UNIT TOPIC, GRAMMAR, AND VOCABULARY BASIS TO DEVELOP ESSAYS FOR B1 LEVEL STUDENTS, APPLIED DURING MAY-OCTOBER 2020

UNIDAD TEMA, GRAMÁTICA, Y BASE DE VOCABULARIO PARA DESARROLLAR ENSAYOS PARA ESTUDIANTES DE NIVEL B1, APLICADOS DURANTE MAYO – OCTUBRE 2020

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ABSTRACT

This paper's main objective is to present how to encourage B1-level students to write essays in the English language. The principal resource was a designed document with specific instructions for students to develop a writing essay. This tool limited students to copy and paste information from the internet.

The students focused their writing on their ideas and experiences, and the teacher provided other resources like Top Notch 3 book contents, Grammarly platform, and a connectors list. Further, the teacher guided the students to

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use the resources in the process during May to October 2020.

This study presents how the resources were applied and how practical they were to motivate students to write on their own.

KEY WORDS:

writing, essays, resources, instructions, evaluation.

INTRODUCTION

Using the English language can be hard to perform because it is not used frequently in a Spanish environment. It can be easy to get information by reading or listening, but speaking and writing could be more complicated as they are productive language skills. It means to describe, compare things, express ideas, or describe personal experiences.

One of the productive skills is writing; it is considered as a complex skill for students to accomplish. Ecuadorian learners do not practice writing, not even in their native language, so it is hard for them to organize ideas coherently.

In his work University Students Writing Development, Oscar Morales sets the most common and frequent weaknesses that students show were reading (lack of reading habits and reading deficiency). And deficiency writing in terms of coherence, cohesion, punctuation, ideas organization, and spelling. (Morales, 2002)

Katherine Paz and Rosa Flores mention that reading and writing are not part of Ecuadorian culture. They applied a survey to realize that university students demonstrated flaws in written communication in their native language (Spanish). (Paz & Flores, 2017)

So this problem also appears in the English language as a L2 because a good native language base contributes a good foreign language acquisition. (Kaushanskaya & otros, 2016)

Based on the information above, teachers have to encourage students to produce ideas by writing in English. It means providing efficient resources for learners to develop the activity on their own.

Our reality (pandemic 2020) makes us teach students by virtual classes; we have to bear in mind teachers cannot control students learning process as in a classroom. That is why the teacher also needs to manage some TIC's that could help in the development of classes.

Considering that it is not easy to control how the students develop writing skills due to virtual class, it is necessary to establish specific information and rules that students have to follow to develop this activity.

To fulfill this primary objective, B1 level students in UNACH have essential resources like Top Notch 3 contents from Unit 1 to 5, Grammarly platform free version, and a list of most common Connectors.

METHODOLOGY

This work has been developed in a social–educative environment. Thirty-four students who participated in this study were taking level B1. And the teacher guided those students to perform writing essays based on what they learned during the academic period, May to October 2020.

Ethnographic research played a significant role because the teacher could interact with students who were part of this study.

According to the type of design, this research is non-experimental because variables were not manipulated but were observed in their "natural" state. It is also cross-sectional since data was collected at a specific moment of the research.

The goal was to correlate descriptive statistical data to monitor students' progress. To accomplish this activity a specific rubrics was established as a research tool, so the data was more specific and easy to analyze.

The rubrics were a list of precise instructions to develop the essays, so the students were aware of what they had to do, and it helped to avoid confusion among the students.

WRITING SKILL DESCRIPTION (Common European Framework).

Common European Framework for language is a guide designed to provide a clear, coherent, and comprehensive basis for syllabuses and curriculum guidelines. It is also a relevant didactic tool that includes teaching and learning material for assessments focused on proficiency through the communicative approach method.

This framework contains a description of each skill, its characteristics, and levels of a language. (Council of Europe, 2020)

B1 GENERAL PERFORMANCE

Common European Framework establishes some aspects about writing skill.

B1: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. (Council of Europe, 2020, pág. 24)

B1 BASIC WRITING SKILLS

CEFR describes the writing sub skills, they are Grammar, punctuation, spelling, vocabulary, clarity, brevity, engagement, proofreading, revising. (Council of Europe, 2020, pág. 57)

B1: Can write simple connected text on topics which are familiar or of personal interest, Can write personal letters describing experiences and impressions. (Council of Europe, 2020, pág. 35)

B1 Over all written production

Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. (Council of Europe, 2020, pág. 70)

B1 Creative Writing

Can write straightforward, detailed descriptions on a range of familiar subjects within his/ her field of interest. B1 Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip – real or imagined. Can narrate a story. (Council of Europe, 2020, pág. 71)

B1 Reports and Essays

Can write short, simple essays on topics of interest. Can summarize, report and give opinion about accumulated factual information on familiar B1 routine and non-routine matters within his/her field with some confidence. Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions. (Council of Europe, 2020, pág. 71)

This research focused on this basic information about what a B1 level student can do at writing, mainly about essays and writing sub-skills like grammar, punctuation, spelling, vocabulary, clarity, brevity, engagement, proofreading.

RESOURCES

To reassure students to create their own essays, is important to give them some specific instructions, an example and also some resources that can ease this process. Later you can see the instructions and the sample of an essay that students can follow.

The main applied resources with level B1 students were:

1. **Top Notch 3 contents, units 1 to 5**

Authors Joan Saslow and Allen Ascher. It is a didactic material used during this period. This book has a beneficial structure, which was the base of teaching-learning process. Its design achieves what CEFR describes to acquire a language in advance.

Unit topics are general themes that a person has to know about. They include all knowledge areas, but students just get superficial information, not as an expert. Each unit has:

Main sections:

- Preview or the introduction of the unit is a broad description of the unit.

- Photo story is a dialogue that represents a situation formed on the topic of the unit.

- Speaking practice is an activity in which students can express their ideas about the topic by following specific instructions to avoid errors.

- Grammar points; there is a section to present two grammar points, that is an explanation and examples to apply grammar.

- Vocabulary (listening) this section presents vocabulary words with some pictures to represent the words, and the

application is listening activities.

- Reading is a text about the unit's topic; it gives general information and specific details.

Extra sections:

- Conversation Models are short dialogues to practice pronunciation, and they include grammar topic sentences.

- Now you can activities are tasks that help students to produce ideas, express their opinion, or describe experiences.

- Review is the last activity with a list of questions to verify how much the students learned throughout the unit. (Saslow & Ascher, 2015)

Top Notch books also provide material for teachers to guide students during the teaching-learning process, for example:

- Teachers' guide has suggested steps to follow in developing each activity and answers and possible answers of the activities.

- CD room is an electronic book version.

- My English Lab is a virtual platform, has a summary of the activities presented in the book, it helps teachers to evaluate students' learning evolution.

To sum up the book Top Notch 3 unit contents helped students get a general idea of the topics, specific grammar points, and vocabulary. This material also provided information that increases students' general knowledge. The activities facilitated students to use and acquire what they have learned throughout the unit.

The relevant point was grammar and vocabulary were continuously applied in each activity. That is why students acquire those sub-skills by repetition.

Top Notch Topics Unit 1 to Unit 5:

Unit Topics	Communication Goals
Unit 1 Make a small talk	- Make a small talk with someone, - Discuss how culture changes over time
Unit 2 Health matters	- Describe symptoms, medical procedures, and medications - Discuss types of treatments
Unit 3 Gettting things done	- Offer a solution - Evaluate the quality of service - Plan an event
Unit 4 Reading for pleasure	- Describe kinds of books - Describe reading habits - Discuss on line reading
Unit 5 Natural Disasters	- Tell someone about news - Describe natural disasters - Prepare for an emergency

(Saslow & Ascher, 2015)

At the end of each unit, students had to build up an essay; the principal point was they had to use grammar and vocabulary that they learned in the unit. But other developed activities are part of the background for students to write the essay.

2. **Grammarly platform**

It is a virtual platform; it helps people improve the usage of words, spelling, punctuation, and grammar errors. It checks grammar rules in advanced, contextual spelling, vocabulary enhancement, and plagiarism. (Shevchenko & Lyvtyn, 2009)

The students used this platform to structure the essays by following detailed instructions given by the teacher. In this way, she could control what the students wrote and avoid copying and pasting from the internet.

The students typewrote their ideas on Grammarly platform to structure the essays and used the platform to correct errors and mistakes. However that was not the final product because the students had to handwrite those essays to get a score.

3. **A list of most common Connectors**

Teacher selected the most common connectors so that students can link ideas fluently and got students to avoid repeat words.

The objective was to give students more efficient tools to perform essays. Most of the time students do not know what and when use a word or a sentence.

CONNECTORS

CONTRAST	SIMILARITIES	RESULT
HOWEVER	LIKEWISE	AS A RESULT
IN CONTRAST	SIMILARLY	AS A CONSEQUENCE
NEVERTHELESS	CORRESPONDINGLY	THEREFORE
NONETHELESS	IN THE SAME WAY	THUS
ON THE OTHER HAND	ALSO	ACCORDINGLY
BY COMPARISON	AND	DUE TO
ON THE CONTRARY		BECAUSE
INSTEAD		
IN THE CASE		
ALL THE SAME		
BUT		

FOCUSING / LINKING	SEQUENCE	IMPORTANCE
AS FOR	FIRST/ FIRSTLY/ FIRST OF ALL	MOST IMPORTANTLY
WITH RESPECT TO	TO BEGIN WITH	PRIMARILY
REGARDING	FOR ONE THING	ABOVE ALL
WITH REGARD TO	FOR ANOTHER THING	MOST SIGNIFICANTLY
AS REGARDS	ALSO	ESSENTIALLY
TALKING TO	BESIDES	BASICALLY
	IN ADDITION	
	FURTHERMORE	
	MOREOVER	
	LAST/ LASTLY/ LAST OF ALL	
	FINALLY	
	CURRENTLY	

PARTICULARIZATION	CONCLUSION	EXPLANATION

IN PARTICULAR	IN CONCLUSION	WHO/WHEN/WHERE
PARTICULARLY	IN BRIEF	BECAUSE
MORE SPECIFICALLY	IN SUMMARY	THAT IS WHY
	TO SUM UP	THAT IS
	ALL IN ALL	NAMELY
		IN OTHER WORDS
		PUT DIFFERENTLY
		TO EXPLAIN
EMPHASIZE	**CORRECTION**	**TIME**
AS A MATTER OF FACT	RATHER	AT FIRST
IN FACT	TO BE MORE PRECISE	THEN
ACTUALLY		AFTERWARDS
INDEED		LATER
		IN THE MEAN TIME
		MEAN WHILE
DISMISSAL	**EXAMPLIFICATION**	
ANYWAY	FOR EXAMPLE	
ANYHOW	SUCH AS	
AT ANY RATE	FOR INSTANCE	
	TO ILUSTRATE	
	TO EXPAND	

(Murphy, 2019)

4. **General Instructions to develop Essays**.

The most relevant tool to help students develop an activity is to provide clear directions and an example. This means the teacher explains what the expectations are about the task and students are sure about what to do. Students can follow a pattern and produce their ideas guided by the teacher. (Barile, 2016)

The given instructions to write essays were the main point of this study because they played an important role considering they were the base to guide students to produce writing description. These directions were created based on CEFR presents for B1 level learners.

The teacher explained in class the general points to perform an essay. These points were:

1. Develop an essay at the end of the Unit

Students used language focused on what they already learned.

2. Use 100 to 120 words in the essay.

This instruction was to press students to be brief and concrete in writing.

3. Set the following parts in the essay

It is essential to specify what the structure of an essay is. So learners can handle what to write and where.

a) Heading:

- Title of the essay

- Student's name

- English level

- Date

- Grammar Topic

b) Introduction:

A three lines summary to describe what the essay is about.

c) Body:

Information development by given specific details about the topic of the essay.

d) Conclusion:

It has to be a closure and can be a personal opinion.

4. Extra tips to write the essay:

It is relevant to encourage students use synonyms to increase their language acquisition. So the instructions was

- Avoid repeating words, use synonyms.

The students need to know that a formal written text does not have contractions. That is why the instruction was

- Do not use contractions like I'm, it's, don't, didn't, etc. Instead of contractions use I am, it is, do not, did not, etc.

5. **Evidence**

This item is significant because the students presented handwritten essays. Even though they used Grammarly as a tool to correct grammar, punctuation, and spelling, they had to bear in mind how the language works, how much they can produce on their own, and how writing is.

Handwritten must be an old fashion learning tool, but to improve writing skill is useful. Fluent transcription takes place as an essential component in writing. Therefore high-quality written compositions come from handwriting development. (Connely, Gee, & Walsh, 2007)

The handwritten essay was a very important element for the teacher to evaluate students' work. It is to evidence how well students perform an essay by following specific instructions to express their thoughts.

The students built up five essays. Each easy evaluation was over 10; the teacher checked if the students set grammar, vocabulary, introduction, body, and conclusion. Each component was over two marks.

6. **Specific instructions to develop essays.**

According to general instructions and unit contents, the teacher described the specific instructions to develop writing essay for each unit.

The idea was to get students' personal experience and points of view about each unit topic. These directions guided students to establish what to write about and how to start, describe and conclude.

Taking into a count the basic structure of an essay, the contents of the unit, and the learning outcomes, the specific instruction were as follows …

SPECIFIC INSTRUCTIONS TO DEVELOP ESSAYS

ESSAY 1	ESSAY 2
TOPIC: <u>BEFORE AND AFTER COVID – SOCIAL CUSTOMS</u> LEARNING OUTCOMES:	**TOPIC: <u>A MEDICAL EMERGENCY IN MY FAMILY</u>** LEARNING OUTCOMES
<table><tr><td>Unit 1 Make a small talk</td><td>- Make a small talk with someone, - Discuss how culture changes over time</td></tr></table>	<table><tr><td>Unit 2 Health matters</td><td>- Describe symptoms, medical procedures, and medications - Discuss types of treatments</td></tr></table>
GRAMMAR: - TAG QUESTIONS - PAST PERFECT VOCABULARY: - Manners and etiquette 1. INTRODUCTION: - What COVID is. - Include Tag Question. Example: <u>it is a terrible situation, isn't it?</u> 2. BODY: - Social Customs before and after the pandemic; - Use Past Perfect example: <u>Many people had already worn masks when they got flu.</u> 3. CONCLUSION: Explain why following new social rules are important. WORDS: 100 – 120	GRAMMAR: - MODAL VERBS: MUST; WILL; MAY; MIGHT be able to VOCABULARY: - Symptoms, Medical Procedure, Medications, and Medical Options. 1. INTRODUCTION: (Past Tense) - Who suffered the medical emergency - What happened; when; - Mention symptoms. 2. BODY: - Which treatment you tried; include also medications. - Use Grammar Topics for example: Herbal Therapy <u>might be able to</u> release pain. The doctor <u>may be able to</u> control my sister's medical condition. 3. CONCLUSION: (Simple Present) Explain why that treatment you chose is or was good. WORDS: 100 – 120

ESSAY 3	ESSAY 4

ESSAY 3

TOPIC: ARE YOU A PROCRASTINATOR?

LEARNING OUTCOMES

Unit 3 Gettting things done	- Offer a solution - Evaluate the quality of service - Plan an event

GRAMMAR:
- Causatives GET+ PERSON + TO +VERB/ HAVE + PERSON + SIMPLE VERB FORM;
- Passive Causatives:
  HAVE + A THING+ PAST PARTICIPLE

VOCABULARY:
- Services and planning an event

1. INTRODUCTION:
- Answer the question, description about yourself. Use the survey information done in class.
2. BODY:
- Give examples to reinforce the introduction. For example:
- Sometimes I get my friends to help doing homework.
- My mother has me clean up my room.
- Professors have the projects developed during the semester.
3. CONCLUSION:
Explain: being a procrastinator is or is not a serious problem.
WORDS: 100 – 120.

ESSAY 4

TOPIC: MY FAVORITE BOOK

LEARNING OUTCOMES

Unit 4 Reading for pleasure	- Describe kinds of books - Describe reading habits - Discuss on line reading

GRAMMAR:
- Noun Clauses;
- Embedded Questions

VOCABULARY:
- Ways to describe a book.
- Ways to enjoy reading.

1. INTRODUCTION:
- Tell how many books you have read and what kind of books you prefer. Use the information presented in the preview.
2. BODY:
- Describe your favorite book, its title, author (by..) and what it is about.
- Use Grammar Topics and Vocabulary for example:
  I think that my book is a cliff-hanger (ways to describe a book).
  I do not remember where the story takes place. Many people do not know if the characters are crazy.
3. CONCLUSION:
  Tell if you like or enjoy reading. And if you have time to read as a hobby.
  WORDS: 100 – 120.

ESSAY 5

TOPIC: <u>MY EXPERIENCE IN A DISASTER</u>

LEARNING OUTCOMES:

Unit 5 Natural Disasters	- Tell someone about news - Describe natural disasters - Prepare for an emergency

GRAMMAR: Indirect Speech (say/tell)

- Imperatives (Affirmative and Negative);
- Sentences.
  Present to Past; Past to Past Perfect; WILL to WOULD;
  CAN to COULD.

VOCABULARY: pages 54, 58
- Severe weather and other natural disasters.
- Emergency supplies.

1. INTRODUCTION:
- Describe the disaster, when where and how it occurred.
2. BODY:
- Describe HOW your experience was.
- Use Grammar Topics and Vocabulary for example:
  My parents said, "Get a first aid kit".
  The radio reporter told people that the emergency had finished.
3. CONCLUSION:
- Describe how important is to be ready in a disaster.
 WORDS: 100 – 120. Use CONNECTORS also.

RESULTS

The evaluation was over 10 marks. Each item was evaluated over 2 marks.

- Grammar = Gr.
- Vocabulary = Voc.
- Introduction = Intro.
- Body = Bd
- Conclusion = Cc

ESSAY 1 EVALUATION

| Number of students	Gr. (2)	Voc (2)	Intro. (2)	Bd. (2)	Cc. (2)	TOTALSCORE	OBSERVACIÓN
4 students	2	2	2	2	2	10	They fulfill the instructions efficiently.
2 students	2	2	2	2	1	9	The conclusion was NOT clear enough
1 student	2	0	2	2	2	8	Student did NOT use Vocabulary of the unit.
7 students	0	2	2	2	2	8	Students did NOT to use grammar topics.
17 students	0	0	2	2	2	6	Students did NOT use Grammar and Vocabulary.
1 student	0	2	2	2	0	6	Students did NOT to use grammar topics and the conclusion was NOT clear enough.
1 student	0	2	2	0	2	6	Students did NOT to use grammar topics and the body was NOT coherent.
1 student	0	2	0	2	2	6	Students did NOT use grammar topics and the introduction was NOT what the instruction stayed.
Total of students 34							
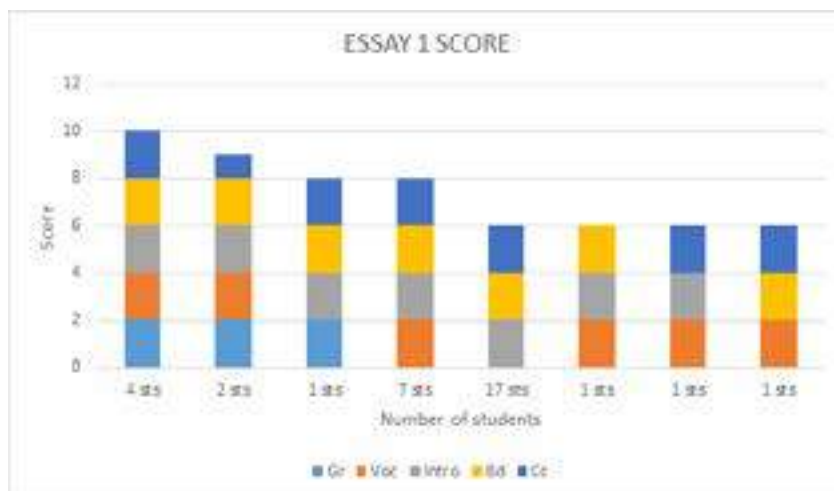
RESULT DESCRIPTION:

- 4 students acomplished correctly the 5 items in this Essay 1, so they got 10 over 10.

- 2 students did not write a clear conclusion idea, they got 9 over 10.

- 7 students did not use the Grammar topic of the Unit 1. So they got 8 over 10.

- 17 students did not accomplish with the first two items, they are Grammar and Vocabulary of Unit 1. So they got 6 over 10.

- 1 student did not include vocabulary so that students got 8 over 10.

- 1 student did not include grammar and introduction so that student got 6 over 10.

- 1 student did not include grammar and body so that student got 6 over 10.

- 1 student did not include grammar and conclusion so that student got 6 over 10.

ESSAY 2 EVALUATION

| Number of students	Gr. (2)	Voc (2)	Intro. (2)	Bd. (2)	Cc. (2)	TOTALSCORE	OBSERVACIÓN
12 students	2	2	2	2	2	10	They fulfill the instructions efficiently.
15 students	0	2	2	2	2	8	Student did NOT use Grammar of the unit.
3 students	0	2	2	2	2	8	Conclusion was NOT well done.
1 student	0	0	2	2	2	6	The student did NOT use Grammar and Vocabulary.
3 students	0	0	0	0	0	0	Students did NOT present the homework.
Total of students 34							
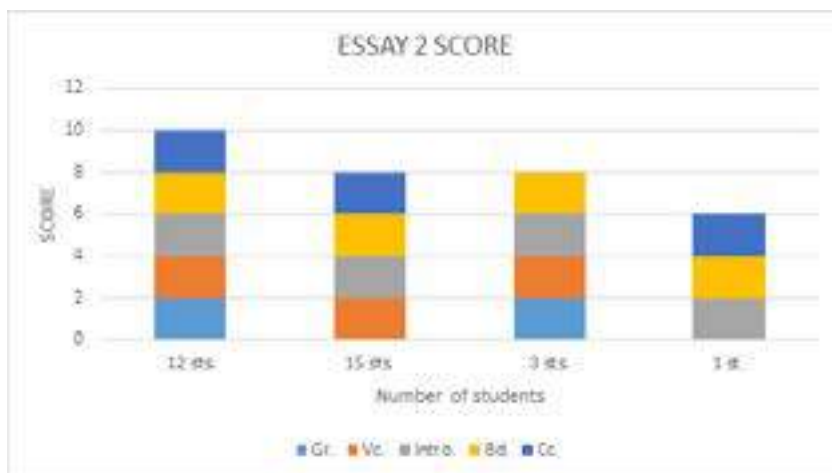
RESULT DESCRIPTION:

- 12 students acomplished correctly the 5 items in this Essay 1, so they got 10 over 10.

- 15 students did not use Grammat topics of the unit, they got 8 over 10.

- 3 students did not set a clear conclusion. So they got 8 over 10.

- 1 student did not accomplish with the first two items, they are Grammar and Vocabulary of Unit 1. So that student got 6 over 10.

- 3 students did not present the homework.

ESSAY 3 EVALUATION

| Number of students	Gr. (2)	Voc (2)	Intro. (2)	Bd. (2)	Cc. (2)	TOTALSCORE	OBSERVACIÓN
9 students	2	2	2	2	2	10	They fulfill the instructions efficiently.
10 students	0	2	2	2	2	8	Students did NOT use Grammar of the unit.
2 students	2	2	0	2	2	8	Students did NOT write a clear description.
2 students	2	2	2	2	0	8	Students did NOT set a clear conclusion.
8 students	0	0	2	2	2	6	Students did NOT use Grammar and Vocabulary.
3 students	0	0	0	0	0	0	Students did NOT present the homework.
Total of students 34							
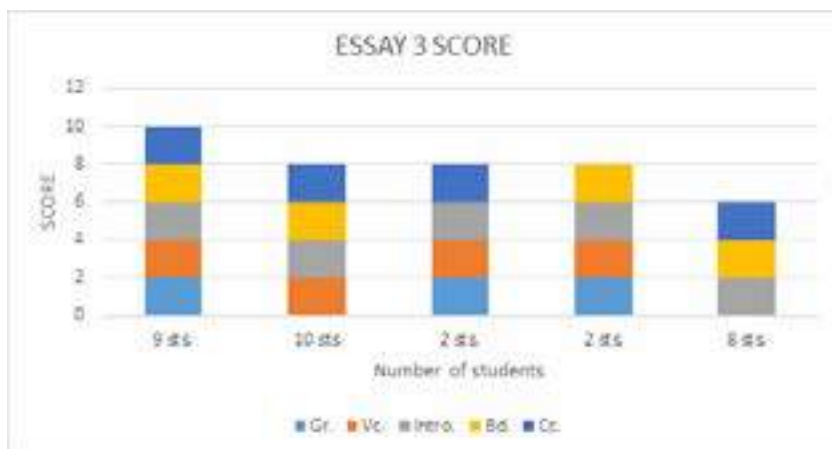
RESULT DESCRIPTION:

- 9 students acomplished correctly the 5 items in this Essay 1, so they got 10 over 10.

- 10 students did not use Grammar topics of the unit, they got 8 over 10.

- 2 students did not set a clear conclusion. So they got 8 over 10.

- 2 students did not structure body correctly. They got 8 over 10.

- 8 student did not accomplish with the first two items, they are Grammar and Vocabulary of Unit 1. So that student got 6 over 10.

- 3 students did not present the homework.

ESSAY 4 EVALUATION

| Number of students	Gr. (2)	Voc (2)	Intro. (2)	Bd. (2)	Cc. (2)	TOTALSCORE	OBSERVACIÓN
8 students	2	2	2	2	2	10	They fulfill the instructions efficiently.
10 students	0	2	2	2	2	8	Students did NOT use Grammar of the unit.
13 students	2	0	2	2	2	8	Students did NOT use Vocabulary of the unit.
2 students	2	2	2	2	0	8	Students did NOT set a clear conclusion.
1 students	0	0	0	0	0	0	Student did NOT present the homework.
Total of students 34							
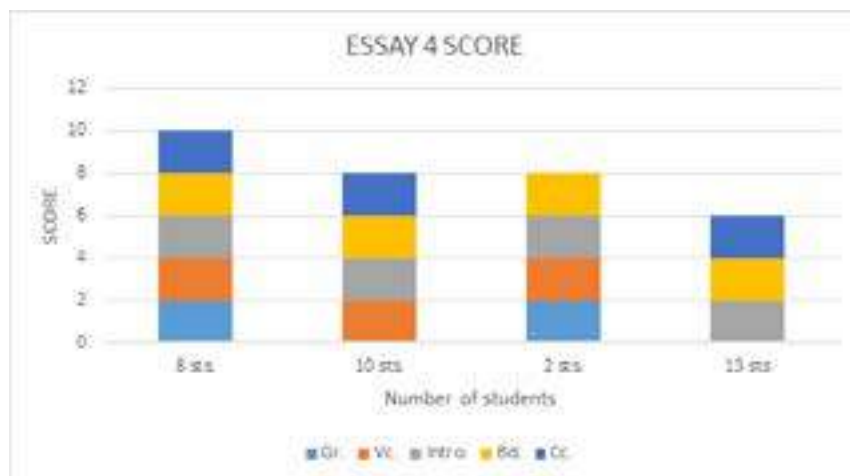
RESULT DESCRIPTION:

- 8 students acomplished correctly the 5 items in this Essay 1, so they got 10 over 10.

- 10 students did not use Grammar topics of the unit, they got 8 over 10.

- 2 students did not set a clear conclusion. So they got 8 over 10.

- 13 students did not accomplish with the first two items, they are Grammar and Vocabulary of Unit 1. So they got 6 over 10.

- 1 student1 did not present the homework.

ESSAY 5 EVALUATION

| Number of students	Gr. (2)	Voc (2)	Intro. (2)	Bd. (2)	Cc. (2)	TOTALSCORE	OBSERVACIÓN
15 students	2	2	2	2	2	10	They fulfill the instructions efficiently.
12 students	0	2	2	2	2	8	Students did NOT use Grammar of the unit.
1 student	2	2	2	2	0	8	Students did NOT set a clear conclusion.
1 student	0	2	2	2	0	6	Student did NOT use Grammar topic and set a clear conclusion.
1 student	0	0	2	2	0	4	Students did NOT use Grammar, Vocabulary, and conclusion is NOT clear.
4 students	0	0	0	0	0	0	Students did NOT present the homework.
Total of students 34							
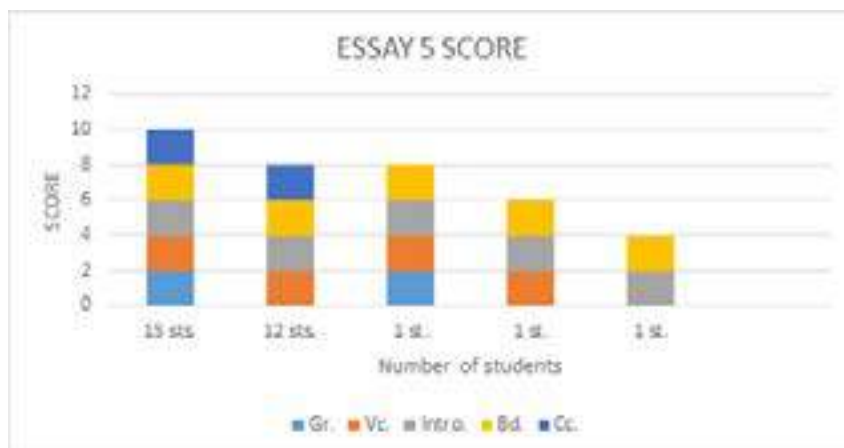
RESULT DESCRIPTION:

- 15 students acomplished correctly the 5 items in this Essay 1, so they got 10 over 10.

- 12 students did not use Grammar topics of the unit, they got 8 over 10.

- 1 student did not set a clear conclusion. So that student got 8 over 10.

- 1 student did not use Grammar and did not set a clear conclusion. So that student got 6 over 10.

- 1 student did not use Grammar, Vocabulary, and did not set a clear conclusion. So that student got 4 over 10.

- 4 students did not present the homework.

FINAL COMPARISON TABLE

STUDENTS' PROGRESS IN WRITING ESSAYS

ESSAYS	EXCELLENT SCORE
Essay 1	4 students
Essay 2	12 students
Essay 3	9 students
Essay 4	8 students
Essay 5	15 students
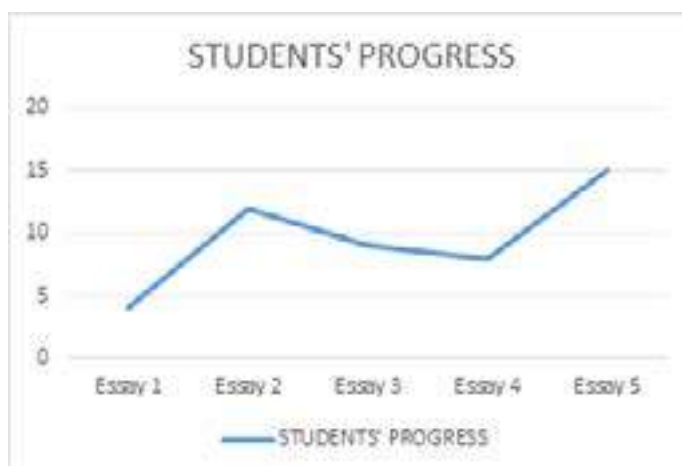
This graphic represents how many students got excellent score

.Comparing the five evaluation tables, the students followed the instructions progressively. At the beginning, they made an effort when they organized ideas. Nevertheless, following the steps, they could structure, express, and describe their thoughts and experiences applying the information learned in unit topics.

The graphic represents the difference among essays development. Even though the results in essays 3 and 4 go down, the essay 5 shows a significant increase.

CONCLUSIONS:

Analyzing the process, the resources, the interaction between teacher and students, and the results; these are the conclusions.

- Writing in English demands practice. It has to begin with small sentences about a specific topic; this is how learners can build paragraphs.

- Handwritten helps improve writing because it is a learning ability that supports the production to express idea.

- The students need some tools to produce a skill. When they have the necessary elements, learners can use them to build something.

- The students need precise instructions to develop a task. This tool complements the students' production and can guarantee a good job.

- The students can feel more motivated when they write about themselves or their experiences. Actually, this fact is beneficial, because every single person likes to share thoughts and experiences and by writing could be easier.

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