My dad was a seasoned mathematician and my mother a distinguished English teacher, however I do not know a hint of any of the two subjects" -Panfilo thought. His ignorance friend confirmed in doubt: "This happens to me the same thing he said, 'my father and my mother were excellent swimmers and if I get the water I drown in two minutes."</p> <p>They decided to consult a psychologist's explanation of this hereditary injustice, and met with the reply that what is inherited are the real qualities of the parents or ancestors, never thoughts and knowledge are ideal objects, ie they are in the minds of those who think and are not a part of it. They are like food, not inherited because they are inside the stomach and are not part of the stomach organ. Heredity has its limits which cannot happen. If your father has eaten an</p>	<p>BODY</p> <p>Definition of terms of the essay and presenting arguments supporting the thesis.</p>

orange, you do not inherit the food eaten - succinctly he explained the psychologist.	
<p>The two friends left the office and casually met on the street with a third friend who was buying flowers in a corner and reviewed the event. He smiled with benevolent kindness and unexpected interlocutor out of the question:</p> <p>He's rightly so. Fate cannot give us everything. My fifth elementary grade teacher, who was not a psychologist, psychiatrist and philosopher, once said in class: "He who wants fish has to wet his pants."</p> <p>That's all that simple. My conclusion is that there will always be more dry than wet pants.</p>	<p>CONCLUSION</p> <p>It is the summary of the thesis, emphasis on the reasons presented.</p>
Carlos A. Loprete	AUTHOR

READING

Complete the following scheme that summarizes the test read:

Thesis or central idea	Living bodies, plants, animals and men resemble the bodies of their parents.
Psychologist theory	What is inherited is the real qualities, never thoughts and knowledge.
Teacher Friend	He who wants to fish, have to get wet pants.
Author	There will always be more dry than wet pants.
Your opinion about the topic	We must strive to develop our skills.

ACTIVITY II

Identify the structure of the paragraphs of the following essay:

Why is it important to learn English?

English, is an international language in the world. Most people are using this language on the daily life. It is an important language because we use this language to communication with other country's people. We also use English in many places. For example, it is used in the international business, computer language, movies, and so on. As a result, many people think learning English can get big benefits. Why we say learning English can get big benefits? Because you can become an international person, because you can communicate with any people in the world, and because you can improve the changes in the job.

English is a common language and you can use English to become an international person. First, you could get the news faster than the others could. Second, you should understand other countries for using English. Third, you would depend on English to read the latest books or magazines in the world. Therefore, it can let you gain more and more knowledge for studying English.

English is an international language. When you go traveling, you will speak English to ask the roads. When you play the computer, you will use English tool to other people. In addition, you can know many friends in the world. So, learning English is a good way to communicate for foreign people.

English is a general language because we have to use this every day. For example, there are many new technologies, new computers, new machines, and so on. So we need someone who will read, speak, listen, and write English very well. Besides, many companies need good office employees to do international business. Consequently, if you read, write, listen, and speak very well, you will have good occupation for getting jobs.

In conclusion, we will know learning English can get three major benefits, which are becoming an international person, communicating with any people in the world, and improving the changes in the job. When we know the benefits of learning.

Taken of:

<http://www.ingenierogeek.com/2015/01/por-que-es-importante-aprender-ingles-ensayo-ensayos-escuela-estudiantes.html>

TITLE

Why is it important to learn English?

Thesis or main idea

The English today is the most important language internationally.

Support detail	Support detail
In the working world it is more attractive the person who dominates English, because it can maintain a verbal conversation with a person from another country.	English is the language of business, hence the importance of learning this language.
Conclusion The English is important because it provides a global connection to understand us.	

ACTIVITY III

Examine the argumentative essay and answer.

What idea or thesis the author defends?

The introduction of Smartphone has been very fast in all sectors of society and it has contributed to greater reliance by cell develops.

What arguments the author used to support the thesis?

Argument 1

We dedicate more time to social networks friends that real friends.

Argument 2

It affects the relations between people and boycotts communication between people.

SMARTPHONES ADDICTION
The introduction of Smartphone has been very fast in all sectors of society and has contributed to greater reliance by the cell, which develops now connected to Internet provide more services and have become indispensable for many people. But are these devices as useful as we think? Are they contributing to a better society or otherwise are impoverishing our relationships?. I think the Smartphone helps creating a virtual reality that completely isolates the young,

poor education increases and poor and fictitious social life and ultimately is more harmful than beneficial to our youth ".

"We dedicate more time to our friends that the real social networks and you can see at a cafe several youth gathered not talk, just drumming like crazy on your terminal. The network and its intricacies take precedence over the person before them. Nobody apologized or asked permission to take a call to interrupt a conversation, now it is natural to leave the party with the word in the mouth even to read the latest Facebook post from a friend. This harms the relations between people and clearly boycotts communication between people.

No spaces are respected, schools, theaters and even churches are places where we see how often acoustic signals or lights that reveal the owner of the device is, more or less covertly, following a request light. Smartphone benefits that can result, such as that of being localized to communicate in an emergency or resort to a street if we have lost are not as necessary as they may seem. We previously used public telephones and wondered if other people did not know an address. If young, there was a time when politely ask a stranger on the street as a place we could go was usual and did not use the google maps.

Psychologists, sociologists and even associations used to treat serious addictions support the theory that the Smartphone is today a problem for thousands of young people who have physical symptoms that may even manifest as anxiety attack if left at home your phone. I lean on the links attached so they can see how these specialists see as I see, that today the phone can be harmful to an increasingly large segment of population.

"Smartphone usage has become much abuse of youth. This misuse is what makes today many consider that profits this device is left in the background to the prejudices that cause as I have shown in this test".

Taken of:

<http://comohacerunensayobien.com/nuevo-ejemplo-de-ensayo-argumentativo/>

CHAPTER III: WRITE ARGUMENTATIVE ESSAYS

The student is competent when practicing essay writing, using the properties, methods and characteristics of this that allow you to clearly show its stance, messages ideas, arguments, doubts, among others.

Activity I

According to the indications of English teacher, the student will choose 4 issues of social importance to write an essay.

We propose the following topics:

Pregnancy.

Destructive relationships in marriage.

Alcoholism and drug addiction.

Loyalty among friends.

Consider the following template for writing your text.

TEMPLATE FOR WRITING AN ARGUMENTATIVE TEXT	
1. THESIS OR TOPIC	
2. TITLE	OBJECTIVE (INFORMATION):
	SUBJECTIVE (OPINION):
3. SEARCHING FOR INFORMATION	(IDEA TAKES SOME ONE ITEM, BUT NEVER COPY, YOU CAN QUOTE THE SOURCE).
	FOR ARGUMENTS:

4. ARGUMENTS	AGAINSTS ARGUMENTS:
5. ADJECTIVES	Beautiful, great, nice, others.
6. CONECTORS	Although, but, and, others.

Activity III

Write draft essay.

TITLE	TEEN PREGNANCY
INTRODUCTION	<p>Teenage pregnancy is produced between puberty and early adolescents. Most pregnancies are considered undesirable and are caused by the practice of sex without contraception.</p>
BODY	<p>The origins of this social problem in most cases are loneliness and sadness of women who feel abandoned and displaced. They lend to follow blindly the desires of the significant other, without taking into account the risks involved.</p> <p>Family problems are other causes that frequently lead to pregnancy. In many cases they deliberately get themselves pregnant, thinking that it will solve all their problems.</p> <p>Teen pregnancy is one of the most difficult experiences of a young person. It can create an emotional crisis resulting in feelings of shame and fear and it may appear that you will crumble under pressures in your environment.</p>
CONCLUSION	<p>It is necessary to create programs and campaigns to provide information to help</p>

the young in need, and educate about sexual relations responsibilities.

Activity IV

Write your final essay.

TEEN PREGNANCY

Teenage pregnancy is produced between puberty and early adolescents. Most pregnancies are considered undesirable and are caused by the practice of sex without contraception.

The origins of this social problem in most cases are loneliness and sadness of women who feel abandoned and displaced, hence the girls think that men are not interested in them and when they start a relationship it is likely they take it as the only and definitive chance in their lives. They tend to follow blindly the desires of the significant other, without taking into account the risks involved.

Family problems are other causes that frequently lead to pregnancy, since a lot of these women grow in an environment full of tension, violence and insecurity of all kinds, causing imbalance on their lives. In many cases they deliberately get themselves pregnant, thinking that it will solve all their problems.

Teen pregnancy is one of the most difficult experiences of a young person might ever face when it interrupts school or other plans. It can create an emotional crisis resulting in feelings of shame and fear and it may appear that you will crumble under pressures in your environment.

Finally, based on all the inconveniences caused by teen pregnancy it is necessary to create programs and campaigns to provide information and services required to help the young in need, and educate about sexual relations responsibilities. As a result a greater number of opportunities for pregnant teenagers are provided, as well as a better life style for their children's future.

RUBRIC TO ASSESS ARGUMENTATIVE ESSAYS

Superstructure

1	0	SCORE
The introduction contains the general approach to the topic and thesis.	The introduction does not contain the general approach to the topic and thesis.	1
The body has a defined structure (it goes from general to particular, comparison-contrast, and cause-effect).	The body has not a defined structure (it goes from general to particular, comparison-contrast, and cause-effect).	1
The conclusion includes a synthesis about main arguments and it takes the thesis again with the presented evidence.	The conclusion does not include a synthesis about main arguments and it does not take the thesis again with the presented evidence.	1

Micro estructura

1	0	SCORE
The sentences are constructed rightly.	The sentences are not constructed rightly.	1
There is coherence in the paragraph.	There is not coherence in the paragraph.	1
The elements cohesion (connectors, repetition, punctuation...) are used correctly.	The elements cohesion (connectors, repetition, punctuation...) are not used correctly.	1

Macro estructura

1	0	SCORE
All arguments presented support the thesis.	All arguments presented do not support the thesis.	1
The transitions in the paragraphs are suitable.	The transitions in the paragraphs are not suitable.	1

Adequacy

1	0	SCORE
The vocabulary is ample.	The vocabulary is poor.	1
The vocabulary is formal.	The vocabulary is informal.	1

CONCLUSIONS

The writing level of English essays in third “A” students, High School is not suitable, since students are not developing the skills that required it, what is reflected on their works.

The technical workbook affects in the improving of writing English essays in third year “A” students, at “Juan Montalvo Fiallos” Educational Unit, since it is a theoretical-practice material designed to learn this topic which is complex for the students.

The third year “A” students, High School need a work material that facilitates the learning and simultaneously implement their knowledge in English essay writing.

The proposed technical workbook is a support for teachers who are in charge of teaching and learning English in secondary. It is crucial to note that the proposed activities will develop the skill of writing essays in this foreign language. Also it will permit to motivate reading, at same time this will help to increase the vocabulary in the students.

RECOMENDATIONS

English teachers who taught his or her class at High school is recommended to use the technical workbook as work material that encourages students to develop a positive attitude towards writing English essays.

It is recommended to continue the investigation about writing essay in English language.

Parents are encouraged to instill in their children the good habit of reading and writing which are fundamental to improve writing English essays. They are further recommended to provide opportunities at home for students to practice writing about things that matter to them and thus be more attracted to writing.

It is recommended that students who practice the habit of reading, allowing them to learn new words, other ways of making sentences, and find ideas to write English essays. In addition, through reading the language will become increasingly familiar.

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ANNEXES

ANNEX ONE: Recollection instruments of information



UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABI
EXTENSIÓN EL CARMEN
CARRERA DE CIENCIAS DE LA EDUCACIÓN
Creada Ley No. 10-Registro Oficial 313 de
Noviembre 13 de 1985

SURVEY PERFORMED TO STUDENTS OF THIRD "A", "JUAN MONTALVO FIALLOS" EDUCATIONAL UNIT

Topic: Technical workbook to write English essays in the third year "A" students, at "Juan Montalvo Fiallos" Educational Unit, 2016-2017 academic year

Objective: To determine how influences the technical workbook for improving English writing essays in the third year "A" students, Educational Unit

INSTRUCTIONS:

- This survey is anonym, for that reason is not necessary your name.
- Read very well the questions and be honest to answer.
- Cross with "X" only an answer.
- The results of this survey are reserved.

1. Do you have difficulty to write?

- a. Yes ()
- b. No ()

2. Do you know how to write English essays?

- a. Yes ()
- b. No ()

3. Do you know that the English essay is the literary genre most used by English teachers ?

- a. Yes ()
- b. No ()

4. Do you think that the work material used by the teacher influences your learning?

Yes	()
No	()

5. What do you consider is the most suitable work material to learn writing an English essay ?

- a. Booklet ()
- b. Technical workbook ()
- c. Didactic guide ()

6. Why did you choose: technical workbook?

- a. Easy and accessible ()
- b. Much information ()
- c. More practical ()
- d. All of the above ()

7. Would you like a technical workbook that could improve writing English essays?

- a. Yes ()
- b. No ()

THANKS



UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABI
EXTENSIÓN EL CARMEN
CARRERA DE CIENCIAS DE LA EDUCACIÓN
 Creada Ley No. 10-Registro Oficial 313 de
 Noviembre 13 de 1985

**FORM OBSERVATION PERFORMED TO STUDENTS OF THIRD "A", "JUAN
 MONTALVO FIALLOS" EDUCATIONAL UNIT**

Topic: Technical workbook to write English essays in the third year "A" students, at "Juan Montalvo Fiallos" Educational Unit, 2016-2017 academic year

Objective: To determine how influences the technical workbook for improving English writing essays in the third "A" students, at Educational Unit.

INDICATORS	VALUATION		
	Very suitable	Suitable	Inappropriate
The level of understanding and abstraction is			
The level of writing, clarity and ownership of their expressions is			
Spelling, calligraphy, composition of sentences is			
The participation of students in class is			
The teacher cares for student learning			



**UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABI
EXTENSIÓN EL CARMEN
CARRERA DE CIENCIAS DE LA EDUCACIÓN
Creada Ley No. 10-Registro Oficial 313 de
Noviembre 13 de 1985**

**INTERVIEW DIRECTED TO ENGLISH TEACHER OF "JUAN MONTALVO FIALLOS"
EDUCATIONAL UNIT**

Topic: Technical workbook to write English essays in the third year "A" students, at "Juan Montalvo Fiallos" Educational Unit, 2016-2017 academic year

Objective: To determine how influences the technical workbook for improving English writing essays in the third year "A" students, Educational Unit.

- 1. Do students have difficulty to write English essays?**
- 2. What strategies have you implemented to help students to improve writing essays?**
- 3. Do you think that the strategies that you apply influence the development of the skills of the students to write an English essay?**
- 4. Do you think that a technical workbook will help students to improve in writing essays in English language?**
- 5. What aspects do you assess in English writing essays?**

THANKS

DATE: _____

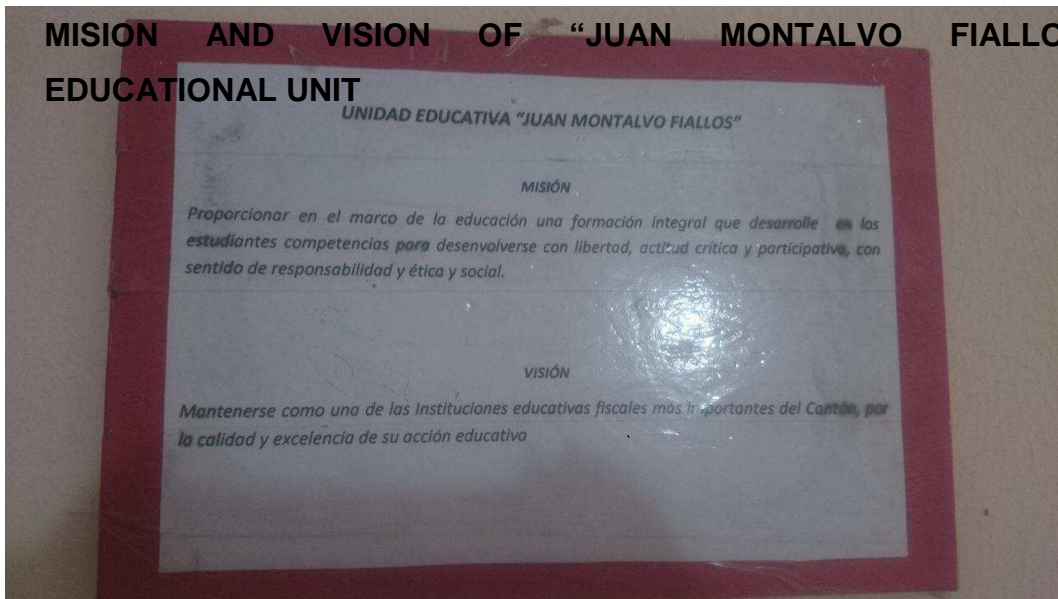
RESEARCHER

ANNEXES TWO: Photos

“JUAN MONTALVO FIALLOS” EDUCATIONAL UNIT



**MISION AND VISION OF “JUAN MONTALVO FIALLOS”
EDUCATIONAL UNIT**



**THIRD YEAR “A” STUDENTS OF “JUAN MONTALVO FIALLOS”
EDUCATIONAL UNIT**



**INTERVIEW TO ENGLISH TEACHER OF
“JUAN MONTALVO FIALLOS” EDUCATIONAL UNIT**



**SURVEY PERFORMED TO THIRD YEAR “A” STUDENTS OF
“JUAN MONTALVO FIALLOS” EDUCATIONAL UNIT**

