

**UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
FOREIGN LANGUAGE DEPARTMENT**



**UNDERGRADUATE WORK
THE INCORPORATION OF THE VIRTUAL PLATFORM GOOGLE CLASSROOM
AS A TEACHING TOOL TO ENHANCE INTENSIVE ADVANCED ENGLISH II
GROUP I STUDENTS' WRITING SKILLS AT THE WESTERN
MULTIDISCIPLINARY CAMPUS OF THE UNIVERSITY OF EL SALVADOR
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DEDICATIONS

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ABSTRACT

The action research “The Incorporation of the Virtual Platform Google Classroom as a Teaching Tool to Enhance Intensive Advanced English II Group I Students’ Writing Skills at the Western Multidisciplinary Campus of the University of El Salvador During Semester I 2019” sought to enhance the target population’s writing skills by the incorporation of the virtual platform Google classroom as a teaching tool. This action research was conducted with the participation of Intensive Advanced English II, Group I students, and the data was collected through different instruments using the quantitative approach to find out both if the implementation of the writing activities through the virtual platform bettered Intensive Advanced English group I students’ knowledge about different types of writing, grammatical structures, punctuation rules and lexicon, and if the hypothesis was verified.

The research team proved that the implementation of some writing activities through the virtual platform Google Classroom not only helped the target population to enhance their writing skills but also help them to be comfortable by participating and contributing their own learning.

In addition, the research team proved that working in the platform was very beneficial for students since it helped them to be more autonomous in their homework assignments. Besides, the platform was an excellent extra tool for students to practice.

Also, the Google classroom is a good model of collaborative learning since students were very comfortable while practicing in the platform with the activities provided and sharing ideas. Students had the opportunity to exchange ideas so that the can learn more not only from teachers but also from their classmates.

INTRODUCTION

To conduct this research project entitled “The Incorporation of the Virtual Platform Google Classroom as a Teaching Tool to Enhance Intensive Advanced English II Group I Students’ Writing Skills at the Western Multidisciplinary Campus of the University of El Salvador During Semester I 2019” the researchers developed a diagnostic study and carried out the description of the problem. Later on, researchers executed the action plan and with the information obtained, the research team developed the analysis and discussion of results to get final conclusions. In this way, the investigators could answer the research question: To what extent will Intensive Advanced English II group 1 students further enhance their writing skills through the use of the virtual platform Google Classroom at the Western Multidisciplinary Campus of the University of El Salvador during semester I- 2019?

Consequently, this research is divided into five chapters. Chapter 1 contains the statement of the problem, which was prepared from the information obtained during the diagnostic study that provided important details such as the description of the problem, the objectives for the research, the justification, the hypothesis stated for this project and the corresponding variables with their indicators. Additionally, Chapter II contains the Theoretical Framework, which presents reliable theories that were taken into account to boost Intensive Advanced English II group I students’ writing skill through the use of the virtual platform Google Classroom. Besides, Chapter III describes the paradigm under which the research was carried out. Moreover, this chapter describes the different tools and techniques that were used to gather the necessary data. Chapter IV includes the interpretation of the data gathered through the use of instruments. Chapter V provides some recommendations according to the problem that has been studied. Also, this chapter contains some conclusions that the research team made based on what they investigated.

CHAPTER I: STATEMENT OF THE PROBLEM

1.1. Description of the Problem

The research study entitled “The Incorporation of the Virtual Platform Google Classroom as a Teaching Tool to Enhance Intensive Advanced English II Group I Students’ Writing Skills at the Western Multidisciplinary Campus of the University of El Salvador During Semester I 2019” sought to improve Intensive Advanced English II Group I students’ writing skills through the implementation of Google Classroom platform. To have good writing skills is challenging because there are so many numbers of rules to remember and almost an equal quantity of exceptions to those rules, specifically for students whose English is not their mother tongue; this is the case of Intensive Advanced English II students.

Intensive Advanced English II is a subject taught during the third year of the major “Licenciatura en Idioma Inglés, Opción Enseñanza”. In this subject, students are expected to use the topics and structures that they have already learned in regards to the four macro skills, which are writing, speaking, listening, and reading. Students are expected to communicate in English to convey logical and meaningful ideas since they have already finished Intensive Basic English, Intensive Intermediate English I and II, and Intensive Advanced English I subjects; students should be fluent and accurate when writing, but this is one of the skills in which students tend to struggle the most.

The research team observed students of Intensive Advanced English II group I on February 19th, 2019. This observation provided the research team with some interesting data about these students’ writing skills; for example, the research team administered a questionnaire (Appendix A) that consisted of eight yes/no questions about students’ writing skills to the Intensive Advanced English teachers in group I and group IV from the Western Multidisciplinary Campus of the University of El Salvador. Teachers agreed students have writing problems due to their level of vocabulary and punctuation. Teachers said they realized those problems when checking written homework assignments.

The research team provided Intensive Advanced English II students a questionnaire (Appendix B) in February 26th that contained 13 multiple choice questions for expressing their

thoughts about their writing habits in which students agreed that they had problems with vocabulary and punctuation. Students mentioned that, in order to deliver effective writing skills, they require more writing practice. Later on, students were asked to write a 10 line paragraph activity about an experience that made them grow in their personal life (Appendix C). When the researchers checked the paragraphs that students wrote, they found that students had problems to express their ideas and thoughts in a written form. Also, they had grammatical structures problems (punctuation, vocabulary, and clauses).

On April 1st 2019, the research team requested Intensive Advanced English II students to write a free paragraph (Appendix D) which aimed to get more specific data about the problems students faced when writing. This activity consisted of asking the Intensive Advanced English II students to write a 15 line free topic paragraph using the grammatical structures they studied in previous English levels; for example: simple present, present progressive, present perfect, simple past, past progressive, past perfect, and simple future. In appendix “D” (15 line free topic paragraph), researchers found that 10 out of 25 students had some difficulties with punctuation, specifically with the use of the comma; this was shown in the paragraphs students wrote; they had missing or excessing use of commas. Another common error researchers found in students’ paragraphs was that they usually wrote commas before some words or conjunctions.

Vocabulary was another factor that affected students’ writing. This factor was highly important since mastering vocabulary can effectively convey thoughts that later on can be portrayed in a sheet of paper. Taking into consideration the knowledge that Intensive Advanced English II students should have shown in the appendix “D” which was a 15 line free topic paragraph, it was noticeable that they did not write enough ideas to complete the space assigned.

In addition, researchers found more writing problems in the focus group; for example, elaboration of ideas because students did not write in detail or in order their thoughts, spelling errors that either by writing fast or not knowing how to write the word, students committed in the paragraph, and mixed construction which resulted in a lack of parallelism in sentences. Despite these other errors, researchers based their research study on grammatical structures more specifically, lexicon: action verbs, active and passive voice, reported speech, relative clauses: defining and non-defining, also in punctuation: the correct use of the comma. In this case, researchers could leave the other problems to be investigated by future researchers.

For the previous reasons, this research study sought to answer the following action research question: “To what extent will Intensive Advanced English II group 1 students further enhance their writing skills through the use of the virtual platform Google Classroom at the Western Multidisciplinary Campus of the University of El Salvador during semester I- 2019?”

Research Question

To what extent will Intensive Advanced English II group I students further enhance their writing skills through the use of the virtual platform Google Classroom at the Western Multidisciplinary Campus of the University of El Salvador during semester I- 2019?

1.2 Scope of the problem

This action research was carried out with the Intensive Advanced English II group I students of the major of Licenciatura en Idioma Inglés, Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador, Semester I, 2019. This was focused on the Intensive Advanced English II group I students’ writing skills since researchers agreed that it was a problem that affects students at the moment of writing their ideas. Also, Intensive Advanced English II level is the last English level of the major in which students have the opportunity to improve their writing skills. Researchers decided to work with Intensive Advanced English II group I students using a virtual platform called Google Classroom to foster students’ English writing skills. This action research intended to develop the Intensive Advanced English II group I students’ writing skills to express their ideas in writing without limitations.

1.3 Justification

According to Walsh (2010) as cited in Klimova (2012):

Writing is important because it is used extensively in higher education and in the workplace. If students do not know how to express themselves in writing, they will not be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposal, memos, reports, application, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate.

During the learning process, students must know a lot of vocabulary to express their ideas not only spoken but also written since by having a huge amount of vocabulary, students can be able to communicate effectively. This study helped students and 2 teachers from Intensive Advanced English II group I of the major of Licenciatura en Idioma Inglés, Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador; the purpose of this study was to foster students' writing skill through a platform called Google Classroom. Researchers considered that writing skills are fundamental for EFL/ESL students since writing is a way of communication that needs to be well developed in order to improve the four macro skills. The ability of writing is extremely connected with the listening, reading and speaking skills, as a result, none of them can exist without the other one.

Torrance & Gailbraith (2006) as cited in Fallon (2015) said "Writing is evolving and becoming more than just pencil to paper; writing refers to a complex, metacognitive skill that requires the student to express thoughts and make thinking visible."

Writing is the way in which students transmit and share their ideas through written symbols in a paper. For making writing effective, students have first to organize their ideas, and think clearly in order to know what they want to transmit. Also, for an effective writing student first need to learn the corresponding components and structures that are needed in order to transmit thoughts in an accurate manner. That is why, nowadays, technology plays an essential factor in the implementation of tools for helping students in their development of the written area. For instance, there is the option of Google Classroom as an excellent alternative for both teachers and students.

According to Iftakhar (2016), “Google Classroom is considered as one of the best platforms out there for enhancing teachers' workflow. It provides a set of powerful features that make an ideal tool to use with students. Classroom helps teachers save time, keep classes organized, and improve communication with students. It is available to anyone with Google Apps for Education, a free suite of productivity tools including Gmail, Drive and Docs”.

The power of Google Classroom is the simplicity; it is a platform with easy accessibility for teachers and students, and it also makes easy to provide an exposure to an online learning system. Google classroom is a time saver tool since teachers can save all the resources just in one platform. At the same time, it facilitates the communication among teachers and students because they can send emails, posts, private comments on assignments, feedback, class announcements, web pages, summaries, or videos. This makes learning easy, interactive, and collaborative for both parts.

Education is a field that is changing constantly; that is why, teachers and students are in the constant need of implementing more technological resources for teaching and learning accurately. Technology has played a very important role in the education field because with the use of technology, teachers can deliver homework assignments at any time and tests for students to work in them at home, create open discussions, and share material that can be useful for the topic in discussion, etc. On the other hand, students have the advantage of asking for questions they might have, sharing contents that students believe can be useful for the rest of classmates, delivering a homework assignment in case he/she does not show up at the classroom.

In the diagnostic test carried out in February 26th, which was a 10 line paragraph (Appendix C) that was about writing a personal experience that made them grow up in their lives, students showed that they needed to improve their writing skill since they demonstrated low motivation and deficiencies at the moment of writing. For that reason, by having noticed the importance of the writing skill, the researchers have decided to conduct this action research “The Incorporation of the Virtual Platform Google Classroom as a Teaching Tool to Enhance Intensive Advanced English II, Group 1 Students’ Writing Skills at the Western Multidisciplinary Campus of the University of El Salvador” which was implemented as a medium to foster students’ writing skills through different activities to give not only students an extra opportunity of practicing, enhancing, and receiving feedback in writing but also

teachers a tool for facilitating the teaching learning process since 32 students and 2 teachers had benefits with this study that involves the implementation of the platform Google Classroom for enhancing the written skill. Some of this benefits included: facility to deliver assignments at any moment no necessarily at the classroom, students can ask questions and hand in tasks at their homes, teachers can have a wide variety of activities to provide that include forums, tests, journals, and topics to give their points of view, students can develop autonomy since they can do written activities by their own at their homes so that they can practice and improve their writing skill. In addition, teachers can avoid taking home assignments in paper since they can check those same evaluations in the computer which makes the evaluation process easier for them.

1.4 Research objectives

1.4.1 General

- To enhance Intensive Advanced English II group I students' writing skills through the use of virtual platform Google Classroom

1.4.2 Specific

- To reinforce grammatical structures in Advanced English II group I students through the written practices assigned in the virtual platform Google Classroom
- To increase Intensive Advanced English II group I students' lexicon through the use of the virtual platform Google Classroom
- To boost Intensive Advanced English II group I students' punctuation through the activities assigned in the virtual platform Google Classroom

1.5 Hypothesis of change/ Variables and Indicators

Action Research Objectives	Hypothesis of Change	Variables	Indicators
<ul style="list-style-type: none"> • 1. To enhance Intensive Advanced English II group I students' writing skills through the use of virtual platform Google Classroom • 2. To reinforce grammatical structures in Advanced English II group I students through the written practices assigned in the virtual platform Google Classroom • 3. To increase Intensive Advanced English II group I students' lexicon through 	<p>The use of the virtual platform Google Classroom as a teacher tool will enhance Intensive Advanced English II, group I students' writing skills at the Western Multidisciplinary Campus of the University of El Salvador during semester I-2019</p>	<p>Independent Variable</p> <ul style="list-style-type: none"> • The virtual platform Google Classroom <p>Dependent Variable</p> <ul style="list-style-type: none"> • Students' English writing skills 	<p>Independent Variable</p> <ul style="list-style-type: none"> • Collaborative learning <ul style="list-style-type: none"> -Students active involvement in the assign activities -Students participation to ask questions and clarify doubts through the platform • Autonomy <ul style="list-style-type: none"> -Students autonomy to carry out activities in the platform • Accessibility <ul style="list-style-type: none"> -Students ability to participate in the platform at any time and from any place <p>Dependent Variable</p> <ul style="list-style-type: none"> • Types of writing <ul style="list-style-type: none"> -expository -descriptive -persuasive

<p>the use of the virtual platform Google Classroom</p> <ul style="list-style-type: none"> • 4. To boost Intensive Advanced English II group I students' punctuation through the activities assigned in the virtual platform Google Classroom • 5. To assess to what extent the use of the virtual platform Google Classroom foster Intensive Advanced English II group I students' grammatical structures, lexicon and punctuation 			<ul style="list-style-type: none"> • Micro Skills of Writing *Grammatical Cohesion -grammatical structures (reported speech, and relative clauses) -Punctuation (use of the comma) • Lexicon (Action verbs)

CHAPTER II: THEORETHICAL FRAMEWORK

According to Raja & Nagasubramani (2018) :

Technology is a gift of God. After the gift of life, it is perhaps the greatest of God's gifts. It is the mother of civilizations, of arts and of sciences. Technology has certainly changed the way we live. It has impacted different facets of life and redefined living. Undoubtedly, technology plays an important role in every sphere of life. Several manual tasks can be automated, thanks to technology. Also, many complex and critical processes can be carried out with ease and greater efficiency with the help of modern technology. Thanks to the application of technology, living has changed and it has changed for better. Technology has revolutionized the field of education. The importance of technology in schools cannot be ignored. In fact, with the onset of computers in education, it has become easier for teachers to impart knowledge and for students to acquire it. The use of technology has made the process of teaching and learning all the more enjoyable.

Education has been evolving through the last years. As a result, both teachers and students are in the constant need of implementing more technological resources for teaching and learning accurately. Technology has played an important role in the education field because with the use of technology teachers can deliver homework assignments at any time and tests for students to work in them at home, create open discussions, and share material that can be useful for the topic in discussion, etc. On the other side, students have the advantage of asking for questions they might have, share a material that they believe it can be useful for the rest of classmates, deliver a homework assignment in case he/she doesn't show up at the classroom.

In addition, technology has a positive impact on students' learning. Technology causes students to be more engaged; thus, students often retain more information. Because of the arrival of new technologies rapidly occurring globally, technology is relevant to the students. Technology provides meaningful learning experiences. Technology also provides hands-on learning opportunities that can be integrated into all school curricular areas, including mathematics, reading, science, and social studies as well as other academic subjects. It gives

students opportunities to collaborate with their peers resulting in learning from each other. These factors combined can lead to a positive impact on student learning and motivation. (Kevin C. Costley, 2014)

Furthermore, Gibson & Dixon (2015) say that technology is increasingly being integrated into classrooms to facilitate communication, collaboration, and classroom management, as well as to prepare students for the 21st century. Google Classroom is a classroom management tool that connects teachers and students, provides a way to manage learning materials and workflow in a classroom, and assists in setting up a blended learning environment. Google Classroom is as a way to organize, manage, collect, distribute, communicate, and collaborate in the classroom. Google Classroom in an excellent tool that can be used to unite students' and teachers' work in one single place. It helps to combine technology and education to create a learning place where both students and teachers can interact in an easier way.

2.1. What is Google Classroom?

According to Rabbi, Zakaria, & Tonmoy, (2018) "Google Classroom is a recent development of Google for academic institutions to ensure a blended learning platform to simplify creating, distributing and grading assignments in a paperless way. It combines online digital media with traditional classroom methods. Therefore, it is a convenient way for the teachers to engage students online for asking questions, discussing any topic with teacher and classmates and submitting assignments". Catapano (2014) points out that Google Classroom's purpose is to facilitate paperless communication between teachers and students and streamline educational workflow. Classroom allows teachers to create classes, post assignments, organize folders, and view work in real-time. One of the best features is that Classroom is fully integrated with all other Google apps, so students and teachers can share information with one another instantaneously instead of having to hop through various hurdles to submit work. Google Classroom is additionally designed for teachers and students to share ideas and resources with one another. Teachers and students can participate in online Classroom discussions, and everyone can post links to informative resources within discussions or other sharing mechanisms. I should note that there is no app for Google Classroom yet. Classroom exists on

a website platform, though students using iPads can easily log into Google Classroom and seamlessly pull in their work from other Google apps.

2.2 The Uses of the Virtual Platform Google Classroom

There are five main types of uses of the Google classroom platform. (“5 Quick Tips on How to Use Google Classroom”, 2016)

2.2.1. Creating a Class and Adding Students

Google Classroom allows teachers to create a unique class for every class that you teach. In just three mouse clicks and a few keystrokes teachers can create a class. Google Classroom is divided into different sections.

In the Students’ section, teachers can view all the students in their class. Teachers can either add students to their class manually, or they can join the class on their own using their own Google account. When teachers create a class, Google Classroom provides them with a class code located on the left side of the screen. Share that class code with the students that teachers want to join that class. From their computers, laptops, or Chrome books, students log into their Google accounts and use the class code to join.

Within the Student section, teachers can also determine if their students are allowed to comment on the questions, announcements, and assignments that teachers create or if they can only post. If teachers desire, they can also choose to be the only one who can post and comment in their class.

In the Stream section teachers will find the assignments, announcements, and questions that they create. This is the section in which teachers will spend most of their time after the classes are set up. Read below to learn about assignments, questions, and announcements within Google Classroom.

2.2.2 Using Google Classroom Assignments

Assignments are a great way to collect student work and provide students with feedback and grades. When teachers create an assignment, they can provide specific instructions for that assignment, a due date, and a topic. If teachers include a due date for the assignment, students will have until 11:59 PM on the date to submit their work for that assignment. If they submit the work late, Google Classroom still accepts the assignment but indicates that it was turned in late.

One of the best features of the Google Classroom Assignments is that teachers can add files to the assignments they create. Teachers can add a file from their computer, a file from Google Drive, a YouTube video, or a link to a Website.

Students can submit any type of file to your Classroom, not just Google Docs. Not only can students submit their completed work as files, but teachers can open them directly from Classroom and grade them right there. Teachers can open files submitted to their Classroom as long as their computer has an Internet connection and the software needed to open the file.

For example, teachers can assign an essay and their students can submit their completed essays to an assignment teacher created in your Google Classroom from any computer that has an Internet connection. Teachers can then open the file and grade it on their computer at school or at home. Google Classroom acts like a "Dropbox" for assignments. Students no longer need to print their work and physically hand it in to them. This gives them more time during class to focus on moving forward, as opposed to wasting time collecting work.

2.2.3 Spark Discussions with the Questions Feature

Google Classroom allows teachers to ask a question within a specific class. As with assignments teachers can add files to the questions you post and can assign a due date to it if they want. Teachers can post short answer or multiple choice questions for your students to respond to in Classroom.

As students answer a multiple choice question, Google Classroom tabulates the results for that question and shows the breakdown of the students' answers in real-time. When teachers click on one of the multiple choice answers, Classroom indicates which students chose that option.

When students respond to a short answer question, Google Classroom cannot tabulate the results so it simply shows student responses. At that point teachers can comment or reply to each student, and give a grade as you see fit.

2.2.4 Announcements for Your Students

In addition to creating assignments and questions, Google Classroom allows teachers to create announcements. Students can respond to their announcements, and teachers can respond back, creating a thread. In reality, the entire class can have a conversation based on one announcement. Once again teachers have the option of adding a file, a YouTube video, or a link to an announcement.

2.2.5 Why Google Classroom should be used in Elective Courses for Middle School

Google Classroom is that allows teachers to communicate better with their students outside of the classroom. Before Google Classroom, students had to be physically in the classroom for teachers to ask them a question. Now teachers can do it anytime. Likewise, students can submit work from anywhere they have internet access. This saves those of us who teach elective courses for middle school a lot of time when you think about how many students we can have during the school year!

Google Classroom saves teachers time and paper, and allows teachers to create classes, post assignments, and communicate with their students with ease. It also allows teachers to see which students have completed their assignments, and teachers can provide direct, real-time feedback and grades. Google Classroom essentially puts all of teachers' assignments, announcements, and student work right in one place.

No matter what subject teachers teach, Google Classroom is a great tool for sharing information with their students, collecting their work, and providing feedback. If teachers have a Google Account through their district, Classroom is just sitting there waiting to help them challenge and engage your students.

2.3 Benefits of the virtual platform Google classroom

2.3.1. Collaborative learning

As stated by Lynch (2018), Google Classroom offers several ways for students to collaborate. Teachers can facilitate online discussions between students and create group projects within the Classroom. In addition, students can collaborate on Google Docs which have been shared by the teacher. Google classroom has also made collaborative learning easier. Teachers can share content with their peers in one way — such as through a document that can be edited — and then share a different version with students — a document without editing functions. (Cortez, 2017). In addition, Google Classroom allows teachers and students to communicate and collaborate. Teachers can share documents and resources, assign work, collect assignments, provide feedback, and more. Teachers log in to create lessons and materials for students, and then send material out directly through Google. Students can send back work just as easily. (Classroom, 2019)

Finally, Google Classroom offers several ways for students to collaborate. Teachers can facilitate online discussions between students and create group projects within the Classroom. In addition, students can collaborate on Google Docs which have been shared by the teacher. (Lynch, The Tech Edvocate, 2018)

2.3.1.1 Students' active involvement in the assignment

Since it is technology that plays the role of a mediator, students find it easy to connect to other students online and exchange views, participate in discussions and engage in forums. Their connectivity with their teachers is also improved due to time flexibility and online support

rendered by teachers. This helps them get help when they want and complete their projects or assignments or presentations on time without a ray of doubt in their courseware. (Dev, 2015).

2.3.1.2 Students' participation to ask questions and clarify doubts

According to Johnson (2017), "it may seem like there would be more opportunities for participation and engagement in traditional classrooms setting, but this is not necessarily true. There are many ways to interact in virtual classrooms through chat and rating features, as well as social learning. The interactive comment and share features help learners engage and connect. It also allows learners who may not be as comfortable with interacting in-person an opportunity to contribute. Features like the rating and comment features also allows administrators to determine the quality of their content and adjust accordingly to ensure the most effective learning experience". In addition, it is been proven time and time again that students are engaged by technology. Google Classroom can help students become and stay engaged in the learning process. If teachers have students answer questions in Classroom, for example, other students can comment on these answers and deepen thought for both students. (Masterson, Getting smart, 2016)

2.3.2 Autonomy

Autonomy means the ability to take control of one's own learning, independently or in collaboration with others. An autonomous learner will take more responsibility for learning and is likely to be more effective than a learner who is reliant on the teacher. Learner training in the classroom encourages autonomy and is an important element of language teaching. (British Council, n.d.)

2.3.2.1 Students' autonomy to carry out activities in the classroom

One great way to encourage autonomous learning is through LMS implementation. LMS platforms such as Moodle and Totara Learn give students a way to interact with each other, as well as a database that provides them with all the necessary information they need to learn autonomously in one easily accessible location (Lambda Solutions , 2019). This is supported by Robertson (2010), the integration of interactive online communication into different

educational settings has been widely researched since the emergence of web 2.0 technology. It has been particularly identified to give EFL students more opportunities to express ideas, enhance their engagement in learning activities and promote their confidence during virtual interactions. These benefits coincide with attributes of a learning environment that can foster learner autonomy.

In addition, independent learning is one of the benefits that teachers, parents and students have been most excited about when implementing new mobile learning strategies. Of the reasons to introduce mobile devices, 90% of the schools involved in research conducted by Tec knowledge for Schools stated that they had introduced the program to support self-led research and problem solving. Students are more willing to explore, engage and go beyond their current understanding of a subject and are not restricted by the learning styles of others in the class (Knorr, 2018).

2.3.3 Accessibility

According to Lynch (2018), Google Classroom can be accessed from any computer via Google Chrome or from any mobile device regardless of platform. All files uploaded by teachers and students are stored in a Classroom folder on Google Drive. Users can access Classroom anytime, anywhere. Students no longer have to worry about crashed computers or hungry dogs. Even if you are not a Google user, using Google Classroom is a piece of cake. Apart from being delivered through the Chrome browser, which makes it accessible from all computers, mobile phones, and tablets, it makes it really easy for you to add as many learners as you like, create Google documents to manage assignments and announcements, post YouTube videos, add links, or attach files from Google Drive. Learners will find it equally easy to log in, as well as receive and turn in assignments. (Pappas, 2015)

2.3.3.1 Students' ability to participate in the platform at any time and from any place

Students can easily access the assignments and learning materials prepared by their educator. In addition, they can use the platform to communicate with the teacher and other students anytime. Interconnectivity with Google Drive and Docs enables students to submit completed assignments that include rich media. (Finances Online, n.d.)

Masterson (2016) says that because everything is posted online, Google Classroom gives students access to materials no matter where they are. Gone are the days of lost rubrics or worksheets. Students who are absent can easily access classroom materials from home if necessary—this can really help save both you and your students a lot of stress in the long run.

2.4 Writing Skill

Nowadays, writing plays an important role in students daily life due to the fact that technology has connected them each other across the world through different systems such as e-mail, blogs, personal correspondence, telegrams, circulars, reports, memos, instructions, email messages, assessment reports, projects, and social media in where the big part of the interaction is in the written form which allows people to engaged in communicating their ideas and feelings. Digital writing is not simply a matter of learning about and integrating new digital tools into an unchanged repertoire of writing processes, practices, skills, and habits of mind. Digital writing is about the dramatic changes in the ecology of writing and communication and, indeed, what is means to write- to create and compose and share DeVoss, Eidman-Aadahl & Hicks, 2010 (as cited in Fallon, 2016)

According to shodhganga, (2007) the written form of a language changes more slowly than the spoken form. Moreover, the written form is often more homogeneous than the spoken one as it is the language of education and, it tends to be the same all over the country. On the other hand, speech differs as it is represented by many dialects. Writing is more grammatical in the sense that it often indicates grammatical relationship more clearly, and the writer is generally more careful about grammar than the speaker.

As stated by Bachani (2003) (as cited in eprints , 2002)

“Writing is slightly different from speaking in term of communication context. Speaking is always intended for face-to-face communication among the audience present, while writing is always used by the writers to express and communicate their ideas to the readers who are actually separated by both time and space distances

Writing skill is one of the most important skills that a second language learners must master, particularly for students and working professionals that's because unlike in speaking exercises, when you write you leave a lasting record of your language (Cicerchia, 2018). For students, writing ability can help them to expand and enlarge their world because actually writing ability is as important as speaking ability in communication; this ability is also an important medium for self-expression and for the discovery of meaning. Therefore, the practice and the study of writing remain a significant part of the school curriculum. Damayanti, 2009. Also, Ramelan (1992:9) (as cited in unnes.ac, 2009) said "writing is very important as a part of man's culture because it can be used to preserve thought, ideas and also speech sounds" and Bacon (1989) rightly said, "Reading makes a full man, conference a ready man, and writing an exact man". (as cited in shodhganga, 2007)

A clear definition of writing it is in (Schmandt-Besserat, 2014) that says "Writing is a system of graphic marks representing the units of a specific language" this is supported by Sampon (1985:26) (as cited in shodhganga, 2007) who stated that writing is a system for representing utterances of spoken language by means of permanent visible marks, and Kreidler's (1965:41) support that the ultimate aim of writing is to give the students the opportunity to express their own ideas facilely; using the language pattern they have learned (as cited in unnes.ac.id, 2009). In other words, writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text (msu.edu, 2006).

The writing skill has several sub skills as spelling correctly, forming letters correctly, writing legibly, punctuating correctly, choosing the right vocabulary, and using grammar correctly Spratt et al (2005:16) (as cited in eprints, 2007). These sub-skills which Spratt talked about will help students to produce a message and to have the ability to communicate in written form successfully to other people, and in order to communicate in the appropriate form, students should have enough ideas, process the ability to organize them well and express them in an appropriate manner, learn to form letters and words, join these together to make words, sentences or a series of sentences that link together to communicate a message. (Shodhganga, 2007)

2.4.1. Kinds of Writing

There are many different types of writing, all with different aims and meanings. By knowing the different types of writing, student will start to recognize them in everything they read. This helps students understand the meanings of the things you read and why they were written; there are four main types of writing: expository, descriptive, and persuasive. There are many other subtypes that fall under these titles, but it is easiest to start here. (Teachnology Inc., 2019)

2.4.1.1 Expository

Expository writing is one of the most common types of writing. When an author writes in an expository style, all they are trying to do is explain a concept, imparting information from themselves to a wider audience. Expository writing does not include the author's opinions, but focuses on accepted facts about a topic, including statistics or other evidence. (Jeffrey, 2016)

This form of writing is used to inform, explain and describe a concept to the readers. In expository writing, paragraphs are organized in a lucid manner so as to give readers a thorough understanding of the topic. Some examples of Expository Writing are: Symptoms of Dengue Fever 1, and The Benefits of Fruits (Edurite, n.d.)

Moreover, this style of writing requires thinking on multiple levels, and that takes some practice. Students do not only need to be adept at grammar and spelling, but also to convey their thoughts in an organized fashion, follow a plan and put their points forward in writing in a concrete and concise way. Students will need expository writing not only in school but also in many potential careers, most of which are not primarily writing-oriented. Professions that make use of expository writing include the sciences, law, technology, politics, journalism and healthcare to name a few (K5 Learning , n.d.).

2.4.1.2. Descriptive

This writing paints a picture. In its pure form, nothing much happens. "Description" tells students what something looks like, feels like, tastes like, sounds like or smells like - without action or events. It does not explain a relationship or a process beyond themselves; it focuses their immediate subjective perceptions. Thus, descriptive writing connects the outer world with the inner feelings. It is usually concerned with creating a verbal picture of what students

experience and feel at one moment, and it will use many rich and vivid adjectives and adverbs (Colin Welch's Education Resources, n.d.).

When students are reading descriptive writing, they should feel as if they are there or can actually picture in their mind what they are describing. Metaphors, similes and symbols are often used in descriptive writing. (Teachnology Inc., 2019); furthermore, it will help students' writing be more interesting and fuller of details, and it encourages students to use new vocabulary words, it can help students clarify their understanding of new subject matter material (The Reading Rockets project, 2018)

According to the website The Reading Rockets project,(2018) some characteristics of descriptive writing are:

1. Good descriptive writing includes many vivid sensory details that paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate.
2. Good descriptive writing often makes use of figurative language such as analogies, similes and metaphors to help paint the picture in the reader's mind.
3. Good descriptive writing uses precise language. Use specific adjectives and nouns and strong action verbs to give life to the picture you are painting in the reader's mind.
4. Good descriptive writing is organized. Some ways to organize descriptive writing include: chronological (time), spatial (location), and order of importance. When describing a person, students might begin with a physical description, followed by how that person thinks, feels and acts.

2.4.1.3. Persuasive

This type of writing is probably the most common form of writing at the university level. Persuasive (or argumentative) writing attempts to convince the reader that the point of view or course of action recommended by the writer is valid. To accomplish this, the writer must develop a limited topic which is well defined and debatable, and has more than one side. It is important that the author understand other sides of the topic so that the strongest information to counter the others can be presented. (Lexiconic, n.d.)

Reviews, editorials, proposals, advertisements and brochures are some examples of pieces of writing that use persuasion to influence reader. Persuasive writing plays an important role in students' everyday lives. From the TV chef telling them to cook healthy meals, to a magazine article detailing why they need to exercise regularly – providing a point of view and backing it up with facts to persuade the reader, it is a critical skill for students to learn. (Lexiconic, n.d.)

There are three common techniques in persuasive writing:

1. By presenting strong evidence such as facts and statistics, statements of experts, and research findings establishes credibility to the writing. Readers are more likely to be convinced by the writing when it is backed up with evidence. (K5 Learning , n.d.)

2. With the use of relevant and reasonable examples, writers can enhance their idea or opinion. Those examples can be based on observations or from the writer's own experiences.

3. In using accurate, current, and balanced information, the writer adds to the credibility of his or her writing. If the writer acknowledges evidence that opposes his or her opinion or idea, and present evidence that favor his or her opinions or ideas that will make the writer's ideas and opinion more credible. (K5 Learning , n.d.)

2.5. Micro Skills of Writing

According to the dictionary, micro is synonym of small and skill means the special ability to do something (Cambridge English Dictionary, n.d). It can be inferred that micro skills in writing are the small abilities that are needed to have a good writing. Brown said that micro skills cover several important aspects; they are producing graphemes and orthographic pattern of English, producing writing at an efficient rate of speed to suit the purpose, using appropriate word order patterns, using acceptable grammatical systems such as tense, subject verb agreement (Uny, n.d.).

Some of the micro skills that Brown (2007, p. 399) identifies are the following:

- Production of graphemes and orthographic patterns of English
- Production of an acceptable core of words and use appropriate word order patterns

- Use of an acceptable grammatical system (e.g., tense, agreement, and pluralization), patterns, and rules
- Use of particular meanings in different grammatical forms. As cited in (as cited in Nguyen, 2016)

This is supported by Heaton (1974:138) as cited in Yudhistira (2009) who defines four main areas analyzing attempts to group the many and varied skills necessary for writing a good text:

- (a) Grammatical skills: the ability to write correct sentences
- (b) Stylistic skills: the ability to manipulate sentences and use language effectively
- (c) Mechanical skills: the ability to use correctly those conventions peculiar to the written language, e.g. punctuation, spelling, etc.
- (d) Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize, and order relevant information.

According to Brown (2007) “In order to become proficient writers, second language students need to know and to be able to utilize appropriately different aspects of the writing skills, which are usually categorized as micro and macro skills of writing” (as cited in Nguyen, 2016) Also, Spratt et al (2005) state that writing involves several sub-skills that involve the right vocabulary, the correct grammar, and spelling and punctuation. (Uny, n.d.), and Heaton (1975) states that writing is not only a matter of expressing ideas in written form but a concern with grammar mastery, vocabulary mastery, knowledge about punctuation and so on (as cited in Yudhitira, 2009). Finally, this means that at being exposed to writing activities in which these micro skills are put into practice, the writer’s possibilities for being understood by the reader are greater.

2.6. Grammatical Cohesion

Cohesion means the connection of ideas at the sentence level. The cohesion of writing focuses on the “grammatical” aspects of writing. (Min, 2019); Besides, cohesion is

the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning as cited in (Englishpost.org, 2012). Moreover, the following authors had their own opinion of cohesion for example: Hasan (1976) said that “Cohesion refers to the relations of meaning that exist within the text, and is expressed through the striatal organization of the text... It occurs where the interpretation of some elements in the text is dependent on that of another”, Taboada (2004) defines cohesion as ‘the internal hanging together of the text’. To Yule (2008) “Cohesion is the tie and connection that exist within the text”. It is the part of the system of a language; a type of intra-sentence relation of an item with either the preceding or following item/s in the text. In communication process, cohesion gives insights into how the writer structures what he/she wants to convey (as cited in ResearchGate, 2018).

Gerot and Wignell (1995:170) state that cohesion is the relation between the sentences in a text. Cohesion refers to the resources within language that provide continuity in a text, over and above that provided by clause structure and clause complexes, and they said that it is also affected by: conjunctions, punctuations, dioxies, textual meaning. (as cited in Yudhitira, 2009) Basically, with cohesion in writing, the sentences stick together to function as a whole guarantying unity in text or paragraph that students could write.

2.7. Grammar Structure

Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language—that is, the rules of making meaning. (Chin, n.d.). To add to grammar meaning (as cited in Hassan, n.d.) Rutherford (1987) said that it is “a necessary component of any language teaching program”, and (Nunan, 2003) gave his own opinion of grammar which said “it is generally thought to be a set of rules specifying the correct ordering of words at the sentence level”. In addition, Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence (Brown, 2007).

Grammar rules can help learners develop the habit of thinking logically and clearly. After studying grammar, learners are able to become more accurate when using a

language. Grammar improves the development of fluency. When a person has learned grammar, it will be easier for that person to know how to organize and express the ideas in their mind without difficulty. As a result, they will be able to speak, read and write the language more fluently (Rigoberto Right, 2018)

Some people think that correct English grammar matters only to teachers and is of no real importance in daily life. This is certainly not true. Grammar, regardless of the country or the language, is the foundation for communication. When a message is relayed with the correct grammar, it is easier to understand the purpose and meaning of that message (Rigoberto Right, 2018). It can be concluded that in teaching writing, students must not only ask to write but they also have to learn about some aspects that are essential in writing such as, punctuation, grammar, conjunction, vocabulary and so on. (as cited in Yudhitira, 2009)

2.8. Punctuation

Punctuation is defining in the Merriam Webster dictionary as the act or practice of inserting standardized marks or signs in written matter to clarify the meaning and separate structural units (Merriam-Webster, n.d.); Ferris and Hedgcock (2013, p. 310) aptly observe that “successful writing, by definition, includes and requires the effective deployment of a range of linguistic and extra- 8 linguistic features, including vocabulary, syntax, punctuation, capitalization, paragraphing, and spacing.” As cited in (as cited in Nguyen, 2016)

Moreover, Punctuation marks are a very important part of writing since they play a vital role in meaning as they help to obviate ambiguity and confusion from a written text. Punctuation marks are considered one of the crucial elements of writing, they are essential for clear and effective writing. Punctuation marks are signs or symbols that are used to make the meaning of sentences clear, effective and understandable. Each one of these marks has its own meaning and this meaning supplement the meaning of words in a sentence. Punctuation is a device by which we aid words to tell their story.

Punctuation is defined as a code used in writing that is often necessary for meaning and this code originated in attempts to capture the various stops, pauses and inflections of speech.

Therefore, sentences need to be properly punctuated if they are to be clear and readable. It is also very important to know how to use these marks accurately because punctuation accuracy sometimes is considered as the difference between good and bad writing. In addition, poor punctuation is a distinctive indicator of unclarity in text and it gives the reader a bad impression about the writer and furthermore, it can bring into question how much the reader cares about the material being written and this can work against you as a writer (uoanbar, n.d.)

The punctuation marks serve two functions:

1) They define and show how the various elements of sentences relate to each other, thereby ensuring clear and unambiguous communication

2) They help to establish the tone of a written text. Punctuation marks are not used as a decoration in writing, but it is so essential for the unity of the sentence and for clarifying the meaning given in a piece of writing since they are used to break up words and sentences and consequently, they make written material easier to read and easier to understand. Punctuation marks cut the flow of words into meaningful groups and that prevent confusion. Punctuation marks are like traffic signals, they tell the reader when to stop, slow down or proceed. They have the power not only to define textual meaning, but they also add rhythm, breath and life to a text. (uoanbar, n.d.)

Lastly, without punctuation marks, many sentences are mere a jumble mass of words without division to mark pauses and breaks in thoughts and inevitably it will be difficult to determine the exact meaning of sentences and consequently it will hinder understanding the meaning of a written work. In other words, an unpunctuated sentence or text will be like a puzzle (uoanbar, n.d.)

2.9. Lexicon

Writing is one of the important ways to learn English language that involves students' ideas into the written text. Vocabulary mastery is one of knowledge that it is important to learn for writing, listening, reading, and speaking. A good writer has to know a set of vital items to enrich his writing such as grammar punctuation, capitalization rules; figurative language;

rhyme; rhythm; and vocabulary. One item that can power up writing is a strong vocabulary. (UkEssays, 2017)

Lexicon in the Cambridge dictionary has the meaning of “all the words used in a particular language or subject, or a dictionary” (Diccionario Cambridge , n.d.)

Regarding to vocabulary Brown, Waring, & Donkaewbua, 2008; Meara & Jones, 1990; Moir & Nation, 2002; Schmitt, 1998; Schmitt, Wun-Ching, & Garras, 2011 proposed that vocabulary is essential in second and foreign language acquisition because without its appropriate and sufficient knowledge learners cannot understand others or express their own feelings. After a lengthy period of focusing on the development of grammatical competence, language instructors and researchers now recognize the importance of vocabulary learning thus, regardless the degree of learners’ competence in grammar and pronunciation, without sufficient vocabulary knowledge they cannot have effective communication; this is, in large part because lexicon carries more of the meaning of a text than the grammar does. In fact, grammatical errors result in ungrammatical utterances whereas the inappropriate use of vocabulary affects the communicative act. That is, vocabulary is one of the linguistic components influencing the development of communicative competence and learners’ language skills as well (as cited in ResarchGate, 2016).

Vocabulary knowledge is viewed as an essential tool for mastering any language skills; it also contributes to the understanding of written and spoken texts. Thus, while more frequent the exposure to vocabulary is, learners are more confident to understand and interpret the meaning of some unknown words from context. ResarchGate, (2016). To add to vocabulary, know knowledge in UkEssays (2017) it was written vocabulary has been considered as basic principles of learning English, and it also has a determinant impact on EFL Witting skills.

2.10. Writing Skill and The Virtual Platform “Google classroom”

Torrance & Gailbraith, 2006, said that writing is evolving and becoming more than just pencil to paper; writing refers to a complex, metacognitive skill that requires the student to express thoughts and make thinking visible. Teachers are looking for ways to engage students

and support them in understanding the complexities of communicating in the twenty-first century world. (as cited in Fallon, 2016). One of the best ways to improve communications among students and teachers is technology which brings a set of advantages to promote and enhance languages skills. For example, it permits learners to develop their language competences by interacting with authentic material in an interesting and meaningful way. Additionally, it is one of the most effective tools to teach writing.

Cunningham (2000) indicated that his students deemed the writing class more productive when they used word processing software, thus 88% of his students asserted that they had improved their writing skill and were more aware on the aspects of grammar, vocabulary and the language structures. (as cited in López, 2017).

The use and potential of blogs, for example, has spread to the university context, including subjects and courses that specifically focus on reading and writing skills. Therefore, it is important to introduce the notion of writing through a platform. Writing in platform that allows students to move away from a paper and pencil towards the use of ICT gives new possibilities of interaction and learning since it modifies traditional ways of communication opening better relationships between teachers and students, mainly because students are more skilled at technology. Hence, it is necessary to take advantage of promoting activities or tasks where students feel comfortable by using tools they know well. Also, it increases students' current knowledge, expanding their vocabulary and grammar patterns and permitting them to move at their own pace. In this action research project, the use of a platform worked as a main vehicle for language instruction in order to enhance writing skills by being able to write different kinds of paragraphs helping students to have fewer mistakes concerning the aspects of spelling, tenses, word order, word choice, verb agreement, coherence, organization, among others Fallon, (2016)

Previous research indicates that integration of technology allows for more collaboration among students as well as an increase in motivation in the classroom. MacArthur, 2009. Also, DeVoss, Eidman-Aadahl & Hicks, 2010 said that in order to relate to the young students of the 21st century, teachers will need to take the digital lifestyles of their students and integrate those technologies into the lessons. (as cited in Fallon, 2016).

The application Google Classroom is one way to integrate these digital expectations in the classroom. The use of the word processing application on computers and other tools available on Google Classroom will be useful to students who are developing their writing skills, especially those struggling writers who are still developing beginning skills such as punctuation, spelling, and grammar. Google Classroom encourages better editing since it is easier and faster because there is no need for recopying. This will lead to an increase in engagement and an increase in overall revision for younger students MacArthur, 2009 (as cited in Fallon, 2016) .

On top of the use of Google Classroom, MacArthur (2009) said that the platform allows students to work collaboratively with each other and reach a more global audience. Many teachers note that the use of the collaborative practice in writing allows students to reach a wider audience, which leads to higher motivation and engagement rates in students. Students that are allowed to share their ideas and opinions feel validated and therefore more passionate about their work. They can put more meaning behind their writing, and an increase in motivation in students may lead to an increase in writing skills. Currently, there is very little research done on using Google Classroom in the elementary classrooms and how this will impact student learning. (as cited in Fallon, 2016)

Google Classroom enables students to do just that with tools such as Google Docs, which allows students to share documents, presentations, and more, in order to simply view or to collaborate on the piece together. Google Classroom also allows teachers to share writing prompts or other assignments with the class that students can work on together and turn into the teacher as a group (Izenstark & Leahy, 2015 as cited in (as cited in Fallon, 2016)

Caprino (2015) conducted a qualitative case study with four middle school English school teachers who were integrating digital writing for students, and analyzed how that technology may help students with their writing skills. The four-month study showed that digital writing allowed teachers to communicate with students quicker and easier than face to-face conferences. Being able to respond back electronically and students being able to see either teacher or peer comments and make revisions allows for more social collaboration in writing as well as more efficient lessons. Participants in this study also found that students who had no voice were free to express themselves through a different platform with digital writing (as cited in Fallon, 2016). Apart from Caprino point of view, Mitchell (2014), stated that educators will

need to change their thinking from writing as words printed on paper using a writing utensil to any way in which students can compile their ideas into an organized, thoughtful manner that they can share with others. It is demonstrated that students need to build relationships and feel connected to their work, while knowing that there is an audience at the end of their task. When students are motivated towards their task, there will be an increase in writing as well as more of a desire to put effort into the final product. (as cited in Fallon, 2016).

Since many classrooms contain a wide range of diverse students, including a variety of skills, abilities, strengths, and weaknesses, one important aspect of technology is the tools it provides for struggling writers. Digital texts enable young writers to quickly access information and utilize that information for their task, as well as respond to any critique in their writing and make necessary changes (Martin & Lambert, 2015). (Fallon, 2016)

The use of word processing applications such as Google Classroom, encourages more and better revision with students since editing is easier and there is no need for recopying. This leads to an increase in engagement and an increase in overall revision for younger students MacArthur, 2009, (as cited in Fallon, 2016). Also, Students who have difficulty with the revision stage of writing will be able to use the tools available to them, such as the spell checker, and also will be more motivated to revise since they are able to simply add into the original document as opposed to recopying the document as a 'draft'. This leads to less frustration in the classroom, especially in students who struggle or are less motivated in the area of writing. The ability to share their documents in real time, with peer editors or teacher editors, is also a way to collaborate and help writers in need. This type of software allows teachers or peer editors to catch errors quickly and allows students to fix their work, enabling them to focus on content rather than error. Teachers are also able to view the student's text on their screen simultaneously, so they can work together and edit in real time. Norris, 2012 (as cited in Fallon, 2016)

In conclusion, as Álvarez (2012) mentioned "with advances in information and communication technologies (ICT), and the constant development of interactive and multimedia dynamics on websites and e-learning platforms, new alternatives can be used to overcome students' reading and writing problems" (as cited in Englishpost.org, 2012)

CHAPTER III: METHODOLOGICAL DESIGN

In this chapter, the researchers detailed the information of the methods, techniques and instruments used to guarantee the quality of information that was obtained during the planification and implementation of the investigation. Every stage in the research process was clearly explained to know how the investigation has been planned.

3.1. Paradigm and Design

To carry out the action research “The Incorporation of the Virtual Platform Google Classroom as a Teaching Tool to Enhance Intensive Advanced English II Group I Students’ Writing Skills at the Western Multidisciplinary Campus of the University of El Salvador During Semester I 2019”, the researchers made use of both quantitative and qualitative paradigms. The quantitative paradigm was useful to quantify the problem by producing measurable data of how Intensive Advanced English II students performed all along interventions. Also, the research team used the qualitative paradigm in order to dive deeper into the problem and to understand and interpret students’ behavior better.

This action research was developed by the incorporation of the virtual platform Google Classroom as a teaching tool to enhance Intensive Advanced English II group I students sample that were chosen through Nonprobability sampling taking into consideration the availableness, convenience, and presentation of some characteristics of individuals. In all the month of June, the research team helped this group of students through the development of the intervention plan, which consisted of some interactive activities in the virtual platform Google Classroom, watching videos, writing paragraphs based on the videos, create text based on picture, in order to enrich their writing skills. Furthermore, the research team evaluated students at the beginning, in the middle, and at the end of the course to make a comparison between their previous and new level of writing skills. In this way, researcher could know students’ writing skills improvement.

This research was executed at the University of El Salvador, Western Multidisciplinary Campus within a period of approximately one month. The group of researchers agreed with the teacher in charge of “Intensive Advanced English II group I” not to carry out the interventions

to the students in the hour class; on the other hand, they reached an agreement in the schedule with the students to work in the stipulated activities.

3.2. Description of Target Population

The population for this study was a group of 32 students of Intensive Advanced English II, group I at the Western Multidisciplinary Campus of the University of El Salvador, Semester I, 2019.

This group was conformed in agreement with the students' disposition to participate in the project. Students were not obligated to take part of the study. This was a heterogeneous group which included girls and boys. The material was uploaded in the virtual platform Google Classroom where the interventions took place from Monday to Sunday. The researchers worked a total of 3 weeks.

3.3. Preliminary Phase

To accomplish this stage, the research team carried out an observation in some Intensive Advanced English II classes, and then they provided a careful description of how they approached the phenomenon and the population studied, how they got the first diagnosis, and the steps they followed during semester I - 2019. In order to collect meaningful data about the research problem already described, different tools were used to determine the problems in writing. In addition, a diagnostic study was done to check the reliability of the problem studied in this investigation at the Western Multidisciplinary Campus of the University of El Salvador, semester I 2019.

3.3.1. Approaching the Field of Study

On February 2019, researchers interviewed the Intensive Advanced English teacher to set up the students' problem. Thus, in order to access to the subject of study, the researchers asked the teachers of Intensive Advanced English II Group I for permission in order to observe some classes. Once the permission was given, researchers carried out the necessary

observations, created the questioners, and agreed to conduct a diagnostic test in which students were asked about their writing habits, students' answers showed their concern because they have problems with vocabulary and punctuation since they mentioned they need more practice to improve those micro writing skills. Later on, that information was corroborated when students were asked to write a free writing paragraph activity about an experience that makes them to grow in their personal life. Furthermore, the research team inferred that the implementation of the virtual platform Google Classroom as a teaching tool could be crucial to enhance students' writing skill since it could provide the medium for students to practice and master their writing skill outside of the classroom.

3.3.2. Diagnostic Study

In this phase, it was imperative to obtain some information in order to demonstrate that Intensive Advanced English II group I at the Western Multidisciplinary Campus of the University of El Salvador had problems that affect their writing skills. Researchers administered a questionnaire (Appendix A) that consisted in eight yes/no questions about students' writing skills to the Intensive Advanced English teachers in group I and group IV from the Western Multidisciplinary Campus of the University of El Salvador to determine if they consider students have problems when writing, a questionnaire (APENDIX B) for students to express their thoughts about their writing habits, a 10 line paragraph activity (APENDIX C) and a free paragraph (APENDIX D) to determine their writing level and problems that students faced regarding their writing skills.

The research team created these instruments in order to know students' level of writing so that researchers could diagnose how this affected students' writing skill. The instruments designed were of great importance for gathering evidence that proves the existence of the problem.

3.3.3. Definition of the Problem

The preliminary diagnosis helped the research team to have a better and clearer view about the problem which was vocabulary and punctuation in writing skill that most of the Intensive Advanced English II students Group I have, and how it affected their performance in class. By checking the answers that students and teachers provided, researchers could identify the real problem, its scope and both general and specific objectives.

3.4. Planning Phase

In this stage and after having done a diagnosis study to verify if the problem really existed in Intensive Advanced English II students group I, the researchers started to look for some previous information, and also previous researches related to the same problem studied.

Researchers agreed that the information was helpful to make a good and reliable theoretical framework, which helped the researchers with essential information to operationalize the variables contained in the hypothesis. All the information written in the theoretical framework and the indicators of the variables helped the researchers design the instruments required for the investigation.

3.4.1 Literature Review

To build up the theoretical framework, the researchers looked for information in reliable educational websites, from where they got meaningful and useful data about the topic under study. The researchers read as much as possible in order to soak up the topic. Then, they got informed enough, and after endeavoring time reading different sources from the Internet, they were able to have different perspectives about experts and professionals' points of view about the topic. Finally, there was too much information but the research team selected just the information which would be the most suitable one to the development of this action research project.

3.4.2 Operationalization of Variables

To operationalize the variables, the researchers formulated the hypothesis of change which was divided into two variables (dependent and independent). Then, the researchers analyzed both variables to see whether they could be measured or not.

After having identified and analyzed the dependent and independent variables, the researchers broke each of them down into indicators so that they could obtain trustworthy and accurate data.

3.4.3 Data Collection Instruments

The researchers used some specific instruments to gather the information from Intensive Advanced English II students group I of the Foreign Language Department of Licenciatura en Idioma Inglés, Opción Enseñanza at the Western Multidisciplinary Campus during semester I 2019. The first instrument was a diagnostic test (Appendix A) addressed to Intensive Advanced English teachers to gather information about how students (target population) were dealing with writing skills in class. The second instrument was another diagnostic test (Appendix B) addressed to Intensive Advanced English students in order to collect students' points of view of their level of class written skills, this diagnostic instrument contains thirteen multiple choice questions. The third instrument was a control paragraph (appendix C), addressed to Intensive Advanced English students, the researchers gave the topic to students and they wrote a fifteen lines paragraph. Researcher's purpose was to know about students writing skills. The fourth instrument was free paragraph (appendix D), addressed to Intensive Advanced English students where students wrote about the topic they wanted.

3.4.4 Validation of Data Collection Instruments

Researchers used some instruments (diagnostic tests and questionnaires) to gather reliable information from students; these instruments must be validated by experts.

To validate the data collection instruments, the research team asked to some experts from English Language Department of the University to check them in order to validate them. The experts were provided with a checklist to evaluate the validity and reliability of the instruments, they checked if the instruments were tied to research objectives, to the variables, and to the indicators. These experts checked them and gave some observations to teachers in order to improve the instruments.

The research team took into account all the observations from the experts and improved the instruments. After that, researchers administered them to the population from Intensive Advanced English II group I from the University of El Salvador with the only purpose to gather the most reliable data that will be useful for the study. Controlling the indicators that were presented in the variables, the research team proved the reliability of the instruments. After all this process, the researchers compared the results with the baseline.

3.4.5 Validity and Reliability

The researchers designed the instruments to make them valid based on two characteristics of validity criteria. The first one was content validity with the purpose of checking if the operationalization and degree of the tests and questions covered the content of the work to be assessed. The second one was criterion related validity in order to administer the same instrument once again in a future intervention to compare the outcomes. Both validity criteria, content validity and criterion-related validity were supported by experts' opinions.

3.4.6 Ethical Aspect

During this project, the research team had some ethics principles; for example, they respected every single person's integrity because it was one of the way people can participate without any doubt. Also, this research team administered some questionnaires to students just with the purpose to know the real problems they were facing. Every time researchers administered the questionnaires, they mentioned to students that they were without the student's name and they were honest with the answers; this gotten students' personal information was tried with confidentiality because there was some information that students did not want to be revealed. In addition, this research team respected the objectivity since they took into account all students from Intensive Advance English II group I from the University of El Salvador, and they did not base the results in their own answers, beliefs or opinions. To finish, the research team included these previously mentioned ethical aspects not only to carry out this study in a professional way but also to create a comfortable atmosphere with students during all this project.

3.4.7 Plan of Intervention

ACTION PLAN 1 WEEK 1

Purpose	Implementation Activity	Resources	Responsible Person	Data Gathering Activity	Research Tool	Responsible Person	Timeline Beginning/Ending
To let the students know how the virtual Google Classroom platform will enhance their writing skills	Explaining the process, activities, and strategies that will use during the researchers' interventions in the platform (10 minutes)	Pictures and information about the platform	Ernesto Azucar Andrea Burgos	Observing researchers performance	Camera	Karen Rodríguez Sara Cortez	February 19 th From 9:30 to 10:05
To establish the baseline	Administration of the diagnostic test to establish the baseline (20 minutes)	Diagnostic test	All the members of the research study	filling a questionnaire	Pens, questionnaire	All the members of the research study	

ACTION PLAN 2 WEEK 2

Purpose	Implementation Activity	Resources	Responsible Person	Data Gathering Activity	Research Tool	Responsible Person	Timeline Beginning/Ending
That the students be aware of the use of the expository writing	Students will watch a video about the expository writing with (available 24:00 hrs.)	-Lesson Plan – video -computer -internet -Google Classroom platform	All the group members	-writing in a word document	-Criteria Sheet -Word document	All the group members	from June 3rd to 9th
That Students learn the use of the actions verbs	Students will watch a short video about the actions verbs (available 24:00 hrs.)	-Lesson Plan – video -computer -internet -Google Classroom platform	All the group members	- writing in a word document	-Criteria Sheet -Word document	All the group members	
To evaluate Students' knowledge of actions verbs	Students will work on a quiz in the platform Google Classroom in which they will be able to identify some actions verbs (available 24:00 hrs. for 15 min. to be complete)	-Lesson Plan – quiz -computer -internet -Google Classroom platform	All the group members	-quiz	-evaluation rubric	All the group members	
To make students create a expository writing using action verbs	Students will work on a writing activity where they had to create a 10 line expository paragraph (available 24:00 hrs.)	-Lesson Plan -computer -internet -Google Classroom platform	All the group members	- writing in a word document	-evaluation rubric	All the group members	
To know students' perception about the class	Students will answered some questions regarding the topic and activities developed in the class. (Available 24:00 hrs.)	Lesson Plan, Reflection document	All the group members	-Writing in the platform	-Google Classroom platform	All the group members	

ACTION PLAN 3 WEEK 2

Purpose	Implementation Activity	Resources	Responsible Person	Data Gathering Activity	Research Tool	Responsible Person	Timeline Beginning/Ending
That the students get more familiar with the descriptive	Students will watch a video about the describing writing (available 24:00 hrs.)	-Lesson Plan – video -computer -internet -Google Classroom platform	All the group members	-writing a paragraph in a document	-Criteria Sheet -Word document	All the group members	June From 10:15 am to 11:45 am
That Students get to know the format of the descriptive test	Students will analyze a descriptive test	-Lesson Plan – video -computer -internet -Google Classroom platform	All the group members	-writing a paragraph in a document	-Criteria Sheet -Word document	All the group members	
Students will reinforce the knowledge about the reported speech	Students will discuss what they got from the presentation of the reported speech	-Lesson Plan – video -computer -internet -Google Classroom platform	All the group members	-discussing their assumptions about the presentation in the comments of the post	Google classroom platform	All the group members	
That Students recognize the changes in tenses when using reported speech	Students will work on a quiz in the platform Google Classroom in which they will change some sentences into reported speech (available 24:00 hrs. for 15 min. to be complete)	-Lesson Plan -computer -internet -Google Classroom platform	All the members of the research study	-evaluation rubric	Google classroom platform	All the members of the research study	
To know students' perception about the class	Students will answer some questions regarding the topic and activities developed in the class. (Available 24:00 hrs.)	Lesson Plan, Reflection document	All the group members	-Writing in the platform	-Google Classroom platform	All the members of the research study	

ACTION PLAN 4 WEEK 3

Purpose	Implementation Activity	Resources	Responsible Person	Data Gathering Activity	Research Tool	Responsible Person	Timeline Beginning/Ending
That students write effectively a persuasive text that expresses their opinions	Students will watch a video about the describing writing (available 24:00 hrs.)	-Lesson Plan – video -computer -internet -Google Classroom platform	All the group members	-writing a paragraph in a document	-Criteria Sheet -Word document	All the group members	June From 10:15 am to 11:45 am
That students identify the steps of a persuasive writing	Students will investigate and upload and example of persuasive writing	-Lesson Plan -computer -internet -Google Classroom platform	All the group members	-writing in a word document	-Criteria Sheet -Word document	All the group members	
That students recap the commas rule information	Students will read about commas rule in the Google classroom	-Lesson Plan -computer -internet -Google Classroom platform	All the group members	- quiz	Rubric evaluation	All the group members	
That students put into practice their knowledge about persuasive writing and the correct use of the commas	Write a 25 lines persuasive paragraph by choosing one topic already given in the Google classroom	-Lesson Plan -computer -internet -Google Classroom platform	All the group members	-writing in a word document	Rubric evaluation	All the group members	
To know students' perception about the class	Students will answered some questions regarding the topic and activities developed in the class. (Available 24:00 hrs.)	Lesson Plan, Reflection document	All the group members	-Writing in the platform	-Google Classroom platform	All the group members	

What is being done now?	What did you want to achieve with the participants?	What did you do to achieve that?
<p>From February 19th to July 30th, the researchers have observed classes, conducted the whole research project conducted a diagnostic test with Intensive Advanced English II students, group 1. With this, the researchers realized that students ameliorated their level of English writing skill accomplishing the four objectives established at the beginning of this research project</p>	<p>The researchers wanted to enhance Intensive Advanced English II students, group 1 writing skills</p>	<p>-Applied different written activities through the use of the virtual platform Google classroom to enhance students' writing skills</p> <p>-Researchers used the virtual platform Google classroom to teach the different types of writing</p> <p>-Researchers reinforced grammar structures</p>

Research Questions	Resources (needed)	Instruments (needed)	Application	
<p>To what extent will Intensive Advanced English II group I students further enhance their writing skills through the use of the virtual platform</p>	<p>-Computer -Laptop -Cell phone -The virtual platform Google classroom</p>	<p>-Diagnostic test -Quizzes -Evaluations rubrics</p>	<p>To whom?</p>	<p>When?</p>

<p>Google Classroom at the Western Multidisciplinary Campus of the University of El Salvador during semester I- 2019?</p>			<p>Intensive Advanced English II students group I.</p>	<p>Every week starting from June 3rd to June 31th</p>
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3.5. Execution Phase

In this stage of the study, researchers provided a complete description of how this investigation was carried out. There are 4 main parts in this stage of the study that were: data collection procedures, execution plan of action, data processing, and data analysis and interpretation. These parts had as a purpose to detail how the information gathered was processed and analyzed in order to show the corresponding analysis and conclusions of this study.

3.5.1. Data Collection Procedures

To gather the necessary data for the research study, the research team administered some questionnaires and written activities that were created and validated in order to collect reliable information for purposes of the investigation. The researchers administered the questionnaires to Intensive Advanced English II Group I students. The research team administered the diagnostic test which was questionnaire and two paragraphs in order to evaluate students' writing habits. Moreover, researchers provided a questionnaire to 2 Intensive Advanced English II teachers; the purpose of that questionnaire was to know what teachers' perceptions were about Intensive Advanced Students' writing skill.

After having provided the diagnostic test to students and the questionnaire to teachers, researchers analyzed the answers in order to check what students wrote about their writing habits and what they wrote in the paragraph. In addition, researchers checked the answers of teachers to have a clearer idea of what they think about students' writing skills. This was very important because it helped the research team to follow the correct path in this investigation

3.5.2 Execution of Plan of Action

To start the action research investigation, the execution plan of action had a careful description of the whole intervention process. In order to have an organized plan of intervention, researchers added all the lesson plans to benefiting not only the students but also the teachers.

On Monday, June 3rd, the research team developed the first intervention to know the writing problems students have. Researchers posted a video in the platform, it was about expository writing in the platform. Students watched the video, and after that; they wrote a paragraph about what they understood from the video. The research team told the students to

send the short paragraph in a word document to be checked. This was a short and a free paragraph, the researchers checked grammar and punctuation. This video was available 24 hours. It meant that students watched it and sent the short and free paragraph just in the time established by the research team. Researchers gave the feedback to every single students.

On Tuesday, June 4th, the researcher team posted an example of expository writing, students read and identified the steps to follow to create expository writing. When they identified the steps, they separated the example by naming each paragraph from the writing with the steps they saw in the video. Students sent this homework in a word document to be checked by researchers. This example of expository writing was published just 24:00 hours. The researchers checked and gave feedback to each student.

On Wednesday, June 5th, the research team posted a video about action verbs. Students watched the video and wrote a short and free paragraph about what they understood from it; after that, students sent it to researchers in a word document to be checked. This video was published just 24 hours and students sent the activity already assigned in the same period of time.

The answers from each quiz were saved automatically in the platform where the researcher team checked every answer. This information was posted just 24 hours and students answered the quiz during this time.

On Friday, June 7th, researchers posted an evaluated activity. This activity was with the purpose to confirm if students were learning, researchers expected to enrich students' knowledge about expository writing and action verbs through all the activities during the week. In this evaluated activity, students individually wrote in a word document a ten line expository writing using the verbs Grab, Kick, Nod, Vote, and Yell. This activity was published just for 24 hours so students sent the word document just during this period of time. Researchers checked the homework and gave feedback to every single students.

On Saturday, June 8th, students were asked to write the reflection of the whole week. The reflection was regarding what students consider useful for them about the platform at this level, and what they were improving through the activities the researchers upload in the platform. Students had a period of 24 hour to write the reflection and send it in a word document.

On Monday, June 10th, the research team saw a video that contains important information about what descriptive writing was. This was very important for students because they got more information about descriptive text and its components. In addition, students wrote a summary explaining what they got from the video. The research team checked the answers.

On Tuesday, June 11th, students read an example of a descriptive text in order to get more familiar with the characteristics of that type of writing. Once that students read the example and had a better idea, they were asked to write a descriptive text in order to demonstrate if they really understood the steps that involve a descriptive text.

On Wednesday, June 12th, the research team uploaded a power point presentation with essential information regarding reported speech structure. The purpose of this material was to reinforce what students studied in the last levels on Intensive English and as well to clarify any possible doubt about this topic. After students checked the PPP, they were asked to participate in a forum in order to create an environment of exchange of ideas and work collaboratively.

On Thursday, June 13th, students checked some information about the changes in tense of the reported speech. This had the main purpose to have students engaged with the changes that come when using the reported structure. After reading the information, they were asked to write 10 examples that show the changes in tense when using the reported speech structure.

On Friday, June 14th, a quiz about reported speech was uploaded in the Google Classroom platform. The intention of this activity, of course, was to assess the level of comprehension that students had of this topic after having seen plenty of information and examples of this topic. The test later on was checked by the research team in order to check their process.

Finally, on Saturday, June 15th, students were required to write a brief description of their assumptions of the week. This was very important for the research team to know the positive aspects and the improvement areas that can be improved and continued for the next week of classes.

On Monday, June 17th, the research team posted a video in the platform; it was about persuasive writing. Students watched the video since they had to write a paragraph about what they understood from the video. The research team told the students to send the short paragraph

in a word document to be checked. This was a short and a free paragraph; the researchers checked grammar and punctuation. This video was available 24 hours after watching the video, students created the paragraph that had to be delivered in the established time by the research team. Feedback was provided by the researchers to every single student.

On Tuesday, June 18th, the researcher team asked students to work in pairs to write an example of persuasive writing in order for the students to read and identify the steps to follow to create persuasive writing. Students sent this homework in a word document to be checked by researchers. This example of persuasive writing was published among the 24:00 hours established.

On Wednesday, June 19th, the research team posted a text about comma rules. This activity had the purpose that students now about the comma use and in that way they could enhance their writing skill. This information was open 24 hours. After reading the text, students wrote in a comment what they learned about it.

On Thursday, June 20th, students worked in pair and choose a topic from the list of topics designed. When choosing the topic, students wrote a persuasive paragraph and applied the correct use of commas at the same time. Students had 24 hours to upload one document per pair. The main purpose of this activity was that students put into practice what they had learned in previous activities.

On Friday, June 21th, researchers posted an evaluated activity. This activity was a quiz to evaluate student 's knowledge about the topics studied in the week. Researchers assessed the development of their writing skill, the implementation of expository, descriptive and persuasive writing, and punctuation. The activity was checked later and researchers provided the necessary feedback. The quiz was open the 24 hours.

On Saturday, June 22nd, students wrote a reflection in a word document about the activities in the whole week. The reflection was regarding what students consider useful for them about the platform at this level, and if they were improving through the activities the researchers upload in the platform. Students also had the opportunity to provide feedback about the platform and activities to have a better perspective about their results.

On Monday, June 24th, the students watched a video about creative writing to get a better idea of creative writing. In addition, students wrote a summary explaining what they got from the video. The research team checked the answers.

On Tuesday, June 25th, students read information about the different examples about creative writing and posted their answers in the platform, and the activity was active the 24 hours.

On Wednesday, June 26th, students watched a video about relative clauses and the use. The purpose of this activity was that students know more about this topic. This activity was just one part of the information in order for them to investigate about the defining and non-defining clauses.

On Thursday, June 27th, students worked in trios to apply the steps of creative writing in a text they created. Researchers uploaded some pictures and students selected 3 pictures to elaborate a creative text in a Word document with the purpose to have students engaged in the learning process to enhance their writing skills. Students had Thursday from 00:00 up to 11:59 pm to upload the document that later on was checked by the researchers to get data about their development in the platform.

On Friday, June 28th, students had a quiz about creative paragraph and relative clauses to assess their comprehension and compare their development in the quiz and the implementation of the topics in the previous activity. Researchers evaluated the quizzes to check students' knowledge.

Finally, on Saturday June 29th, students were required to write a description of the activities developed in the week. This was very important for the research team to know the positive aspects of the implementation of the platform to enhance their writing skills. At the same time, their feedback was useful to take into consideration or future implementations in the platform. Students had 24 hours to upgrade their document and with their reflection.

3.5.3. Data Processing

To analyze and organize the data obtained from the tools, the research team used the Excel program which helped to maximize time. Also, the researchers used Microsoft excel 2010. This program helped the researchers to generate tables and graphs to analyze, interpret, and

compare the results obtained in the diagnostic test, and in different evaluations. The researchers needed to have previous experience using this program to make the process easier.

3.5.4. Data Analysis and Interpretation

The research team classified, interpreted, and analyzed all the data collected in order to triangulate the results. The researchers triangulated intensive Advanced English II students' opinions about the problem, students' writing skill, and Intensive Advanced English II teachers' opinions. The research team gathered these data with the use of graphs and tables for a clearer understanding of the results. All the data was gathered at the Western Multidisciplinary Campus of the University of El Salvador during semester I-2019. The research team analyzed and interpreted the results of the strategies used in order to know if they worked. In addition, the researchers showed if their hypothesis was confirmed or refused.

3.6. Expected Results

The research team diagnosed the writing skill of Intensive Advanced English II students to know students' initial condition, so the researchers had a departure point baseline to have a clear perspective of students' condition regarding the writing skill. Additionally, researchers sought to foster Intensive Advanced English II students' writing skill through specific activities through the virtual platform Google Classroom since this helped students to ameliorate their ideas in the written way since this was the main purpose of the investigation; while practicing, students better their writing. Showing students the importance of writing appropriately was beneficial, but helping students how to have an efficient writing level and engagement in the Google Classroom platform was even more advantageous. That is why, researchers aimed to maximize significantly the writing skill, which involved not only quantity but also quality when participating. Likewise, from of a variety of written activities that were used, researchers went after establishing which activities were the most effective and efficient to increase Intensive Advanced English II students' writing skill.

3.7 Timeline

Activity	Responsible	Months (2019)										
		Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.
Research Team Formation	Research Team											
Choosing the Topic	Research Team											
Preliminary Phase												
Approaching the Field of Study	Research Team											
Diagnostic Study	Research Team											
Definition of the Problem	Research Team											
Planning Phase												
Literature Review	Research Team											
Operationalization of Variables	Research Team											
Elaboration of Thesis Protocol	Research Team											
Revision of the Thesis Protocol	Advisor											
Incorporation of the Suggestion made by the Advisor	Research Team											
Elaboration of Data Collection Instruments	Research Team											
Validation of Data Collection Instruments	Research Team											
Execution Phase												
Data Collection Procedure (ACTION PLAN)	Research Team											

3.8. Budget

3.8.1. Supplies

Type of supply	Name	Cost per ítem	Number of items	Total
Office supplies	Reams of bond paper	\$5.00	1	\$5.00
	Color and black printer ink	\$11.00	4	\$44.00
	Pens, pencils	\$0.20	5	\$1.00
	Folders	\$0.15	12	\$1.80
	Fasteners	\$0.15	12	\$1.80
	Stapler	\$1.00	1	\$1.00
			Total: \$54.60	

3.8.2. Services

Service	Cost	Total
Photocopies	\$0.02 / page * 800 copies	\$16.00
Ciber Café	\$50	\$50
Printed material	\$60	\$60
Internet	\$21.99 a month	\$153.93
Other expenses (food, transportation, and electricity)	\$200.00	\$200.00
Snacks for the Students	\$75	\$75.00
		Total: \$554.93

CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA

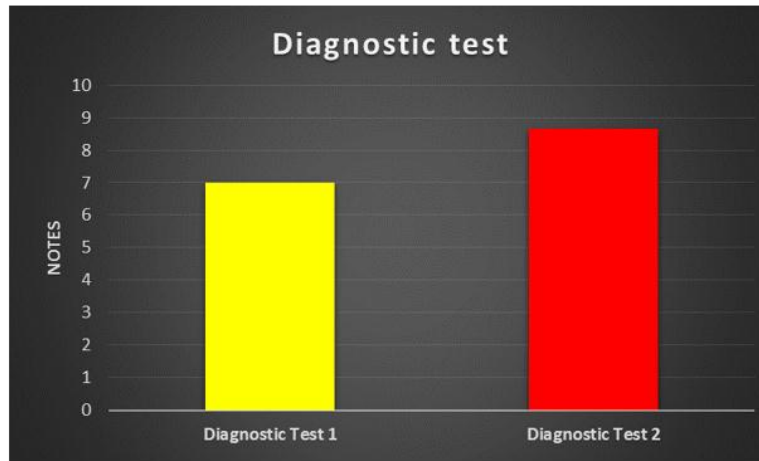
4.1. Introduction

In this chapter, the researchers present the analysis and interpretation of the data in the study “The Incorporation of the Virtual Platform Google Classroom as a Teaching Tool to Enhance Intensive Advanced English II Group I Students’ Writing Skills at the Western Multidisciplinary Campus of the University of El Salvador During Semester I 2019.” The graphs display the information gathered through the instruments, writing activities implemented in the virtual platform “Google Classroom” and questionnaires administered to students of Intensive Advanced English II and Advanced English teachers group I from April to July 2019. With the data, the researchers, established the relationship between the independent and dependent variable, compared and contrasted the results and triangulated the results so that the interpretation is more reliable.

4.2. Pre and Post-Diagnostic Test to the Treatment Group

At the beginning of the research study, during the first week, researchers administered a written diagnostic test (Appendix C) in which Advanced English II group I students were asked to write a paragraph about an experience that made them grow in their personal lives to measure their level and principal difficulties at writing: in this test the students had an average grade of 7. As well, during the fourth week the research team administered another written diagnostic test (Activity 5, module 3) to Advanced English II group I students to find out if they had expanded their level of writing and improved their principal difficulties with this skill in which students’ average grade was 8.66. Raja & Nagasubramani (2018) said that “thanks to the application of technology, living has changed and it has changed for the better. Technology has revolutionized the field of education” The importance of technology can be noticed through data gathered which help the research team to analyze, interpret, contrast, and compare the results of the first and last diagnostic test that showed that students had a successful improvement after going through the intervention sessions.

Graph 1



Source: Written Diagnostic Tests Results Administered on February and June, 2019 at the Western Multidisciplinary Campus of the University of El Salvador

4.3. Google Classroom

4.3.1. Creating a Class and Adding Students

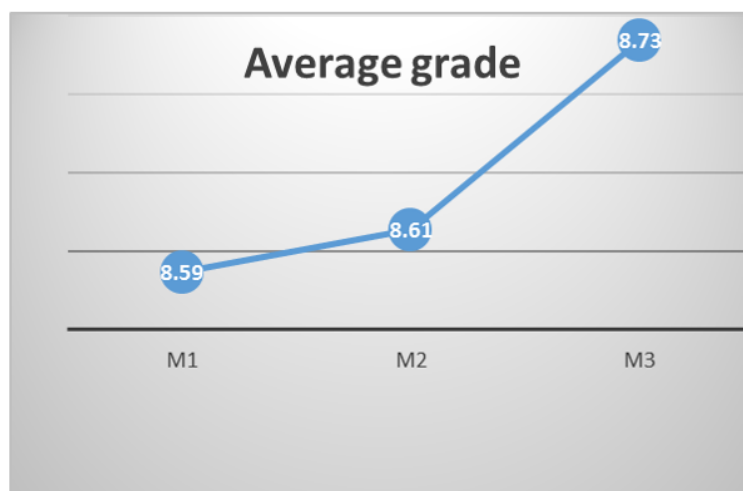
According to Rabbi, Zakaria, & Tonmoy, (2018) “Google Classroom is a recent development of Google for academic institutions to ensure a blended learning platform to simplify creating, distributing and grading assignments in a paperless way. It combines online digital media with traditional classroom methods. So, for researchers, it was easy to grade and provide the corresponding feedback for each students’ assignment in the platform due to fact that the assigned activities were available all the day, and the feedback was returned to the students in a private and personalized way. At the beginning of the interventions, students had some problems while writing. For instance, they committed some grammar errors; they used to misplace the comma in the paragraphs, and to convey their ideas, most of them used simple vocabulary.

During the implementation of the writing activities in the module 1, 2, and 3, Intensive Advanced students’ group 1 wanted to learn the types of writing, reinforce some grammatical structures, punctuation rules and vocabulary using the virtual platform Google Classroom. Students started to present a better change since they could transmit their ideas grammatically

correct, and they started to increase their English vocabulary since they used to practice the action verbs and the vocabulary required in each type of writing.

As a result of the interventions, students bettered their English writing skill obtaining an average grade of 8.59 (module 1), 8.61 (module 2) and 8.73 (module 3) which means that for the third module, with the application of written activities, the average grade of the students who participated in the implementation was considerably ameliorated in 1.61% of against the starting point (8.73 vs. 8.59 initial); this proves what Kevin C. Costley, 2014 said was totally true “In addition, technology has a positive impact on students’ learning. Technology causes students to be more engaged; thus, students often retain more information.”

Graph 2

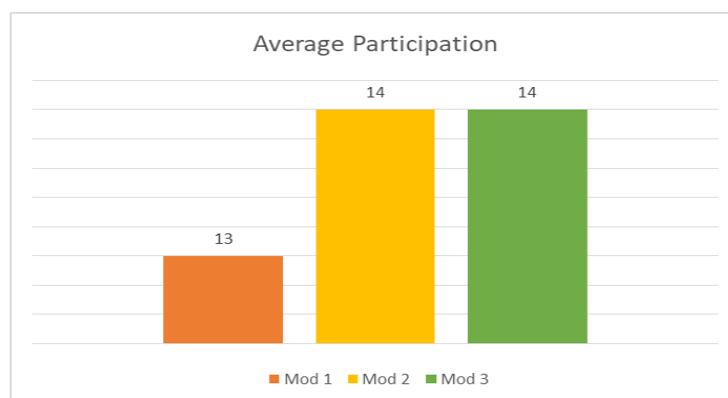


Source: Students’ Written Average Grades Gathered in Modules 1, 2, 3 on June, 2019 in the virtual platform Google Classroom

According to Johnson (2017), “The interactive comment and shared features help learners engage and connect. It also allows learners who may not be as comfortable with interacting one-on-one an opportunity to contribute in the learning process. Subsequently, in the different activities that were carried out for each module, an average of 14 students participated in the evaluations, varying among the 19 students that made up the virtual classroom group. In module 1, 5 activities divided in 7 days of 24 hours were carried out to a total of 19 Intensive

Advanced English students; this module has an average participation of 13 students per activity. In module 2, 6 activities were carried out, and in module 3, it was carried out 5 written activities divided by the same number of days, hours and students; there was an average participation of 14 students per activity in each module. The virtual platform can definitely help students to learn, put into practice their knowledge when participating in the writing activities, and be more autonomous. In graph 3, it was represented not only students' participation but their autonomy because they could take control of their own learning, independently or in collaboration with others (British Council, n.d.) The analysis of the average number of participation reflects significant improvements in student assessments that means that the virtual platform Google Classroom gives students opportunities to collaborate with their peers resulting in learning from each other. These factors combined can lead to a positive impact on student learning and motivation. (Kevin C. Costley, 2014)

Graph 3



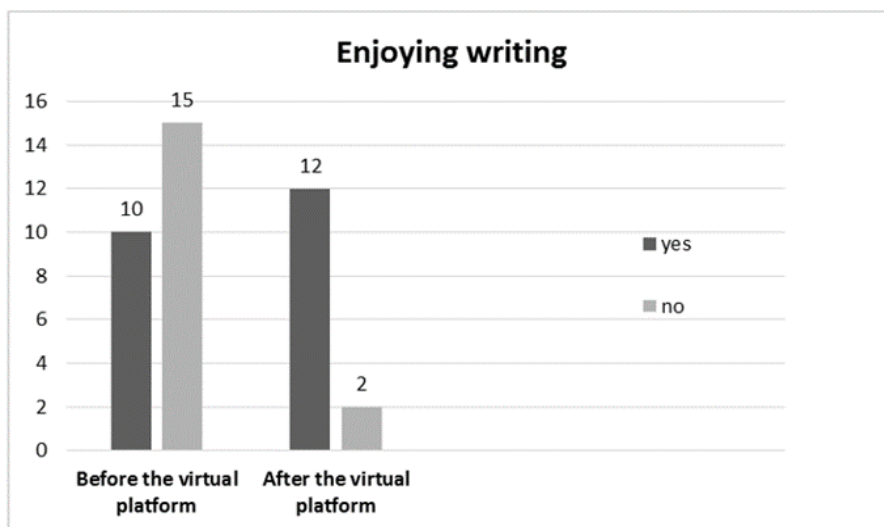
Source: Students' Average Number of Participation Gathered from Modules 1, 2, 3 on June, 2019 in the virtual platform Google Classroom

4.4. Writing Skill

The research team used two instruments to gather information before and after the implementation of the virtual platform with the purpose of gathering reliable information about the personal opinions of Intensive Advanced English II group I students. The data gathered before and after the implementation of the writing activities showed, as Raja & Nagasubramani

(2018) said, the use of technology has made the process of teaching and learning all the more enjoyable.

Graph 4



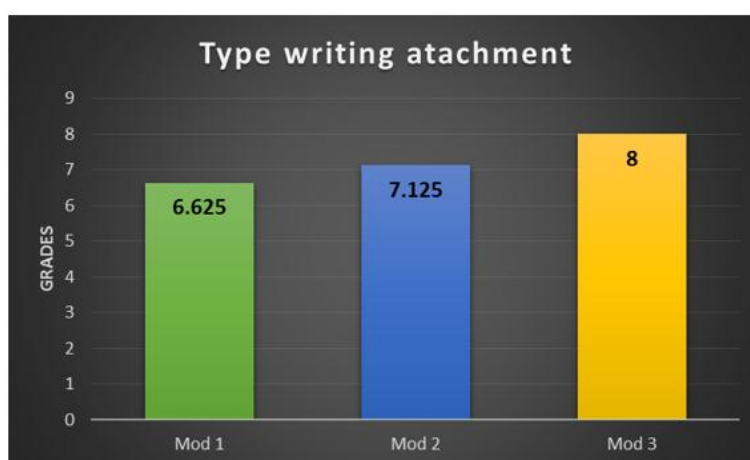
Sources: Students' Opinions Gathered from Appendix B on February, 2019 and from Appendix G on July, 2019

4.4.1. TYPES OF WRITING

There are many different types of writing, all with different aims and meanings; this helps students understand the meanings of what they read. Moreover, a style of writing requires thinking on multiple levels, and that takes some practice. Students do not only need to be skillful at grammar and spelling, but also to convey their thoughts in an organized fashion, follow a plan and put their points forward in writing in a concrete and concise way (K5 Learning , n.d.) Graph 8 shows the average grades of the attachments to the type of writing that students got during each module. Hence, it shows the improvement students had since the first module until the last one. At the beginning of the implementation of the action plan, students presented some problems while writing since they did not write according the type of writing researchers required as shown in module 1, in which the average grade was 6.63. For researchers that students followed a kind of writing would help students' writing be more interesting and full of details, it would encourages students to use new vocabulary words, and it would help students clarify their understanding of new subject matter material (The Reading Rockets project, 2018)

Then, in module 2, they had a remarkable improvement going from an average grade of 6.63 to 7.13. As a result of the practices, students followed the instructions of the types of writing adhering their assignments to how it should be written, of course, taking care of grammar and punctuation, also using most of the English vocabulary (actions verbs) learned during the previous modules, so they successfully got an average grade on the last module of 8.

Graph 5



Source: Students' Average of types of writing Gathered in Modules 1, 2, 3 on June, 2019 in the virtual

4.4.2 Micro Skills of Writing

4.4.2.1. Grammar, Punctuation and Vocabulary

During the implementation of the actions plan in modules 1, 2, and 3, researchers reinforced some grammar topics such as reported speech, and relative clauses. Rutherford (1987) said that grammar is “a necessary component of any language teaching program” (as cited in Hassan, n.d.) Reinforcing some topics in the virtual platform would help learners to develop the habit of thinking logically and clearly. Grammar improves the development of fluency. When a person has learned grammar, it would be easier for that person to know how to organize and express the ideas in their mind without difficulty. As a result, they would be able to speak, read and write the language more fluently (Rigoberto Right, 2018) For the previous reason, students included some grammar structures in each module in order to improve their

writing skill; based on the rubric (Appendix E), the researchers were able to gather real data of the improvement of the students in the grammar area. Comparing the results gathered in modules 1, 2, the research team found out that students got a similar average grade in that oscillated between 7.5 and 8.0; subsequently, students' English grammar improved since the results they got in the third module increased to 9.0 as an average grade.

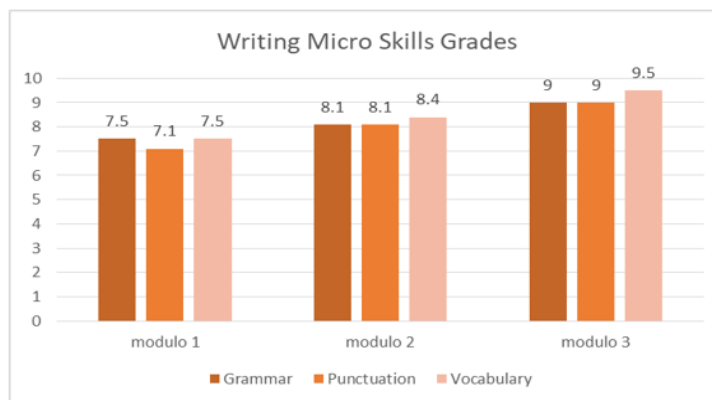
Besides grammar, punctuation is other of the micro skill that the research team wanted Intensive Advanced English students' group 1 ameliorate; punctuation marks are a very important part of writing since they play a vital role in meaning as they help to obviate ambiguity and confusion from a written text. During the three weeks of evaluations, students accomplished different written activities in which they were requested to apply their knowledge of grammar, vocabulary and punctuation. According to data gathered in the first diagnostic test (Appendix B), researchers found that the participants need to improve the use of commas in writing; after the implementation of the activities in the virtual platform Google Classroom, researchers got the average grades in each module based on the rubric (Appendix F) The average grade in module 1 was 7.1 and in module 2 was 9.0 which means that the target population had an improvement of 28.5% in punctuation between the module 1 and 3. This improvement is very important because punctuation marks are considered one of the crucial elements of writing, they are essential for clear and effective writing. Without punctuation marks, many sentences are mere a jumble mass of words without division to mark pauses and breaks; in other words, an unpunctuated sentence or text will be like a puzzle (uoanbar, n.d.)

Finally, something that can empowered writing is strong vocabulary; researchers implemented some writing activities during the three weeks of implementation of the action plan for students to expand their vocabulary and put into practice the one they had already because without sufficient vocabulary knowledge, they cannot have effective communication; ResearchGate, (2016) said that while more frequent the exposure to vocabulary is, learners are more confident to understand and interpret the meaning of some unknown words from context.

At the beginning of the module, students' average grade in the use of the vocabulary needed (action verbs and vocabulary according to the type of writing) was of 7.5; the participants wrote as they pleased, but in module 2, they followed the instructions regarding the type of

vocabulary to use in which they had an average grade of 8.4 and a 9.5 in the module 3. As a result, students boosted their range of vocabulary.

Graph 6

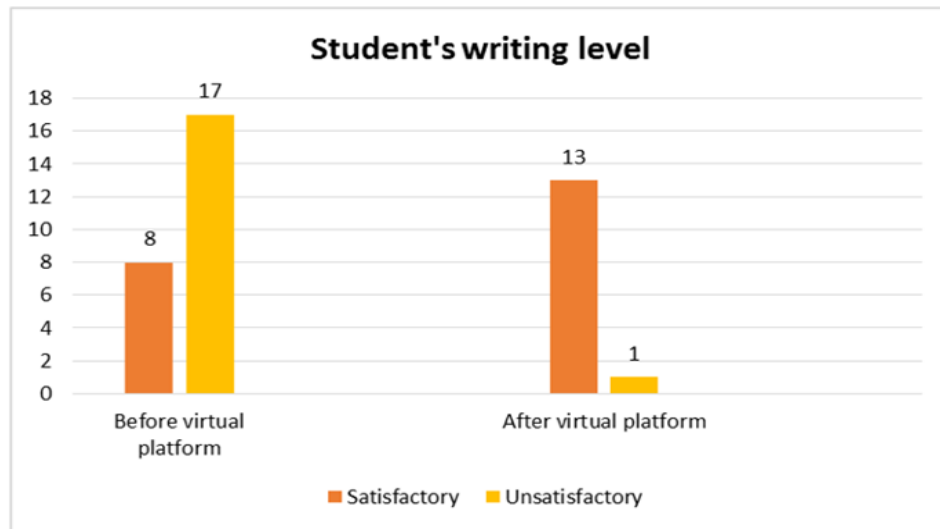


Source: Students’ Average Grades in Grammar, Punctuation, and Vocabulary Gathered in Modules 1, 2, 3 on June, 2019 in the virtual platform Google Classroom

4.6. Writing Skill and The Virtual Platform “Google classroom”

The information gathered from researchers was used to identify before and after the implementation of a new teaching tool what students thought about their English writing skill difficulties (Appendix B) and students’ opinions about their improvements (Appendix G). Torrance & Gailbraith, 2006, said that one of the best ways to improve communications among students and teachers is technology which brings a set of advantages to promote and enhance languages skills. In the words of Fallon (2016) “Writing in platform allows students to move away from paper and pencil; ICT gives new possibilities of interaction and learning since it modifies traditional ways of communication, and it increases students’ current knowledge, expands their vocabulary and grammar patterns and permits them to move at their own pace.” The opinion that students had toward their writing skill changed after the use of the virtual platform Google Classroom. At the beginning 17 of 25 said that their level of writing was unsatisfactory (Appendix B) while in the last questionnaire 13 of 14 said that the level of writing had definitely ameliorate (Appendix G). Group 1 in September

Graph 7



Sources: Students' Opinions Gathered from Appendix B on February, 2019 and from Appendix G on July, 2019

4.7. Students' Reflection toward the Implementation of the Writing Strategies of the Virtual Platform Google Classroom as a Teaching Tool

Through the reflection page (Activity 5, Module III) provided to the participants, researchers found out that the implementation of the virtual platform Google Classroom as a teaching tool to enhance students' writing skill, students revealed that they feel comfortable and motivated to participate in the platform since they had mentioned they needed to have more practice for writing in order to improve their skill. In fact, the activities were focused on providing students with the resources to learn and reinforce the comma use, actions verbs, and reported speech that help them to expand their vocabulary and improve punctuation in their writing pieces.

Students expressed that they learned vocabulary, improved their grammar and punctuation while writing in an interactive way since they consider the virtual platform Google Classroom easy to use, and they really liked the time availability and facility to adjust their time to do the activities and have the facility to practice their writing. The platform helped them to correct their own mistakes and always analyze while writing in order to express their ideas in

an accurate way. They liked the facility to watch some videos from which they learned about the type of writing; they had the explanation and the chance to put into practice and delivered the assigned homework in the same virtual platform.

On the other hand, some students said they find some difficulties at working in the platform since they did not have the facility of having the internet at home, and some of them had to work in their cellphones because they did not have too much space in the phone to save the documents.

In general, the use of the virtual platform Google Classroom as a teaching tool to enhance students' writing skill was well accepted by the students since they considered it as a tool they can use and take advantage of in order to reinforce their previous knowledge, learn new topics and have the facility to be practicing to master their writing skill. In this regard, a student said that even though they were taking composition, she did not know about persuasive writing.

In the end, students manifested they took advantage of all the activities developed during the implementation of the virtual platform Google Classroom as a teaching tool to enhance the writing skill since they considered interesting to practice their writing in a different way making use of technology and with the facility to organize their time to have the facility to practice and improve their writing skill

4.8. Discussion of Results

As a conclusion, during the observation stage carried out in February 2019, using questionnaire (Appendix B), the researchers noticed that Intensive Advanced English II group I students had writing difficulties. In addition, the pre-diagnostic test carried out February 2019 helped researchers to get familiar with the writing skill level the participant group had; due to the phenomenon observed at Intensive Advanced English II group I, the research team decided to implement the virtual platform Google Classroom as a teaching tool to boost and ameliorate such level of writing. Afterwards, the participant group started working along with researchers in the learning platform Google Classroom to develop an appropriate writing skill level; from June 3rd to June 28th, researchers worked with Intensive Advanced English group assigning a lot of activities to make students be engaged with the English grammar, punctuation and

vocabulary during a period understood of three weeks in the virtual platform. Students had acceptable grades during the period of implementation the researchers had decided to have; furthermore, not only the participants got acceptable grades but also, they got engaged with the research project by feeling confident and excited at using the virtual platform as a learning tool outside the classroom and by doing the different activities the researchers assigned on it. All of the above led the group to the point that in the third week, they were able to follow the established pattern for the type of writing and use the vocabulary that in each type of writing was necessary to use and use appropriately the punctuation marks in which they had difficulty.

In addition, all the activities implemented to boost students' English writing skill were really helpful for students because the activities were chosen in order to ameliorate students' writing skill. For instance, the virtual platform worked well since it provided students the opportunity to practice their writing. Therefore, the students from Intensive Advanced English group I really improved their writing skill and had better outcomes since they started working with the researchers in the virtual platform. Nevertheless, students found this teaching tool a little difficult to participate as they had to think of the differences of the new tool.

Finally, based on the results, the research team confirms the words of Gibson & Dixon (2015) that Google Classroom is as a way to organize, manage, collect, distribute, communicate, and collaborate in the classroom. Google Classroom in an excellent tool that can be used to unite students' and teachers' work in one single place. It helps to combine technology and education to create a learning place where both students and teachers can interact in an easier way.

In result, the research team concluded that the three research objectives stated at the beginning of this study were accomplished by Intensive Advanced English II, group 1 students showing a significant improvement in their writing skill through the implementation of different activities in the virtual platform mentioned above. So, the research team was able to state the final conclusions that are presented in the following chapter.

4.9. Research Question

This study led the research team through the whole process of investigation to answer the following action Research question: To what extent will Intensive Advanced English II

group I students further enhance their writing skills through the use of the virtual platform Google Classroom at the Western Multidisciplinary Campus of the University of El Salvador during semester I- 2019? After intensely analyzing all the data gathered, the research team confirmed that the implementation of the virtual platform “Google Classroom” as a teaching tool improved Intensive Advanced English II, group 1 student’ writing skill in the following ways:

1. Students reinforced grammatical structures through the written practices assigned in module 1, 2, and 3.
2. Students increased their lexicon in comparison to the one they had before being exposed to the implementation of action plan.
3. Students boosted their punctuation knowledge through the written activities assigned in the virtual platform Google Classroom.

4.10. Hypothesis of Change

After having made a comparison between the average grade of the first and the second diagnostic test in which some activities of the platform Google Classroom were already implemented to reinforce Intensive Advanced English II group I students’ writing skill, the research team could validate the hypothesis “The use of the virtual platform Google Classroom as a teacher tool will enhance Intensive Advanced English II, group I students’ writing skills at the Western Multidisciplinary Campus of the University of El Salvador during semester I-2019” was confirmed in an 23.71%. Also, based on the data gathered through the researchers’ journal, the research team proved that the use of videos, group comments, and written paragraphs, contributed to expand students’ writing skill since these activities allowed students to put into practice the types of writing, grammatical structures, punctuation and vocabulary learned throughout the implementations process.

On the other hand, even though all the written activities and time to accomplish those, not all students were motivated to participate in order to enhance their English writing skill, the research team found out that not all the students worked as expected. Such is the case of module 1 in which just 13 students participate on it, or module 2 and 3 with just 14 of 19 students who should participate even the activities had an availability of 24 hours. In consequence, students

found the virtual platform difficult some students' participation since they were not exposed to these types of learning tool in their traditional classroom.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

5.1.1 After having developed the research study entitled “The Incorporation of the Virtual Platform Google Classroom as a Teaching Tool to Enhance Intensive Advanced English II Group I Students’ Writing Skills at the Western Multidisciplinary Campus of the University of El Salvador During Semester I 2019 the research team noticed that the implementation of different activities (watching videos, group discussion, writing paragraphs, and interactive quizzes) and the accessibility students had to carry them on the platform Google Classroom led students’ writing skill to be improved in a noticeable manner. To have a 23.71% as a final students’ improvement in the types of writing, grammatical structures, punctuation rules and lexicon area means the study was a triumph for researchers because the established objectives to boost students’ writing skill could be accomplished.

5.1.2 The information obtained through this research study, specifically in the post diagnostic test in Appendix J showed that students really enjoyed working in the platform, besides, students mentioned that they considered an improvement in their written skill. Also, researchers noticed that students were capable of improving their writing by practicing different writing styles such as descriptive paragraphs, explanatory paragraphs, and expository paragraphs. In addition, students mentioned that they had a noticeable change when using grammatical structures in the written assignments.

5.1.3 The incorporation of the Google Classroom platform helped students to develop their writing skills since they were asked to develop activities that demanded them to analyze, interpret the contents provided, and provide their points of view, agreements and disagreements about the platform. Due to these practices, students had an enhancement on their punctuation since many activities were targeted

5.1.4 The incorporation of the platform may be an excellent resource for both students and teachers for having new strategies for enhancing not only writing skill but also other skills.

The study shows as well that the constant implementation of technology is always important because it carries plenty of benefits such as accessibility, the option to deliver tests, power point presentations, and the option to upload material to share it with all students. Also, it has the excellent advantage that quizzes can be graded and tabulated in an easy manner. The platform is very interactive and easy to use, and that is very important for the educational purposes that students demand each day.

5.2 RECOMMENDATIONS

Teachers need to develop their critical thinking skills so that students become autonomous and more self-sufficient. That means that students need to take into advantage the technology that they have in their hands to get more and more knowledge.

Implementing platforms for learning processes is very innovative and important. That is why, when implementing a new platform, researchers need to be very careful when teaching students how to use the tool. That is a very important factor that needs to be polished since the very beginning because that will guarantee the immersion of students within the platform.

Future researchers need to be aware that not all students have the benefit of having access to the internet at their homes. That is why, researchers have to look for alternatives for those students. For example, looking for a computer room is an important factor that researchers need to plan in advanced.

Future researchers need to implement the use of new platforms as a tool for students to help them considerably in their academic growth.

Future researchers may first investigate about the technological tools to use in class. Nowadays, teachers are incorporating virtual platform in their classes; that is why future researchers may investigate about the advantages and disadvantages of the virtual platforms such us schoology, teachable, Google classroom, skillshare, and many others in order to select the best one for students.

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APPENDICES

APPENDIX A

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT



DIAGNOSTIC QUESTIONNAIRE ADDRESSED TO INTENSIVE ADVANCED ENGLISH TEACHERS

Objective: To gather information about students' writing skills

Direction: Answer the given questions by selecting any option and by writing the opinions required through using black or blue ink.

- 1- Do your lessons have the adequate writing activities for students to enhance their writing skill?
YES NO

- 2- Do you think students practice their writing every day at home?
YES NO

- 3- Do you think that writing activities in the lessons are essential for students to increase their writing skill?
YES NO

- 4- Do you think you give clear directions for students to develop a writing activity?
YES NO

5- Do students ask you when they have a doubt about a word or the way to write a sentence?

YES

NO

6- Do you consider your students use all the structures already thought in class, in the correct way?

YES

NO

7- Do you think that students have low level of vocabulary and sentence structure when writing paragraphs in evaluations?

YES

NO

8- Do you consider that students practice their writing outside the classroom?

YES

NO

APPENDIX B



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT

**QUESTIONNAIRE TO COLLECT INTENSIVE ADVANCED ENGLISH II GROUP X
STUDENTS' POINTS OF VIEW OF THEIR LEVEL OF CLASS WRITTEN SKILLS.**

**DIRECTIONS: BY WRITING AN "X", CHOOSE THE OPTION YOU CONSIDER TO
ASSESS YOUR REALITY FOR EACH ITEM.**

Which skill do you think is the most important for you?

- a) Listening _____
- b) Speaking _____
- c) Reading _____
- d) Writing _____

Do you enjoy writing?

Yes ()

No ()

How many hours a week do you spend in writing?

0-3_____

4-6_____

7-10_____

How do you consider your level in English writing?

- (a) Satisfactory _____
- (b) Unsatisfactory _____

Do your teachers discuss the topic, before asking you to write?

- (a) Always _____
- (b) Sometimes _____
- (c) Never _____

For effective writing, which of the following do you think is important?

- (a) Spelling and punctuation. _____
- (b) Coherence _____
- (c) Grammar _____
- (d) All of the above _____

Does your teacher evaluate your written activities?

- (a) Always _____
- (b) Sometimes _____
- (c) Never _____

What do you find most challenging about writing?

- (a) Topics _____
- (b) Organization of ideas _____
- (c) Vocabulary and structures _____

Do you consider that you manage the topics and structure you are currently studying as much as to deliver a good written activity?

Yes _____ No _____

At the moment of writing, are you fluent?

Yes _____ No ____ Sometimes _____

How do you evaluate yourself in each skill?

*Rate your assessment for each skill.

1=excellent 2=good 3=average 4=poor

- a) Listening _____
- b) Speaking _____
- c) Reading _____
- d) Writing _____

Do you ask for help when you have doubts while writing?

- a) yes
- b) no
- c) sometimes
- d) never

Which of the following options do you consider is a trouble while writing?

- a) Vocabulary
- b) Grammar
- c) Punctuation

Do you think that virtual platform are helpful for improving your writing?

- a) yes
- b) no

What ideas do you have for making writing more stimulating and effective?

Which are your strengths and weaknesses when writing?

APPENDIX E

Informal Essay Rubric

Features	4 Expert	3 Accomplished	2 Capable	1 Beginner
Quality of Writing	<ul style="list-style-type: none"> • Piece was written in an extraordinary style and voice • very informative and well organized 	<ul style="list-style-type: none"> • Piece was written in an interesting style and voice • Somewhat informative and organized 	<ul style="list-style-type: none"> • Piece had little style or voice • Gives some new information but poorly organized 	<ul style="list-style-type: none"> • Piece had no style or voice • Gives no new information and very poorly organized
Grammar, Usage & Mechanics	<ul style="list-style-type: none"> • Virtually no spelling, punctuation or grammatical errors 	<ul style="list-style-type: none"> • Few spelling and punctuations errors, minor grammatical errors 	<ul style="list-style-type: none"> • A number of spelling, punctuation or grammatical errors 	<ul style="list-style-type: none"> • So many spelling, punctuation and grammatical errors that it interferes with the meaning

APPENDIX F

Presentational Rubric Speaking & Writing

Name:

Assessment:

	Exceeds Target (100%)	Meets Target (85%)	Approaches Target (70%)	Below Target (55%)
Comprehensibility <i>How well does the audience understand me?</i>	<input type="checkbox"/> My message is fully understandable. <input type="checkbox"/> No interpretation is required by a sympathetic listener/reader.	<input type="checkbox"/> My message is mostly understandable. <input type="checkbox"/> Minimal interpretation is required by a sympathetic listener/reader.	<input type="checkbox"/> My message is somewhat understandable. <input type="checkbox"/> Some interpretation is required by a sympathetic listener/reader.	<input type="checkbox"/> My message is barely understandable. <input type="checkbox"/> Significant interpretation is required by a sympathetic listener/reader.
Level of Discourse <i>How do I express myself?</i>	<input type="checkbox"/> I use a variety of simple and compound sentences. <input type="checkbox"/> I employ various cohesive devices.	<input type="checkbox"/> I use mostly simple sentences with a few compound sentences. <input type="checkbox"/> I employ a few cohesive devices.	<input type="checkbox"/> I use simple sentences that are repetitive in structure.	<input type="checkbox"/> I use a few simple sentences but rely primarily on individual words or phrases.
Vocabulary Usage <i>How developed is my vocabulary?</i>	<input type="checkbox"/> I use a rich variety of past and current vocabulary accurately. <input type="checkbox"/> I incorporate new vocabulary.	<input type="checkbox"/> I use an adequate amount of past and current vocabulary accurately.	<input type="checkbox"/> I use an inadequate amount of past and current vocabulary. <input type="checkbox"/> My vocabulary is sometimes inaccurate.	<input type="checkbox"/> I use an inadequate amount of past and current vocabulary. <input type="checkbox"/> My vocabulary is usually inaccurate.
Language Control <i>How accurate are my grammatical structures?</i>	<input type="checkbox"/> I use both past and target structures accurately. <input type="checkbox"/> My errors do not follow a visible pattern. <input type="checkbox"/> I try to be creative with the language.	<input type="checkbox"/> I use past structures accurately. <input type="checkbox"/> My target structures have a few patterns of errors.	<input type="checkbox"/> I use past structures fairly accurately. <input type="checkbox"/> My target structures have several patterns of errors.	<input type="checkbox"/> I use past structures inaccurately. <input type="checkbox"/> I do not attempt to use target structures.
Task Completion <i>How well did I respond to the prompts?</i>	<input type="checkbox"/> I respond fully and appropriately to all prompts. <input type="checkbox"/> My response is well-organized and relevant.	<input type="checkbox"/> I respond adequately to most prompts. <input type="checkbox"/> My response is generally organized and/or relevant.	<input type="checkbox"/> I respond inadequately (or not at all) to a few of the prompts. <input type="checkbox"/> My response is a little disorganized and/or irrelevant.	<input type="checkbox"/> I respond inadequately (or not at all) to some of the prompts. <input type="checkbox"/> My response is very disorganized and/or irrelevant.
Mechanics (Writing Only)	<input type="checkbox"/> I make no errors in spelling, accent marks, punctuation, and/or capitalization.	<input type="checkbox"/> I make a few errors in spelling, accent marks, punctuation, and/or capitalization.	<input type="checkbox"/> I make some errors in spelling, accent marks, punctuation, and/or capitalization.	<input type="checkbox"/> I make a lot of errors in spelling, accent marks, punctuation, and/or capitalization.

APPENDIX G



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT

**QUESTIONNAIRE TO COLLECT INTENSIVE ADVANCED ENGLISH II GROUP X
STUDENTS' POINTS OF VIEW OF THEIR LEVEL OF CLASS WRITTEN SKILLS.**

**DIRECTIONS: BY WRITING AN "X", CHOOSE THE OPTION YOU CONSIDER TO
ASSESS YOUR REALITY FOR EACH ITEM.**

Did you enjoy writing in the platform?

Yes ()

No ()

Do you consider that your time availability was enough to complete the tasks in the platform?

Yes ()

No ()

How do you consider your level in writing is after working in the platform?

(a) Satisfactory _____

(b) Unsatisfactory _____

Which of the following skills do you think that you developed the most after working in the platform?

- (a) Spelling and punctuation. _____
- (b) Coherence _____
- (c) Grammar _____
- (d) All of the above _____

5 What did you find most challenging about writing in the platform?

- (a) Accessibility (time, internet, and electronic devices) _____
- (b) Topics, vocabulary, and structures _____

Which of the following skills was the most difficult for you while using the platform?

- d) Vocabulary
- e) Grammar
- f) Punctuation

Do you think that the virtual platform was helpful for improving your writing?

- a) yes
- b) no

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT: INTENSIVE ADVANCED ENGLISH II GROUP: 1
STUDENT TEACHER'S
DATE: TIME: CLASSROOM: SEMESTER I-2019



LESSON 1: EXPOSITORY WRITING AND ACTION VERBS

Topic: EXPOSITORY WRITING AND ACTION VERBS

Target Content: TYPE OF WRITING AND ACTION VERBS

Target Structure: HOW TO CREATE AN EXPOSITORY WRITING AND HOW TO USE ACTION VERBS

Objectives:

By reading some texts and watching videos , swbat:

- Use action verbs in an expository writing.

Materials: computer, cellphone, or table.

Minutes	<p>ACTIVITY 1 video</p> <ul style="list-style-type: none"> ✓ Students will watch a video in which they will learn how to create an expository writing. This video will be available 24:00 hours. It will be closed at the end of the day. ✓ Students will write a paragraph about what they understand from the video. ✓ Students will send the paragraph to the research team to be checked. <p>ACTIVITY 2 Example</p> <ul style="list-style-type: none"> ✓ Students will read and analyze an example of expository writing to identify the steps they saw in the video. ✓ Students will write just the steps for an expository writing they identified in the example. ✓ Students will send a word document with the steps for an expository writing to the research team in the platform just with purpose to be checked in learn from mistakes. <p>ACTIVITY 3 Video</p>
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- ✓ Students will watch a video about action verbs. This video will be opened 24:00 hours.
- ✓ Students will write a five lines paragraph explaining what they understood about action verbs.
- ✓ Students will send the paragraph in a word document to the researchers in the platform.

ACTIVITY 4

Grammar

Students will read a brief grammar description about how to use action verbs.

Action verbs are verbs that specifically describe what the subject of the sentence is doing. Action verbs, also called dynamic verbs, express an action whether it can be physical or mental. Understanding action verbs will make students better writers and communicators.

Formula: subject + action verb + complement.

Examples:

1. The suspect suddenly broke free and **grabbed** at the policeman's gun.
2. Is there time to **grab** a coffee?
3. We will just **grab** a sandwich and then we will be on our way.
4. **Kick** the ball into the goal.
5. I still smoke, but they keep telling me to **kick** the habit.
6. She **yelled** when she hit her toe.

- **Physical and mental action verbs.**

Sara is skating very fast. **Action or physical.**

Joey is studying for a grammar quiz. **Mental**

Holly is thinking a book. **mental**

My team won the game. **physical**

Tom Brady scored a touchdown. **physical**

Many people believe that Tom Brady is a great quarterback. **Mental**

ACTIVITY 5

Students will answer a quiz about action verbs that the research team will post.

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT: INTENSIVE ADVANCED ENGLISH II GROUP: 1
STUDENT TEACHER'S
DATE: TIME: CLASSROOM: SEMESTER I-2019



LESSON 1: DESCRIPTIVE WRITING AND REPORTED SPEECH

Topic: REPORTED SPEECH AND DESCRIPTIVE WRITING

Target Content: TYPE OF WRITING AND REPORTED SPEECH

Objectives:

By reading some texts and watching videos , swbat:

- Use reported speech structure in a descriptive writing.

Materials: internet, computer, cellphone, or tablet.

Minutes	<p>ACTIVITY 1</p> <p>Video activity</p> <ul style="list-style-type: none"> ✓ Students will see a short video that contains information about descriptive writing ✓ Students will write a summary about what they learned from the video. ✓ Students will upload the paragraph to the research team to be checked. <p>ACTIVITY 2</p> <p>Example</p>
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- ✓ Students will read and analyze an example of expository writing to identify the steps they saw in the video.
- ✓ Students will write the steps to follow in order to create an expository text.
- ✓ Students will create a paragraph that illustrates the format of a descriptive text.

ACTIVITY 3

Power point Presentation

- ✓ Students will watch a power point presentation. This presentation will be available 24 hours.
- ✓ Students will have a forum in which they have to exchange their ideas and points of view about what they saw in the presentation.
- ✓ Students will post their ideas in the comments of the post

ACTIVITY 4

Grammar

Students will read a brief grammar description about how to use reported speech.

Reported Speech *Reported Speech* (also called Indirect Speech) is used to communicate what someone else said, but without using the exact words. A few changes are necessary; often a pronoun has to be changed and the verb is usually moved back a tense, where possible.

Formula: subject + action verb + complement.

Examples:

She said (that) she liked ice cream

She said (that) she was living in London.

She said (that) she had bought a car OR She said (that) she bought a car.

She said (that) she hadn't seen Julie.

She said (that) she might be late

Change in tenses for reported speech

TENSE	DIRECT SPEECH	TENSE	REPORTED SPEECH
PRESENT SIMPLE V/Vs (do, does)	"I work hard."	PAST SIMPLE Ved/V2 (did)	He said that he worked hard.
PRESENT CONTINUOUS am/is/are + Ving	"I am working hard."	PAST CONTINUOUS was/were + Ving	He said that he was working hard.
PAST SIMPLE Ved/V2 (did)	"I worked hard."	PAST PERFECT had + Ved/V3	He said that he had worked hard.
PAST CONTINUOUS was/were + Ving	"I was working hard."	PAST PERFECT CONTINUOUS had been + Ving	He said that he had been working hard.
PRESENT PERFECT have/has + Ved/V3	"I have worked hard."	PAST PERFECT had + Ved/V3	He said that he had worked hard.
PRESENT PERFECT CONTINUOUS have/has been + Ving	"I have been working hard."	PAST PERFECT CONTINUOUS had been + Ving	He said that he had been working hard.
FUTURE SIMPLE will + V	"I will work hard."	CONDITIONAL would + V	He said that he would work hard.

- ✓ Students will be asked to write 10 sentences in a word document showing the changes in tense when using the reported speech structure.

ACTIVITY 5

Students will complete a quiz about reported speech that the research team will post.

Change this direct speech into reported speech:

1. "He works in a bank" She said

2. "We went out last night" She told me

3. "I'm coming!" She said

4. "I was waiting for the bus when he arrived" She told me

5. "I'd never been there before" She said

6. "I didn't go to the party" She told me

7. "Lucy'll come later" She said

8. "He hasn't eaten breakfast" She told me

9. "I can help you tomorrow" She said

10. "You should go to bed early" She told me

11. "I don't like chocolate" She told me

12. "I won't see you tomorrow" She said

13. "She's living in Paris for a few months" She said

14. "I visited my parents at the weekend" She told me

15. "She hasn't eaten sushi before" She said

16. "I hadn't travelled by underground before I came to London" She said

17. "They would help if they could" She said

	<p>18. "I'll do the washing-up later" She told me</p> <hr/> <p>19. "He could read when he was three" She said</p> <hr/> <p>20. "I was sleeping when Julie called" She said</p> <hr/>

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT: INTENSIVE ADVANCED ENGLISH II GROUP: I
STUDENT TEACHER'S
DATE: TIME: CLASSROOM: SEMESTER I-2019



LESSON 1: CREATIVE WRITING AND RELATIVE CLAUSES

Topic: CREATIVE WRITING AND RELATIVE CLAUSES

Target Content: TYPE OF WRITING: CREATIVE WRITING

Target Structure: RELATIVE CLAUSES

Objectives:

By reading some texts and watching videos , swbat:

- To develop creative writing text implementing the relative clauses.

Materials: computer, cellphone, or table, internet.

Minutes	<p style="text-align: center;">ACTIVITY 1</p> <p>Creative writing video</p> <p>✓ Students will watch a video in which they will learn what a creative writing is. This video will be available 24:00 hours. It will be closed at the end of the day.</p> <p>https://www.youtube.com/watch?v=I_4oPITpztg</p> <p>✓ Students will write a paragraph about what they understand from the video. ✓ Students will send the paragraph to the research team to be checked.</p>
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ACTIVITY 2

Creative writing Example

- ✓ Students will investigate and read more about creative writing to identify the steps to write a creative writing.
- ✓ Students will send a word document with the steps for a creative writing to the research team in the Google classroom platform just with purpose to be checked and learn from mistakes.

ACTIVITY 3

Relative Clauses Video

- ✓ Students will watch a video about relative clauses. This video will be opened 24:00 hours.
https://www.youtube.com/watch?v=ftZr1_Ny8L8
- ✓ Students will write a paragraph in the commentaries explaining what they understood about relative clauses

ACTIVITY 4

Grammar activity

- ✓ Students will work in trios and read a brief grammar description about how to use relative clauses and investigate about defined and non-defined clauses.
- ✓ Students will create a document with the information and examples of relative clauses and upload it in the Google classroom platform.

ACTIVITY 5

Quiz about relative clauses and creative writing

Students will answer a quiz about *relative clauses and creative writing* that the research team will administer.

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES**



SUBJECT: INTENSIVE ADVANCED ENGLISH II GROUP: 1

Direction: Identify which is the correct answer.

1. Which of the following is not a branch of creative writing?

- A) Essay
- B) Thesis
- C) Poetry
- D) Fiction

2. Creative writing is a way to...

- A) Vent your emotion
- B) Create literary masterpieces
- C) Waste time

What is the most important ingredient in Creative Writing?

- A) Autobiographies
- B) Jokes
- C) True stories
- D) Imagination

Combine the sentences using the following relative clauses structure:

1. A spade is a tool. You dig with it. - A spade is a tool

_____.

2. I can't respect politicians. Their only ambition is to be in power. - I can't respect politicians

_____.

3. We can't afford new cars. Their price is too high. - We can't afford new cars

_____.

4. The film is about a king. His brother kills him. - The film is about a king

_____.

5. I liked the house. Its roof was made of red tiles. - I liked the house

_____.

ACTIVITY 6

Evaluated activity

- ✓ Students will select three different pictures to write a creative text using the relative clauses. This activity will be evaluated using a rubric.













- ✓ Students will send the paragraph in word document to the research team in the platform to be checked.

ACTIVITY 7

Reflection

Students will write the reflection of the whole week. The reflection must be regarding to what students consider useful for them about the platform at this level, and what they are improve through the activities the researchers upload in the platform.

ACTIVITY 7

Diagnostic test

Students will write a final paragraph of the whole course. The diagnostic test must be a free topic 20 lines paragraph in which they will choose the type of writing they will use.