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FACULTAD DE CIENCIAS DE LA EDUCACIÓN

**The use of online tools to improve the writing skill of
students of English at an intermediate level at Universidad
ESAN**

Tesis para optar el Grado de
Magister en Educación con mención en Enseñanza de Inglés como Lengua
Extranjera

Willy Garcia Valverde

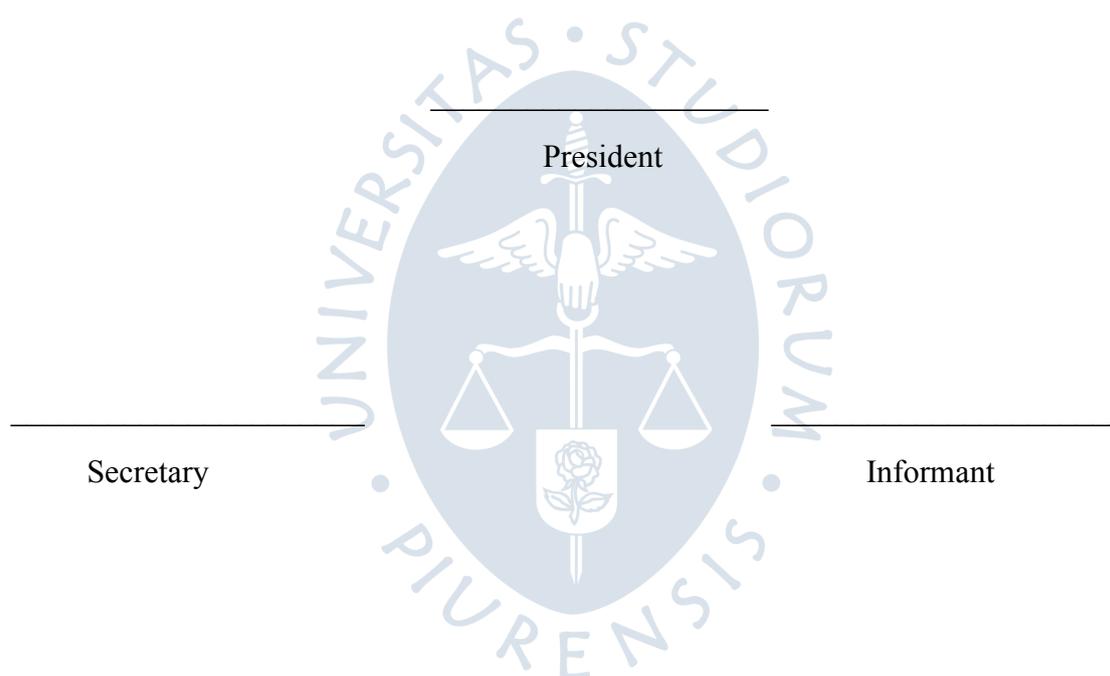
**Asesor(es):
Mgtr. María Esther Linares Venegas**

Lima, setiembre de 2020



Approval

The thesis titled “**The use of online tools to improve the writing skill of students at an intermediate level at Universidad ESAN**”, presented by **Willy Garcia Valverde** in accordance with the requirements of being awarded the degree of Master in Education with Mention in Teaching English as a Foreign Language, was approved by the thesis director: Mgtr. María Esther Linares Venegas, and defended on before a Jury with the following members:





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In memory of my beloved mother, María Celestina and my dearest sister Susy for their wise advice and guidance in my life and my career as I know they are with me from wherever they are.

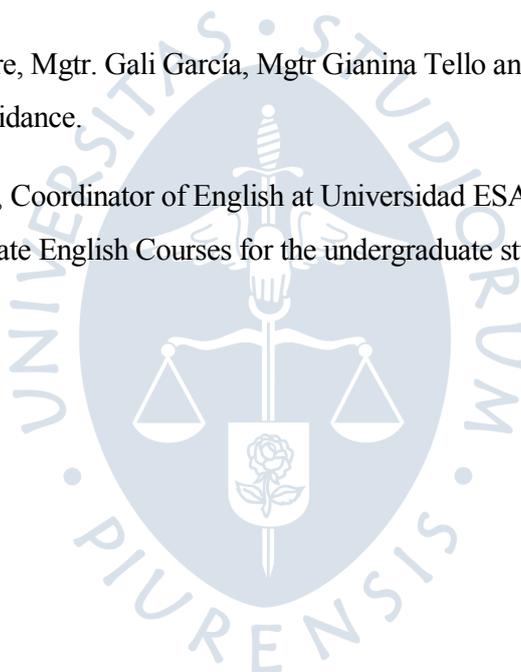
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Resumen Analítico-Informativo

The use of online tools to improve the writing skill of students at an intermediate level at Universidad ESAN

Willy García Valverde

Mgtr. María Esther Linares Venegas

Tesis.

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Palabras claves: herramientas/virtuales/Google/documentos/escritura/ implementación/ estudiantes/universitarios

Introducción: La habilidad de escribir necesita ser mejorada ya que los estudiantes universitarios en la Universidad ESAN, del nivel intermedio del curso de inglés demuestran problemas para elaborar oraciones temáticas debido a la falta de vocabulario tal vez, así como dificultades en elaborar sus oraciones de cierre de texto. Es por ello que el uso de la tecnología podría incrementar el interés de los estudiantes en practicar esta habilidad la cual es de importancia una vez que se gradúan.

Metodología: Esta investigación considera el método cuantitativo con un enfoque casi experimental y deducible en su propósito ya que fue diseñado para examinar las relaciones entre la aplicación de un grupo de materiales para mejorar la habilidad de escribir en estudiantes utilizando herramientas virtuales. Las principales características de esta investigación casi experimental son la comparación de dos grupos los cuales fueron seleccionados al azar. Se aplicó una evaluación preliminar y una al final, las cuales fueron utilizadas para recolectar información antes y después de la implementación de la investigación. Las variables: variable dependiente: la habilidad de la escritura y la independiente: documentos en la carpeta Google.

Resultados: Se encontraron diferencias evidentes en los valores mostrados correspondientes a la evaluación preliminar y la final en ambos grupos; vale la pena notar que hay una considerable mejora en el grupo experimental (como se esperaba); sin embargo, ocurrió lo opuesto con el grupo control. Más aun, es importante mencionar y observar que ambos grupos tienen una leve variación en el grado de distribución ambos en la evaluación preliminar y final. (la cual se observa utilizando la variación de coeficiente que resultó entre el 9% y 15% en los cuatro casos).

Conclusiones: Los resultados indicaron que hubo significativas diferencias entre los niveles de desempeño de los estudiantes en su habilidad de escritura en sus textos en el grupo experimental en comparación con el grupo de control. Esto significa que el programa aplicado para mejorar la habilidad de la escritura fue exitoso y que el grupo de control, que no tuvo los beneficios del programa, mejoró igualmente su habilidad de escritura, pero en un porcentaje más bajo.

Fecha de elaboración del resumen: 05 de agosto de 2020

Analytical-Informative Summary

The use of online tools to improve the writing skill of students at an intermediate level at Universidad ESAN.

Willy García Valverde

Advisor: Mgtr. María Esther Linares Venegas

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Introduction: The writing skill needs to be improved since university students, from Universidad ESAN at an Intermediate Level, have problems in elaborating topic sentences, due to the lack adequate vocabulary, and difficulties in elaborating their closing sentences. That is why the use of technology may increase their interest in practicing this skill which is of paramount importance for the career once they graduate.

Methodology: This research study considers the quantitative method of quasi-experimental approach and deductive in its purpose since it was designed to examine the relationships between the applications of a set of materials in order to improve writing skills in the students under study using online tools. The main characteristics of this quasi-experimental study were that the two groups compared, were chosen randomly. One pre-test and one post-test were applied in order to gather and compare information before and after the implementation of the research. Variables: Dependent variable: Writing skills. Independent variable: Google Drive Docs

Results: There are evident differences in the values shown for the average grade regarding the pre-test grade and the final test grade in both study groups; it is worth noting that there is a considerable increase in the experimental group grade (as expected); however, the opposite occurs in the control group. Furthermore, it is important to observe that both groups have a low variability in the grade distribution, both for the entry test and for the final test (which is observed using the variation coefficient that resulted between 9% and 15% in the four cases).

Conclusions: The results indicated that there were significant differences between the levels of performance of the students' writing skills on descriptive texts in the experimental group in comparison to the control one. This means that the program applied to improve writing skills on descriptive texts was successful and that the control group, which did not have the chance to be part of the program, improved their skills but in a much lower percentage.

Summary date: August 5th, 2020

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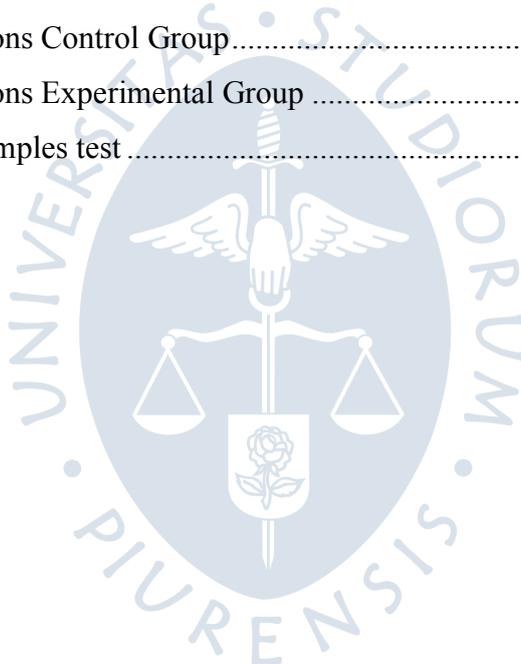
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Introduction

With the advent of computers, a lot of things have been affected and modified. These changes have been evident in different areas such as jobs, media, transportation, research, and others. Education has not been left behind, and particularly in the area of teaching English, the use of computers and technology in general has become a must.

In the nineties, teachers have been concerned with incorporating new technology into their everyday teaching. This became evident with the introduction of CALL centers in different institutions. Nowadays, we probably do not see ourselves teaching a class without the aid of a CALL center or at least a computer in our classrooms. The field of Technology-Enhanced Language Learning (TELL) has increased so much that we do not only think about CALL centers with software programs already set up by institutions, but we encourage students to go beyond those instruments and programs.

For some time now, teachers have been eagerly searching for different links and webpages that could help their teaching in some way. Thousands of web pages have been created to help students with their learning as well as to give them some practice needed for their ongoing learning. The purpose of this research is to investigate how it is possible to develop students' ability to write by using Google drive. We can find pages that help students to practice grammar, vocabulary, reading, listening, speaking and even writing. Also, a brief look at various pages will help us know that most of those pages have also been tailored in terms of levels and institutional needs. That means we can easily find pages and exercises that match our students' levels of proficiency whether it is beginners, intermediate, high intermediate, advanced, and even proficient. Moreover, there are web sites that have been designed for specific purposes such as English for business, English for tourism, English for Academic Purposes and others. Finally, we can even find sites where anyone can get access and practice different international examinations such as FCE, CAE, CPE, TOEFL, ECPE, and others.

Previous research conducted by Wishart & Guy (2009) showed that lack of students' participation in these online learning activities posted on Blackboard's or virtual platforms from the same institutions has been one of the main risks in blended English courses at the university due to various reasons: time management, passivity, lack of interest, disregard, degree of difficulty of the task, or task design, etc. Another factor that influences students'

participation in these online tasks is the small percentage of the grade assigned in our evaluation system; therefore, students assess the rate of return for time and effort.

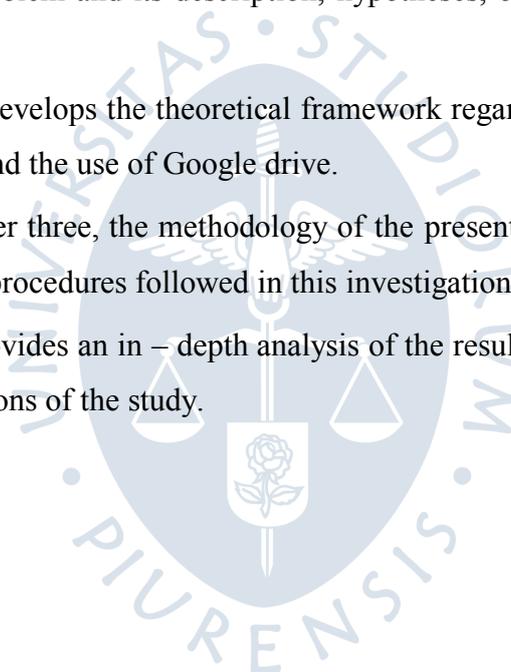
From the perspective of blended teaching, the aim of this present study is to contribute and enhance the use of Google drive to improve the writing skills in specific tasks which may bring variety in the learning process and will motivate students not only to participate but interact actively in the virtual environment. Therefore, the main purpose of this action research is to examine the reaction and results from the students' online production activities using Google drive. The correlation between the two variables has also been analyzed through statistical tests and their results are presented in the respective tables.

This study involves the development of four chapters. The first chapter outlines information about the problem and its description, hypotheses, objectives, limitations and antecedents.

The second chapter develops the theoretical framework regarding the two variables of the study: writing skills and the use of Google drive.

In reference to chapter three, the methodology of the present study is detailed as well as the research tools and procedures followed in this investigation.

Finally, chapter 4 provides an in – depth analysis of the results obtained as well as the implications and conclusions of the study.



Chapter 1

Investigation outline

1. Formulation of the problem

Based on Dikson (2016), writing is a complex skill which most students actually need in order to successfully go through college. During the academic years, everything is based on writing, a student who owns great writing skills will for sure do great in everything including and not limiting to exams, essays, assignments, and papers.

In the present study, the writing skill is mentioned as what students mostly need to make huge improvement, this has been based on over 20 years of experience teaching English to university students. The present research takes place at a private university in Lima, Peru, Universidad ESAN the course chosen was Intermediate English III which is the last course out of five which students are to take and pass as part of the curricula. At this private university the main core of the career course is related to business and management, having this in mind students are to interact in their future working field in a globalized world, therefore it is of concern and importance the development of all four skills of the English language especially writing where improvement needs to take place since students have problems in elaborating topic sentences, the lack of vocabulary, difficulties in elaborating their closing sentences and their motivation to do so. That is why in this study the use of technology is meant to increase students' interest in practicing this skill which is of paramount importance for the career once they graduate.

As considered by Green (2005) technology, specifically are computers which play an integral role in exposing students with priceless language experiences while they learn the new language. Additional language learning opportunities could be used to provide students alternatives that take place beyond normal or traditional classroom instruction.

Nowadays, anyone is able to use of Google drive, blogs, vokis, wikis, podcasts, etc. and the list goes on. All of them with different characteristics have proved to be valuable in the teaching and learning process. In regards to the teaching of the writing skill, we all know how important writing as a skill is. According to Johnson (2010) writing skill helps the learner become independent, comprehensive, fluent and creative.

Students write in response to different articles, to fill out forms, to mail friends, to send messages, to express opinions, and so forth. Of course, if we want to focus attention to writing as a skill in the field of teaching English, we would need to go back quite a lot.

In accordance to Lynch and Anderson (2013) for academic writing, related to grammar, it offers an exclusive overview of the main areas in grammar in teaching English which require mastery, to express feelings and ideas appropriately in academic writing. Many years ago, the teaching of English was centered in getting students master grammar as well as reading and writing skills. Later on, the focus changed directions, and institutions started worrying more about the skills of listening and speaking. Nowadays, there has been a drift from isolating skills and there is a focus on trying to get all skills developed. This can be seen in most books that specialize in the teaching of English. A brief look at almost any such book will show us that every unit in a book tries to incorporate all skills mentioned as well as grammar and vocabulary. This means that writing has not been left behind. Furthermore, in order to prove one's ability and proficiency in the language, you are required to take an international exam. Whether it is American or British, ECPE, CPE, TOEFL or any similar, they all include the four skills and usually the area of grammar and vocabulary, which are closely connected to writing.

Having all this in mind, it is vital to get students familiar with all the skills. One area that has been of particular interest for years is the area of writing and how to develop students' ability in such area. In fact, one benefit or advantage of reading extensively is the improvement in the writing skill while doing so. Also, to get students to develop this skill, we, as teachers, need to familiarize learners with different writing styles and genres from formal to informal, from paragraphs to essays, and the variety of tools they can use or be expose to use, and so on. As mentioned by Jeffrey (2017) there are four principal types of writing which can be defined as follows: expository, descriptive, persuasive, and narrative. Each of these writing styles is used for a specific purpose.

As stated by Kolowich (2017) using Google drive has proved to be very useful in different areas. Also, considering the facility and access students have to use Google drive, teachers can benefit from it and get learners to develop an ability that will be of paramount importance if they want to become fluent in English. Moreover, Google drive uploads are versatile and encourage students to make an effort when writing because since they are online, anyone can have access to them. This fact makes learners to become more cautious when posting their own contributions.

The purpose of this research is to investigate how it is possible to develop students' ability to write by using Google drive. It is known how learners, especially teenagers, are interested in using computers at all times. According to White (2013) adolescents today have vastly different opportunities to learn and process information via pervasive digital technologies and social media. It is known they have mastered an ability to communicate in different social networks, so: *Why not direct students' energy and get them express their ideas in a written manner by using a technological tool?* In order to improve students' writing skills, they were encouraged to use: Google drive. Students were asked to create a file responding to an invitation the teacher sent by e mail or by posting the task on their virtual class. For two weeks, they had to post an entry of an assignment discussed in class and they received feedback.

2. Hypothesis

The key focus on this research is to analyze how effective and feasible it is for the students to improve their writing skill when using Google drive.

2.1. General hypotheses. *The use of Google drive will enhance the improvement of the writing skill of students of English at an intermediate level at Universidad ESAN. If students use Google drive docs to write in English out of the classroom, they will increase their level of performance when it comes to their overall writing skill.*

In accordance to Curt (2015) one powerful way to motivate students in the writing process, using Google Docs, is to provide feedback on student writing in a timely manner. There are several ways to do this with Google Docs. One option is through text comments. By motivating students to use Google drive to produce texts for enjoyment, not stressing too much about their files evaluated, it is a great chance to make them feel at ease by using not only this tool but also their ideas while taking part in tasks on relevant topics they manage will greatly aid towards their learning process.

As far as, Denne-Bolton (2013) he discusses that the improvement of a different manner of writing in standard language classes allows students write freely; they do not need to experience that common feeling of anxiety and stress, knowing that whatever they write will be corrected and, most likely, scored. Exposing them to a modern manner of writing promotes improvement in not only fluency and also gives the students with the chance to share ideas effectively. All this will help students improve their writing skill.

2.2. Specific hypotheses.

- H0. The students who are not encouraged to use Google drive docs to do their tasks will not have a significant improvement of their writing skills.
- H1. The students who are encouraged to use Google drive docs to develop their tasks will considerably improve their writing skills.

3. Delimitations of objectives

The aim of this study is to try to demonstrate how the use of Google drive can improve students' writing skills. In other words, this study wants to prove that the more students have access to reading material and the more students are engaged in writing activities, the better writers they will become. Campbell (2003) stated that for ESL the use of Google drive is definitely best suited to practice especially the skills of reading and writing. By encouraging students to create a post quite frequently, we would also be helping students to develop the writing skill. Furthermore, this kind of work motivates students to search for information because learners are aware that what they write will be online for anyone to read and comment. According to Walsh (2009) in his journal "Google Docs: Why teachers and students should be using them for course work book" he states that the chance to mark student progress is there and ensure the follow up of the guidelines. They can provide feedback in the document. Teachers can offer advice which may lead to higher grades. Finally, Google drives give the teacher the chance to correct using technology which is becoming more and more common, but at the same time practical.

As explained by Bloomfield (2004) in his book *The Importance of Writing* he states that considering the various skills in learning a language, the writing skill is the hardest achievement for teachers since learners lack experience in written expressions. It is known by experienced teachers that writing is one the most challenging skills to develop. Students feel frustrated due to the fact that they cannot express accurately what they want to convey. In all, they run into problems with grammar and vocabulary or even with the quality of supporting details provided when writing, it is of importance to think, design and develop activities that help them to write successfully and here is where the use of technology plays an important role as most of the students are fascinated at it. As they are digitally natives, online activities are considered useful to guide them in this process, not only to construct their writing skills but also to foster autonomy and self-confidence on them, which are

components of paramount importance in the process of learning a target language. Therefore, the objectives of this research are:

The objectives of this study consider:

- To study the effects of the use of Google Drive to improve intermediate students' writing skills.
- To design a set of online activities to enhance students' writing skills on descriptive texts at an intermediate level.

Main aim of the Research:

- To enhance Intermediate English students' writing skills through the use of Google Docs at Universidad ESAN.

Specific aims:

- To apply the set of online activities to improve students' writing skills in an Intermediate English Course at Universidad ESAN.
- To analyze the effectiveness of the use of Google drive in the development of Intermediate English students' writing skills at Universidad ESAN.
- To evaluate how effective is the use of Google Drive in the development of Intermediate English students' writing skills at Universidad ESAN.

4. Justification of the investigation

Using an online tool like Google drive for improving writing skills on students at an Intermediate Level at Universidad ESAN is an area that needs research in our own context since it is a part of a new style in our institution and in our country, also the blended tasks posted on Google drive is one of the main tools that teachers have to gather information and measure students' improvement on a virtual environment. As Alqahtani (2019) mentioned on his journal of technology and science education, one of the forms of using modern information in technology is the cloud tool to store information which is employed to serve the process in education.

It is of vital importance for language teachers to consider making a reflection on the impact of using Google drive and the designing of written production tasks have on students' improvement of their skill writing in the learning procedure as to be make necessary adjustments or improvements needed.

In addition to all, the English courses at Universidad ESAN are based on the construction of knowledge and development of critical thinking in higher education, students use the language and produce it in a blended learning which implies the lack of face-to-face contact.

As Guglin (2014) mentioned in a journal, when it comes to writing, and particularly ESL/EFL writing, the teaching of it has granted priority to the utterance, mostly in theory and always in practice. As seen, the process of writing properly is an art that everyone should master, it means that a person should be able to express ideas, thoughts and facts in simple and clear written language, as well, but how can we help EFL students to improve this skill? There have been many ways to do it but technology is the main key to engage students in the development of this skill.

As Scrivener (2005) puts forward, the students need to transfer their already recorded knowledge in the language in factual production of the language. Therefore, one manner to accomplish it is to create opportunities for the students in which they can feel safe to explore possibilities; and what a better way to do it online which brings variety for them on their process of learning and writing aim.

As a final word, this study helps English teachers to consider the option of using Google drive and to have students participate online so that effective learning takes place. Also, the evaluation and analysis of any kind of English learning tasks are valuable for foreign language teaching since these last ones can be repeated, adapted or enhanced depending on the students' needs, foreign language level, and age group.

5. Limitations of the investigation

Considering the kind of teaching environment, we are in, the limitations may change drastically. For the current study, as for the teaching context, Universidad ESAN offers different courses in different levels in different university terms, the group of students changes from term to term. In this sense, making the necessary arrangements is strongly advisable with the department responsible for the assignments of the class, to assign the teacher the same courses and levels in at least two of the assigned ones, to have access to minimum two classes, same course same level. This manner no delays would take place.

Another limitation is time, which is thought to be difficult for the current study. It has been arranged to consider the regular class schedule for this study and its objectives.

On a separate basis considering that all the research has been carried out based on the data collection via online sources, there have not been any significant limitations to collect data for this present research.

Another constraint was to find physically specialized bibliography currently studied since institution libraries do not have books to be reviewed related directly to online teaching; however, the few found were thanks to the English coordination area.

6. Antecedents of the investigation

According to Omprapat & Saovapa (2014) in their study called the effects of collaborative writing activity using Google drive on students' writing abilities in Bangkok University, Thailand, they put forward that there are not too many studies connected to the area of applying Google docs on students' writing abilities. It is key to mention that purpose of this study was to examine students' writing abilities, students who belonged to the undergraduate program, and see the outcome Google drive use for writing collaboratively in a course of English and in this sense to research different attitudes towards the writing activity collaboratively by using Google Docs. The outcome of this study was to get a closer view on how technology can be applied to facilitate students' mutual learning and how much collaboration on assignments, which are written, in an online learning environment had on students' writing abilities. Since Google drive is feasible and efficient in making easier the abilities of writing, therefore; it can be an innovative option for those teachers that are always experiencing the limitation of time. This current research seeks to respond the following three interrogatives:

1. Was there a difference in the students' writing abilities between the ones working in groups face-to-face and those using Google drive to work out of a traditional class collaboratively?
2. How did the students react to collaborative writing activities by using Google drive?
3. How much cooperation did the students have in collaborative activities involving writing using Google drive?

The population in this research considered 5,625 students registered in EN 012 course of 3 credits in the first term of 2013 academic year at a private university located in Thailand. For the first term, students were distributed in 123 sections by the Registration Office. This study was conducted in a university setting, it was hard for each subject to be

randomly selected and assigned to the control and experimental groups. For that reason, it was easier to adopt the quasi-experimental design, which offers reasonable control over most sources of invalidity (McMillan & Schumacher, 1997). In this concern, the samples collected two sections, each of which had 40 students, got from cluster sampling because students were assigned already to their academic sections. One section was considered for the face-to-face group; another one for the Google drive group. In both cases classes were taught by the researcher. This course aimed at enhancing students' skills in reading and writing answers to texts. The students met in class once a week – two periods (70 minutes per period). The length of the semester was 14 weeks.

There were three tools, which evidenced the reaction on the students' learning, includes writing tests, a questionnaire gathering information about attitudes for collaborative writing activity using Google drive and a questionnaire on how collaboratively they work.

At this point, researchers verified the normality of the pre-test to check whether the samples were normally assigned or not. In accordance with the tables used, the results were not statistically significant at the 0.05 level ($df = 80, p > 0.05$). This meant the data of the sample resulted from normally distributed population. As the normality in the pre-test was normal, an independent sample t-test could be applied to analyze the data.

The findings in this study research supports that Google drive is a useful instrument that makes online learning environment feasible. Learners of the language can obtain knowledge in a democratic and relaxing atmosphere where they can judge whether the mistakes should be corrected and learn to accept the comments from others, which helps to promote a better learning atmosphere. As we see it, it is another manner from the conventional teacher feedback pedagogy which does not provide further choices for students.

It was concluded that future studies can be carried out for contrasting the effects of collaborative writing between face-to-face and Google Docs methods on learners' writing motivation. If students are glad with learning through technology, assigning students to work in pairs or in groups outside class can aid language teachers save time and make easier students' learning, therefore more beneficial for everyone. Another thing is that, students' autonomy and skills on critical thinking might be investigated when another educational technology is used to contrast with Google drive. Students are able to receive a lot of benefits from blended learning when technology is used in language classrooms.

According to Limbu and Markauskaite (2015) in their journal, how do learners experience joint writing? They put forward that the use of writing tools, collaboratively, such as Google Docs motivates students to take part in, and to create, villages that connects them. This study demonstrated that by inserting Google Docs in the academic curriculum, not only non-native speakers have the possibility to improve their collaborative learning skills, but also helps them to make progress in their writing skills. Writing collaboratively has been around for a while, writing virtually is still sort new, especially for non-native speaking students. Therefore, the need to make sure that students get familiarized with the use of Google drive is important and lead them to make effective use of it. On a separate basis, it is important to keep in mind how technology impacts on the process of learning collaboratively among students in universities. Finally, it was evidenced that if Google drive is used adequately, it can improve the writing skill on speakers who are not native (Suwantarathip & Wichadee, 2014; Wang, 2015; Widodo, 2013; Yang, 2010). “English achievement is important to be taken into consideration because research has verified that success in English classes aids students in their future academic life” (Al Chibani, 2014).

In accordance with Gelegar (2012) in his study named optimizing Google Docs to improve students' writing of descriptive text. As mentioned in this study in the same manner students learn and improve speaking, reading, listening, they should learn writing as well. When it comes to learning writing learners should be in the position to use appropriate grammar, spelling, punctuation and coherent thoughts or ideas. When students learn writing not only, they learn speaking but also, they learn to communicate in written language. The present study seeks to identify how the use of Google Docs can make improvement on students' writing skill on descriptive text; as well as the impact it has on the class climate. A collaborative action research method was used to carry out this research in two cycles with students from the eighth grade at SMP Negeri 3 Sukoharjo. Each cycle was made up to four steps including planning, implementing, evaluation, and reflection. Among the information they collected, they had as source observations, questionnaire, interviews, notes, photographs and evaluations. They analyzed the quantitative data after comparing the pre and posttests. After comparing, interpreting, coding and putting together the data they concluded that Google Docs can polish student's writing skill of descriptive texts and the English class environment and after the test the scores show in a range of 62.39 to 77.04. They concluded that the improvement includes: students were prepared to write in class right away, the learners were in a position to

develop their ideas independently and fluently, students paid attention to the lesson, students wrote sentences quickly among the most important findings.

According to Kyeong-Ouk Jeong (2016) in their research named “A study on the integration of Google Docs as a Web-based collaborative learning platform in EFL writing instruction” in India. The model of English language learning and teaching in most higher education classrooms around the world has also changed significantly from the traditional face-to-face classroom settings to the technology-enhanced online or blended. The purpose of this study was to explore EFL (English as a Foreign Language) college learners’ perceptions and experiences about the technology-enhanced collaborative English writing course. For the students’ collaborative and interactive English learning experience, this research integrated the cloud-based online collaborative writing tool and the peer-editing activities aimed at developing college students’ English academic writing skills and motivation. From the various web-based collaborative writing platforms such as wikis, online word processors or blogs, Google Docs has been incorporated into the college EFL writing course for this research. As it is seemed, it was possible to find that Google Docs is a web-based free word processor and can be used as a tool for creating a web-based platform for submitting students’ English essay writings and peer-editing. Also, to find out students’ perceptions and attitudes about technology-enhanced English writing instruction and online-based peer editing activities, cloud-based online survey was administered at the end of the course. The use of Google Docs in this research made students create online documents and edit them online while they were collaborating with other students and the instructor in real-time. This research indicated that students in the course demonstrated affirmative perceptions about the use of the cloud-based online writing tool and having collaborative peer-editing experience. In conclusion, this study proposed that the application of Google Docs, as the web-based collaborative writing platform, helped to promote and make possible active communication, autonomous class participation, mutual collaboration as well as dynamic classroom interaction which might bring variety into the classroom.

Zhou, Wenyi; Simpson, Elizabeth; Domizi, Denise Pinette (2012) in their journal named: “Google Docs in an Out-of-Class Collaborative Writing Activity”, they mentioned that Google Docs, an online word processing application, is a promising tool for collaborative learning. However, many college instructors and students do not have the knowledge to effectively use Google Docs to enhance teaching and learning. This study

aims to include assessing the effectiveness of using Google Docs in an out-of-class collaborative writing activity through measuring the assignment's influence on students' learning experiences, teaching students to work collaboratively, and teaching students to successfully communicate their understanding and application of concepts through writing. Undergraduate students (N = 35) were randomly assigned to small groups to complete two out-of-class assignments. They compared students' collaborative performance and learning across two assignments, one with Google Docs and one without. They found most students were unfamiliar with Google Docs before the study, Google Docs shifted the means of communication used in collaborative writing, 93% of students considered Google Docs a useful tool for group work, using Google Docs had no effect on students' paper grades, and half of the students reported they would like to use Google Docs in the future. The results of this study suggest that Google Docs is a useful tool for collaborative writing and influenced students' learning.

Alsubaie, Jawaher; Ashuraidah, Ali (2017) in their journal: Exploring Writing Individually and Collaboratively Using Google Docs in EFL Contexts, Online teaching and learning became popular with the evolution of the web at present. It is important to mention at this point that the implementation of online learning tools within EFL contexts will help better address the multitude of teaching and learning styles in this study. Whereas difficulty in academic writing can be considered one of the common problems that students face in and outside their classrooms. Since the young learners today are digital native, integrating online learning tool with their learning is required. This research was carried out to analyze students' achievements by submitted tasks using both face-to-face setting for the pre-individual and collaborative tasks, and online learning environment for the post individual and collaborative tasks. For the present study, the participants were a class of Arabic major from a college in Saudi Arabia. The study was seeking the differences between the students' individual and collaborative work using Google Docs, and discerning the students' perspectives toward collaborative work with Google Docs on English writing tasks. To look into the integration effectiveness; pre and post-questionnaires, pre and post written tasks, students' portfolio, a customized rubric for test scores, and post interviews were conducted to test and analyze the results. The outcome showed a significant increase in the students' scores using Google Docs. Apart from this, the results were consistent as that participants perceived Google Docs as a useful tool for both individual and group work.

Mohammed Abdullah Alharbi (2019) in his study named “Exploring the potential of Google Docs in facilitating innovative teaching and learning practices in an EFL writing course”. The purpose of this research was to experience the potential of Google Docs in making it easier and bringing support to the pedagogical practices in a course on writing at a Saudi university. The research was conducted among 10 EFL students working in five pairs related to writing an article report during one academic semester. The teacher’s monitoring and learners’ comments and text revisions were done applying Google Docs, as well as their follow-up interviews were qualitatively studied. The results showed that Google Docs aids writing instruction, especially among instructors and peer corrections which concentrates on different items in writing, final editing and drafting of texts at the different levels and peer answers to given feedback. In conclusion, comments for feedback and learners’ writing reviews showed a variation between the instructor and peer feedback and among the five pairs of learners.



Chapter 2

Theoretical framework

With the use of Google drive, as new technological tool for teachers, it is also good to mention new lexis, which includes shorthand and abbreviations. Moreover, we can now see that we can even express emotions through the widely known smileys and emoticons. All this has given teachers the need to expand the area of writing, and even when writing is still a skill that is not focused as much as the others skills, there is still a need to include some formal written work in classes.

Writing well is an art that everyone should master, it means that a person should be able to express ideas, thoughts, and facts in a language clear and simple, but how can we help EFL students to achieve it? There have been many manners to do it but technology is the key to motivate students in the development of this skill.

Krashen (1988) puts forward “comprehensible input” in language teaching which means that the material designed for the language scenario should be appropriately designed and consider the needs and manners in which a learner deals with the language to be learned.

As for teaching experience as English teacher, students had serious problems when they wanted to produce a written text since they hadn't been exposed enough to do it. Most of the time, teachers do not pay close attention to this skill or students were not motivated enough to improve it.

On a separate basis, students with good writing skills have the edge over others. They can convey effectively the messages they want to transmit. Furthermore good writing skills are required for getting a good position in the real world or to complement and finish off your studies at the university successfully.

1. The role and nature of writing in ESL / EFL

As mentioned by Lea & Street (2006) in their journal “Student writing for higher education”, writing can be one of the most difficult areas to approach. What is more, lots of teachers usually avoid this area and give preference to other skills such as speaking and reading. However, writing is definitely an area that we, as teachers, should not leave behind. There are plenty of reasons why we should include writing in a course.

- In the first place, many students need to master it or at least become accurate writers because nowadays it is a requirement in different areas such as jobs, academic studies, examinations, etc.
- Also, even when some students are reluctant to it, most of them have been involved in writing activities even when these activities mean simply taking notes in lessons.
- Writing involves a totally different kind of mental process because there is time to think, reflect, and prepare on the piece of writing. These activities, in turn, give students a chance to make any necessary changes, and finally present a final copy.

With all this information in mind, it is of paramount importance that we dedicate some time to this skill, which has been neglected for years. We need to find appropriate ways to approach this skill if we want our students be good writers in an EFL or ESL context. As Scrivener (2009) stated, “The role of writing in everyday life has changed quite dramatically over recent decades. When selecting work for students, you need to be clear about whether it is useful practice”. As mentioned above, teachers need to include writing activities in classrooms making sure these activities are useful or resemble real-life work.

As far as language skills, four are to be mentioned. These four are considered in two groups: receptive and productive skills. Receptive skills deal with listening and reading, where as productive skills are related to speaking and writing.

As stated before, writing is one of the skills considered in productive skills, it has to do with the graphic representation of oral production, a fact which, poses some demanding items to consider; for example, it is a macro-skill, writing puts together a number of micro-skills, such as joining words in the correct word order, using lexical items correctly, tracing the conventions of sentence level in grammar, keeping unity and coherence, and the like; all these micro-skills need to be well prepared to convey ideas properly to a group of people.

Harmer (2007:297) states that teachers tend to talk about the way we use language in terms of four language skills - reading, writing, speaking, and listening. These are often divided into two types: Receptive skills is the term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills are the term used for speaking and writing, because for these skills students actually have to produce language themselves.

Writing is a productive skill in which students have to express their ideas and deliver a message using a written code and following language-writing standards. An example of this correction code can be found in the table below.

Table 1. Symbols of Written Feedback

Symbol	Meaning	Example
S	Spelling	The response is <u>obvius</u>
WO	Word order error	I <u>like very much</u> it.
G	Grammar error	I am going to buy some furnitures <u>.</u>
T	Wrong verb tense	I <u>have seen</u> him yesterday.
C	Concord order	People <u>is</u> mad.
	Something has	He told that <u>I</u> that she was sorry.
	been let out	
WW	Wrong word	I am interested <u>at</u> jazz music.
()	Something is not necessary	He was not <u>too</u> happy enough.
?M	The meaning is not clear	That is a <u>very well photograph</u> .
P	Punctuation error	Did you live in London,
F/I	Too formal or informal	<u>Hi</u> Mr Flores, Thank you for your letter ...

Source: Harmer, J. (2004: 111). How to teach Writing. Malaysia: Pearson, Longman

1.1. Involving students. Feedback on written work does not only come from teachers. The teachers can also encourage students to give feedback to each other. It has positive effect on group cohesion.

Harmer (2007: 108) states that students are much more likely to be provoked into thinking about what they are writing if the feedback comes from one of their peers. Thus, while responding to students' work in the drafting stage, peer feedback is potentially valuable. The three techniques above are required to give students reflection on the progress of their writings.

In conclusion, there is a wide variety of ways in which positive and meaningful feedback can be given to students regarding their writing activities.

For this research, the techniques that refer to responding, which is giving qualitative feedback to students, and adopting a correcting code were used to help students to visualize their mistakes clearly.

1.2. Types of writing. A writer's type of writing reflects his or her personality, voice and manner to approach his or her audience and/or readers. For the present study, relevant information such as description and definition from different authors for each of the types of writing had been gathered.

1.2.1. Descriptive writing. Fiderer (2002) states that a descriptive paragraph gives a clear picture of a person, place, object, events or idea. Description is writing about characteristic features of a particular thing.

Oshima & Hogue (2007) mention that descriptive writing appeals to the senses, consequently, it tells how something looks, feels, smells, tastes, and/ or sounds.

Likewise, a good description is like a "word picture"; the reader can imagine the object, place, or person in his or her mind.

Furthermore, Wyrick (1996) affirms that the writer of description creates a word picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader.

From the explanation above, it can be concluded that descriptive writing gives sensory information in order to make writing come alive. It is a kind of writing that consists of description of characteristics, definition of something, an object, a person or a situation.

Jolly (1984) asserts that there are five types of descriptive writing paragraph.

- a. Describing a process: To describe a process, a writer does not only explain how something is done, but additionally explains why it is done and what is needed to complete the process.
- b. Describing an event: To describe an event, what happened in the event has to be memorized and remembered. Supposed the writer will write about an important national celebration held in his/her country, all the details related to the event need to be explained so that the readers can imagine the real situation and condition.
- c. Describing a personality: In describing a person, his/her individual characteristics have to be recognized. It is needed to describe people, areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception).
- d. Describing a place: concrete information is presented in order to describe a place like a hospital, university, train station, etc.

- e. Describing an object: This type of description is done by providing the physical characteristics of the object such as the color, form, shape, and similar elements.

On the other hand, some important features have to be considered when writing a descriptive text:

1. The vocabulary related to spatial order is used to make and create a visual image of the subject of description: the location or arrangement in space from top to bottom, bottom to right, inside to outside, etc.
2. Descriptive details enable the reader to visualize elements in the story. Vivid adjectives and active verbs help the writer to develop specific sensory descriptions.
3. Coherence, all the ideas in the paragraph should flow smoothly from sentence to sentence so that the reader can understand easily what it is tried to be expressed.
4. Cohesive devices are important to be considered to link sentences and ideas in the text.

It is important to highlight that a descriptive text has three main components which make the text flow and be organized. They are the following ones:

- **Topic sentence.** Oshima & Hogue (2007:39) state that the topic sentence is the most important sentence in a paragraph. It has two parts: a topic and a controlling idea. The topic names the subject of the paragraph. The controlling idea tells what the paragraph will say about the topic. It is called the controlling idea because it controls or limits the topic to a very specific point or points. It has two parts: a topic and a controlling idea. The topic names the subject of the paragraph. The controlling idea tells what the paragraph will say about the topic. It is called the controlling idea because it controls or limits the topic to a very specific point or points.

A topic sentence can be placed at the beginning, middle or end of the paragraph. It includes the topic and main points of what it is going to be developed in the body of the text. It unifies the content of the paragraph and directs the order of the paragraph.

Zemach & Islam (2004:14) state that a good topic sentence should include one clear topic or an opinion or idea of the topic.

- **Supporting sentences.** They refer to the body of the paragraph and they support the topic sentence.

Evidence in form of facts, statistics, experts' quotes among others can be used to prove the topic sentence.

Oshima & Hogue (2007:44) affirm that supporting sentences explain the topic by giving more information about it. Supporting point sentences list the main points of the paragraph.

Besides, Zemach & Islam (2004:58) state that ideas and sentences need to be ordered logically. It can be done by arranging sentence that are parts of the same ideas go together. Sentence can go in chronological order; moreover, one way to organize writer's supporting sentence is to decide which ideas are most important.

Supporting sentences are the "meat" of a paragraph. They do not only provide the details that prove the truth of your topic sentence, but they also make your writing rich and interesting. In a descriptive paragraph, the more details included, the more clearly the reader will imagine what is being described. The details should appeal to the five senses. They should tell the reader how something looks, smells, sounds, feels, and tastes. Write about colors, sizes, shapes, odors, noises, and textures (Oshima and Hogue, 2007: 65).

- **Concluding sentence.** It consists of the restatement of the topic sentence, a summary of the main points or a final comment.

Walters (2000) states that a concluding sentence is a sentence at the end of the paragraph that summarizes the information that has been presented. Writing a concluding sentence can be more difficult of what most people can think of. It is best to provide students some examples of concluding sentences, this will guide them while they create their concluding sentence. Another thing that aids students is the use of transitional phrases, all these details are essential when teaching them to produce an effective piece of writing, a good concluding sentence which summarizes their points and give their final point an impact.

Oshima & Hogue (2007) state that the concluding sentence repeats the main idea in different words or summarizes the main supporting points. It usually begins with a conclusion signal. The reader should be in the capacity to identify the key points in a text by reading the concluding sentence. Some important consideration that concluding sentences should have are put together the information you had presented, they link one paragraph to the other one and they usually qualify the information developed in the elaboration.

1.2.2. Narrative writing. Oshima & Hogue (2007) affirm that narration is story writing. When you write a narrative paragraph, you write about events in the order that they happen. In other words, you use time order to organize your sentences.

Likewise, Meyers (2005) mentions that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader respond to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in the scene and make it happen for them.

Anderson (1997) states that narrative is a piece of text that tells a story and, in doing so, entertains or informs the reader or listener.

From the definitions above, it can be concluded that a narrative is a type of text that captures the reader's attention and involves him/her in the story as if he/she were an active participant in it.

Anderson (1997) states that a good narrative uses words to paint a picture in our mind of:

- a. What characters look like (their experience)
- b. Where the action is taking place (the setting)
- c. How things are happening (the action).

A narrative is a type of text in which a sequence of events is told in words, it is like telling a story in order, not randomly. Sequence always involves an arrangement in time.

Anderson (1997) affirms that the language features usually found in narrative texts are: specific characters, time words that connect to tell when they occur, verbs to show the action that occur in the story and descriptive words to portray the character and setting.

Neo (2005:2) states that a narrative has a structure, a shape or a pattern. This can be represented using the Freitag triangle.

The Freitag triangle consists of the composition that establishes the characters and situation: the rising action that refers to a series of complication leads to the climax.

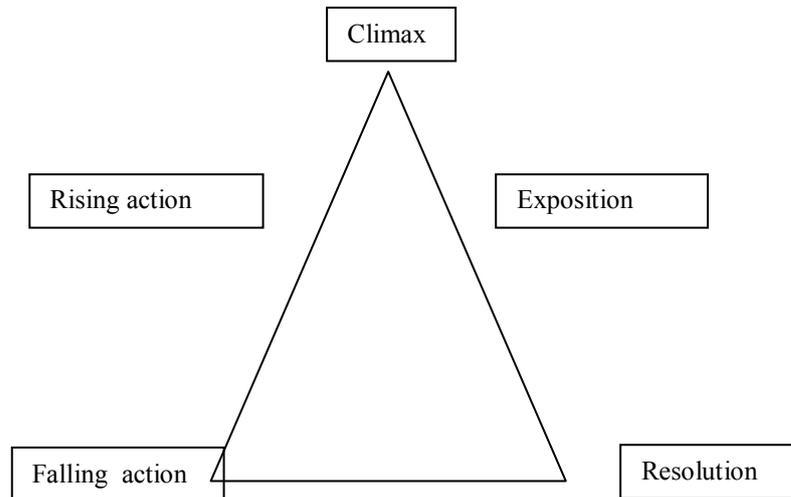


Figure 1. The Freytag's Triangle

Source: Freytag, G. (2012) *Technique of the drama: an exposition of dramatic composition and art*. Biblio Bazaa

The climax that is the critical moment when the problem/ conflict demands something to be done; the falling action is the moment away from the highest peak of excitement and the resolution that is the result or outcome of the narration.

Furthermore, Anderson (1997) states that the steps for constructing a narrative are:

- a. Orientation/ exposition: The readers are introduced to the main characters and possibly to the secondary ones. Likewise, information about the location and time of the story is given in this part of the writing.
- b. Complication/ rising action: The complication is carried out by a series of events in which something unexpected usually happens and a problem arises. This complication will involve the main characters and probably the secondary ones.
- c. Climax: In this part of the narrative, the narrator tells how the character reacts to the complication. It includes their feelings and what they do. The event can be told in chronological order or with flashback.
- d. Resolution/ falling action: In this part, the complication may be resolved successfully or unsuccessfully.

Neo (2005) affirms that there are many different types of narrative texts such as a humor narrative that aims to make the audience laugh as a part of telling a story; a romance narrative which typically tells of two lovers who overcome difficulties to end up together; a diary novel that has the text presented like diary entries, among others.

1.2.3. *Persuasive writing.* Persuasive writing is known as argumentative writing. The purposes of this type of text is to take a position for or against an issue and try to convince the reader to adopt a certain point of view or to take a particular action.

Fowler & Aaron (2007) state that an argumentative text attempts to open readers' minds to an opinion, change readers' own opinions or perceptions, or move readers to action.

Additionally, it was mentioned that an argument is always controversial, reasonable and informed; people will disagree over it or be able to support it with their own reasons. In an argumentative text, the writer who has taken a stand and argues on its behalf will try to set off his viewpoint as effectively as possible by gathering opinions from many sources. It is understandable that an argumentative text has a discourse that uses reasons to persuade readers to hold the writer's opinion, or at least to accept that the author's opinion is thoughtful and reasonable.

Barnett & Stubbs (1995) identify two main characteristics of an argumentative writing. Firstly, in argumentative texts some statements are offered as reasons for other statements. An argument is essentially built on the word "because". Secondly, argumentative texts assume that there may be a substantial disagreement among informed readers.

When writing a persuasive text, the following has to be considered:

1. The writer's position needs to be clearly stated. If he agrees or disagrees with the issue, it is considered in the topic sentence of the paragraph.
2. Some research needs to be carried out in order to support one's point of view with valid information as facts, experts' opinions and others.
3. In the supporting ideas, the reasons of one's choice should be included and evidence and solid reasons should be provided to back the topic sentence.
4. Transition words for giving opinions and reasons as well as sequencing connectors should be included so that the text will be organized in a logical way.
5. In the concluding sentence, the main points are summarized or the writer's opinion is restated.

1.2.4. *Assessment of writing,* Brown (2004:4) states that assessment is an ongoing process that encompasses a much wider domain. Whenever the student responds to a

question, offers a comment or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance.

It is very important in any language scenario and it lets the teacher know if the purpose of a writing activity has been achieved successfully or not.

Coffin (2003:75) mentions that a starting point to devise an assessment strategy is to identify the purposes for which you need to assess students' writing. Purposes for assessing students' writing might include the following: to provide evidence of students' acquisition of subject-specific skills, or the ability to apply knowledge and understanding of an articular course of study to indicate how effectively students can express their knowledge and understanding in writing, to help students to learn of consolidate their learning (both of subject knowledge/skills and of academic writing).

Likewise, it helps to develop metacognitive skills as the teacher is able to evaluate his/her own practices and the students are able to evaluate themselves and their achievements in writing.

1.3. Process Writing. The different factors involved in effective and efficient writing would make teachers believe that there is a considerable quantity of time devoted to writing in language programs. White and Arndt (1991:1) put forward "it has tended to be a much-neglected part of the language programme" even when writing is considered a means of communication and a powerful skill. There seems to be a misunderstanding when it comes to what is called communicative competence considering only the oral skills when it indeed entails the four skills being the reason why White and Arndt referred that writing has been neglected by teachers and students for incorrect reasons such as:

- ✓ the lack of a real context to define the purpose of writing.
- ✓ the lack of interaction for the activity.
- ✓ the difficulty found in the process of generating ideas.
- ✓ the difficulty in the process of organization.
- ✓ the time assigned to complete the task given probably even worst when it comes to sitting exams.

Sometimes due to time constraints teachers assign the writing for homework and sometimes they do not even make the students discuss in class so as to give them the chance to generate ideas, considered in the process and explained later as brainstorming, as

well, which is key as initial step in the current study. Another thing which is commonly seemed is the writing task is found at the end of the unit.

Process writing should be a method to teach effectively writing as mentioned by Hedge (2005), as it is shown below in the chart. Also, it should be a great opportunity to aid students to concentrate in the process of text creation going through the different stages of generating ideas, drafting, revising and editing. This process is of vital importance for teachers to take into account when guiding the students to work on the different stages.

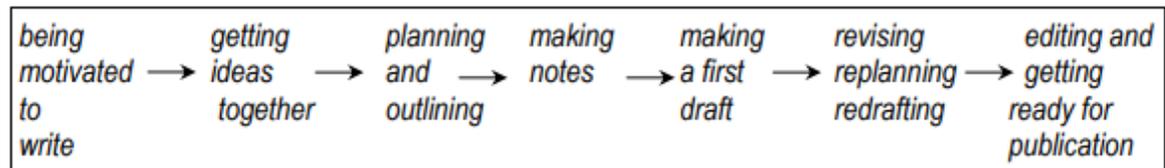


Figure 2. Process Writing
Source: Hedge, (2005:51). Stages involved in process writing.

1.3.1. Generating Ideas. The first part of the unit in the textbook should be used for the pre-writing step or stage in order to aid students generate ideas. It would be a perfect opportunity for the students to practice what was previously taught as well as discussed in class. A great example of this would be to assign a descriptive text which will be a follow up of a class related to adjectives, for instance.

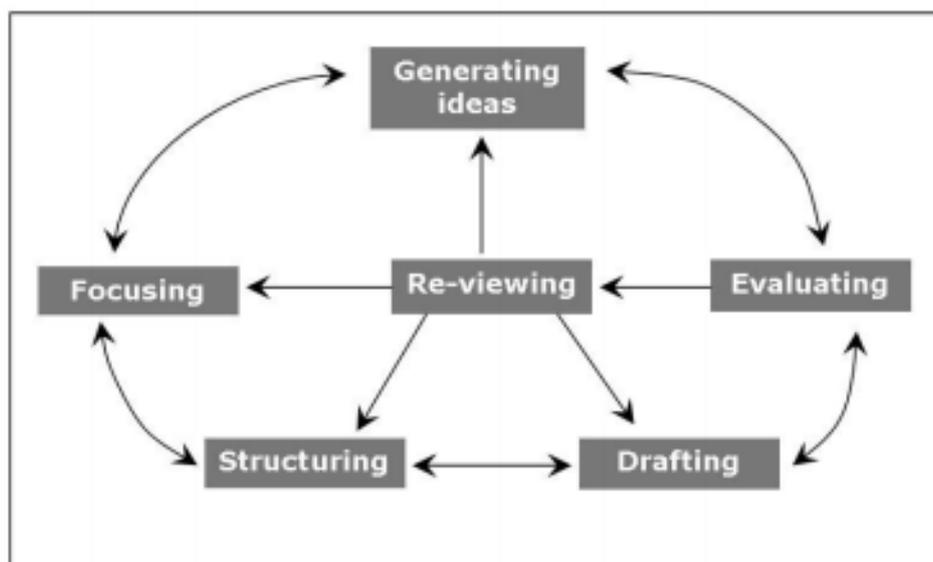


Figure 3. A model of writing
Source: White and Arndt, (1991:43) A model of writing.

As stated by White and Arndt (1991), another great pre – writing activity is brainstorming specifically if the generating of ideas turns to be difficult in this part of the

writing process. The main aim of brainstorming is to give room to the students to create ideas and produce them for a given topic or issue.

White and Arndt (1991) recommend that brainstorming should not be an obstacle to foster creativity, it could also aid the students to define the purpose and identify the audience. The feeling of knowing their purpose and audience will be reflected in the content, choice of lexical items chosen, appropriate grammar forms in other words how words and sentences are put together.

Another benefit from brainstorming is that it fosters interaction among students and teachers. Willis (1990) puts forward “language for real communication” since students decide what to say and how having the opportunity of making their own choices expressing their ideas or opinions with an authentic purpose being that moment where communication takes place.

1.3.2. *Focusing, structuring and writing the first draft.* As a post stage to brainstorming, students put together their ideas to get ready to start their outlining and write their first draft.

White and Arndt (1991) and Hedge (2005) after the brainstorming stage they recommend the technique of free writing where students have the opportunity to concentrate more in the content than in the form which in fact is the main purpose of this technique. Using loop writing help students produce one sentence summarizing it before moving to the next sentence following the loop also avoids having repeated ideas or sentences. It is very important to make students aware that good texts have introduction, body (paragraphs) and conclusion. Also, effective paragraphs are made up of topic sentences, and supporting sentences. The topic sentence mentions what the topic and the purpose are and the supporting sentences develops the topic and justifies it.

1.3.3. *Revising and redrafting/editing.* According to Hedge (2005) revising is a crucial part in the process since it has to do with what has been produced in written form. Here in this process is where learning takes place since students receive feedback it means mistakes are highlighted to be corrected and recommendations for improvement are given.

It is here a great opportunity to make students reflect from their mistakes and work in pairs or groups to provide each other feedback therefore where the peer correction stage

takes place. The teacher will mostly take the role of facilitator and guide, students will not only be focusing on giving feedback on form, organization, structure and cohesive devices but they will be helping each other to become developing writers.

To obtain a good balance among the components in the process of writing it will always depend on the planning that would be needed, in accordance to the kind of writing that is needed. If a postcard is asked to be written the writing is very spontaneous whereas if the need is to produce a letter of complaint for customer service office, more components will be requested. The process will depend on the purpose or the audience of the text.

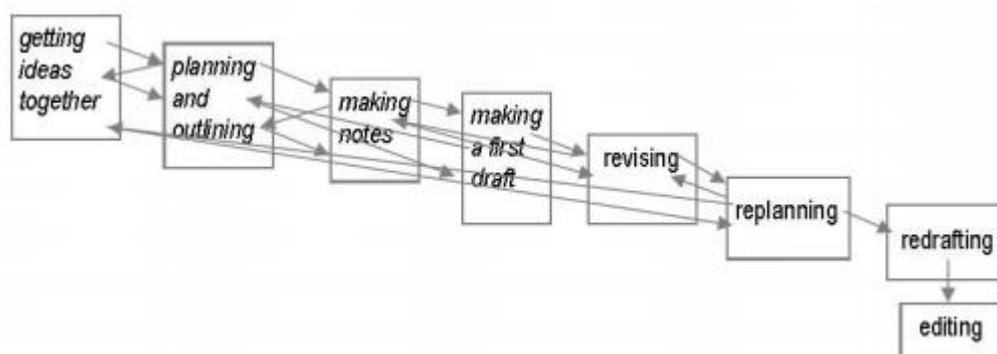


Figure 4. Interactive Stages of Process Writing
Source: Reis, (2008). Process writing.

1.4. Descriptors for assessing writing on descriptive texts. For the effects of the current investigation, assessments of students writing pieces were marked taking into consideration the descriptors elaborated by the IELTS writing marking criteria for the Writing component band Descriptors which were adapted by the Undergraduate English Department, at Universidad ESAN, to assess students' writing production on texts. Each of these criteria refers to

1.4.1. Task Achievement. It refers to the ability of the student to write a well-structured descriptive text taking into consideration its three components which are to write a clear topic sentence, give supporting details that can be facts, examples, experiences and include a concluding sentence in which the topic sentence is restated or the main points are summarized.

To achieve the task, you need to write a complete answer to the question. For instance, if the task refers to essay writing, meaning to achieve the task by addressing all the parts of the task and fully developed position to answer providing well-supported ideas.

There is still the need to present a complete developed response, however; here a position is not shown or presented. In Task Achievement is more about the focus and the writer's thinking than the level of the language.

Set task: Write a descriptive essay for a teenage magazine about the first time you tried a new food.

Text 3

During epiphany I normally have dinner at my french neighbour house. In one of this meals she made frog legs. At first, I looked at it like it was an unknown people. I felt strange about those tiny ugly legs. And it had a green sauce on it that didn't seem very tasty too.

Anyway, I'm a person that don't quick at the first challenge, so I had to try the frog legs. I pick one, the tyniest I think, and I started to eat. At the first bite I realised that what seemed disgusting was marvelous and really, really tasty! Actually, the legs had an interesting flavour: they seemed like chicken, but the green sauce make them better. I ate it until there were no more on the place.

In the next year, she cooked frog legs again. On that night, I didn't waste time looking at them wondering if I should eat or not, while the other people were eating them all.... Because, after all, I wasn't the only person who loved this delicacy!

Figure 5. Sample Task Achievement: Writing
Source: Reis, (2008). Process writing.

1.4.2. Coherence and cohesion. It refers to the meaningful connections that the reader perceives in a written text. In other words, if the information is organized in a clear and logical way it flows smoothly.

Walters (2000) states that text coherence is the main core when referring to the possibility in a text of setting up a meaning globally, due to the organization and sequencing of sentences, a sort of structure or textual plan is followed. It is on the surface level of the text where it performs and corresponds to the explicit use of resources that are linguistic to set up the connection among statements. In reference to the linguistic resources mentioned, some of them are: the use of pronouns, and connectors.

Oshima & Houge (2007:76) argue that a coherence paragraph flow smoothly from the beginning to the end. The readers can follow the ideas easily because one sentence leads naturally to the next one.

Cohesive devices and conjunctions are useful to link ideas in the text and its use depends on the level of the students. For the present study, students were asked to organize information in sentences connected to a paragraph, use five prepositions correctly, use referents (pronouns) correctly and to underline linking words. Figure 6 below, shows how students visualized these criteria.

Coherence & cohesion	<ul style="list-style-type: none"> • Always organizes information in sentences that are connected in a paragraph. • Uses 5 prepositions correctly: on the left, on the right, to the left, to the right, in the middle, in the center, inside, below. • Always uses referents (pronouns) correctly. ○ Always underlines linking words.
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Figure 6. Coherence & Cohesion Descriptor

Students needed to manage paragraphing skillfully and use cohesion in a very natural manner. Paragraphing means to put the information and ideas together in a written manner following a logical order. To link these ideas there is the need to use cohesive devices previously learned such as also, moreover, however, in addition, nevertheless, and so on. Figure 7, displays a sample of one of the students' production in this regard. Underlined linking words are done, as well as paragraph organization, prepositions were used, pronouns are considered, too.

II. WRITING TASK

Write the description of the flag. Read the assessment criteria overleaf.

THE FLAG OF GERMANY

The flag of Germany is the more important symbol of this country, it consists of 3 stripes put one on top of the other and represents the black uniform, but decorated by golden copper buttons used in Napoleonic wars.

This flag has a variation, the governmental, that includes in the centre the coat of arms officially known as "*Dienstflagge der Bundesbehörden*" that has in the center an eagle and it was introduced in 1950. In addition, it has another variation, that is the vertical used in councils.

Figure 7. Coherence & Cohesion Sample from a student

1.4.3. Lexical resources. They refer to the use of a range of vocabulary and correct word choice when writing texts. Likewise, they include the correct spelling of words in the writing piece.

Byrne (1997) puts forward that the factors that are important in this criterion are word choice, collocation, and word formation. In this sense, Figure 8 shows the criterion required to the students. Students are asked to select 5 words from the units previously

studied. Be aware of writing them correctly as well as yo underline linking words to ensure here that students know how to apply them correctly.

Lexical resource	<ul style="list-style-type: none"> • Uses 5 words from the unit correctly. • Always spells words correctly. ○ Always underlines linking words.
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Figure 8. Lexical Resource Descriptor

As seen below, Figure 9 reflects a sample of how a student applies the Lexical resource descriptor. The student uses 4 words from the unit requested, misspell only a word writing strip instead of stripe as seen in the sample, in all uses the four words chosen correctly and makes wide correct use of linking words and being underlined, this descriptor is attained.

Write the description of the flag. Read the assessment criteria overleaf.

SPAIN

The **flag** of Spain, known as "la Rojigualda" is formed by three horizontal stripes, red, yellow and red, being the yellow double width that each of the red. Also, this has a shield, but its incorporation is only mandatory in the cases provided by regulation.

The **shield** has a height of two fifths of the width of the flag. In addition, this is on both sides and in the center of the yellow strip.

The colors of the flag of Spain were chosen by King Carlos III. These colors were selected for the sole purpose of being visible and distinguishable at long distance in order not to be confused at sea. On the other hand, there are others theories that say that the colors of the flag have another meaning. That is, red **represents** the blood shed by the Spaniards in their conquests and yellow represents the wealth obtained in these conquests.

Figure 9. Student's Sample

1.4.4. Grammar, capitalization and punctuation. It refers to the correct use of the language, the ability of the student to produce error-free sentences. In other words, to have an accurate control of tenses and other grammatical points.

Additionally, students must apply capitalization and punctuation rules correctly in their writing pieces. Have the capacity to use a variety of complex sentences as well of punctuation guarantees a high score in this criterion.

Here some examples of sentences expected to be produced in general English when moving from simple sentences to complex:

Simple: I graduated from university. Then I got a great job.

Complex: When I got a great job, I had graduated from university.

Simple: She is the woman. I borrowed her car.

Complex: She is the woman whose car I borrowed.

Simple: He is a responsible student. But he forgot to do his homework.

Complex: Although he is a responsible student, he forgot to do his homework.

Grammatical range and accuracy	<ul style="list-style-type: none"> • Always writes complete sentences (subject + verb + complement/ object) • Always has a good control of present simple and prepositions
Capitalization and Punctuation	<ul style="list-style-type: none"> • Always uses capital letters for proper names and to start sentences. • Always uses periods and commas correctly.

Figure 10. Figure 10. Sample of the Grammar, Capitalization and Punctuation

As seen above these lines, in Figure 10, and for the purpose of this study, students are assessed on how varied, versatile and correct their grammar is. Students need to write complete sentences, have a good control of specific grammar point required along capitalization and punctuation as reflected on a student's sample. Figure 9.

2. Using computers for students writing

Using computers to write is not a new issue. Various writers have pointed out the advantages of using computers for student writing. Jim Scrivener in his book *Learning Teaching* points out the advantages below:

- It is readable.
- There is a possibility of getting multiple copies.
- It can be used as a draft and from there students can make changes without the need to write all over again.
- It can be sent directly by mail to the teacher.
- The Microsoft word spelling and grammar checker is of great help regarding spelling and language check as well as a first filter in the correction process.
- It is possible to use the “comment” feature which allows readers to leave notes so that writers can review their work to later modify it.

The list could continue, but for the development of this research the advantages mentioned above are the ones that should be considered as the most important regarding the use of computers in order to get students write using technology.

3. The use of Google drive and its characteristics

According to Stephenson (2019) Google Drive is an online storage solution launched by Google in April 2012. It's primarily used for file storage and backup but is also a popular tool for project collaboration by businesses, school, and individuals.

These drive files may include innumerable topics that go from scientific information to even gardening in documents or pictures. Whether you are interested in one or another topic, you can find them all online.

For this study, some of the most important advantages considered of using Google drives are that:

- Backup your files.
- Send large files to classmates, friends, and others.
- Use google drive App to Access Documents.
- Efficient built-in search engine.
- Share documents, photos and videos with your contacts.
- Open and edit various kinds of document.

4. The use of Google drive in teaching English

Based on our teaching experience, learners adapt course themes, topics and content to originate very personalized products, as for instance a file in drive. There are different types of drives to use in the classroom. These types of drives have been described by Campbell (2003) as:

4.1. Tutor drive. This kind of tool is managed by the teacher and is useful for the following reasons:

- The drive gives reading practice to learners. It is common to find instances of students who dislike reading material which is too boring for them. The point is that if it is the teacher who writes the drive, this fact would probably encourage learners to read the contributions just because they know the person who published the post. When the teacher writes on the drive, there is a friendlier environment just because the teacher is familiar with the students. Also there is recycling of the material covered in class.
- The tutor drive gets students to explore websites in English. When a tutor posts, learners will be encouraged to explore other sites that are related to the topic. Plus, the teacher can also insert links for students to surf and go beyond on their search.
- This kind of drive encourages online verbal exchange by the use of the comment option. Teachers can easily encourage students to write comments by asking questions, opening a debate, giving them riddles, etc.

4.2. Learner drive. This tool is managed by a single student. As stated by Campbell (2003), “In ESL, learner may be the best suited for reading and writing classes,” By creating a personal drive post, students are encouraged not only to post what the tutor has assigned, but they usually go further by searching for more information to support their posts, adding images, inserting links, inserting videos, images and also giving an opportunity to other students to comment on their files. The idea of this is that students get writing practice outside the class.

4.3. Class drive. This drive is created with the collaboration of the whole class. There are various options to include in this kind of files. For instance:

- It could be used as a space to create discussions and debates.

- It would be an opportunity to work with project-based learning.
- They can even be used to create interaction with people from other institutions and even from around the world.

4.4. Using drive in order to develop the writing skill. Drives in the learning environment provide with innumerable opportunities for learners to improve their writing skill. Bloch (2008) states that blogs, for example, are the best source for writing teaching because they:

- are friendly.
- foster students who write prolifically.
- consider in each writing an opportunity for learners to share.
- support group work as well as provide feedback and encourage collaboration.
- give students the opportunity to write outside the class.
- can be connected to different links as well as multimedia
- give students a feeling of authorship
- are used in different moments during the process of writing.

In this study, the arguments in favor of using Google drive, as online tool, to promote, develop and improve writing, go beyond words, and the increase in the use of them will give learners a bigger chance to consolidate abilities especially in the area of writing. For the current study, the opportunity that students, at Universidad ESAN, have by using, a free of cost, Gmail account as the institutional via of communication, offers the opportunity to make use of this tool called Google drive, which is a tool, that students will find interesting and new for interacting and to have a varied learning environment, other than the traditional one using paper when it comes to writing. The present study analyses the impact of using Google drive docs, as online tool, to improve the writing skill by using, Academic Files, as exercise material. It is a model of learning task which can be applied to all the English courses at Universidad ESAN which will allow students to interact, share feelings and opinions while improving their writing skill in English. The next Chapter explains how Google drive, an online tool, aids to improve students 'writing skill at Universidad ESAN.

Chapter 3

Methodology of the investigation

1. Investigation type

This research study considers both the quantitative method of quasi-experimental approach along with the deductive on its aim as it was elaborated to go over the link between a set of materials applied, Academic Files, which were used to improve writing skills in the learners who used online tools specifically Google drive docs, for the study. (Nunan, 2003)

The principal characteristics of this quasi-experimental study were: the two groups contrasted, were chosen randomly. The pre-test and the post-test were applied in order to gather and contrast information before and after the implementation of the research.

In this research, two groups of twenty-five different students each, who enrolled in the Intermediate English course at Universidad ESAN, took part in the experimental and the control group.

The tasks were distributed at random to one of the groups since they had similar features and were taught with the same textbook.

2. Description of research methodology

As with true experimental research, the goal of quasi-experimental research is to test cause and effect by observing how subjects react to phenomena. It is, therefore, at least in intent, a quantitative approach. However, in quasi-experimental research full control is not possible because one or more of the three characteristics of true experimental research is missing. In educational research, it is rarely possible to control all the variables. This, of course, means that confidence in assertions of causality must be weaker than in the classic experiment. There are many different procedures that are used in quasi-experimental research. According to Cook & Campbell (1979) “the prefix *quasi* means “resembling.” Thus quasi-experimental research is research that resembles experimental research but is not true experimental research. Although the independent variable is manipulated, participants are not randomly assigned to conditions or orders of conditions”.

This research was carried out taking into consideration a former situation that was observed in the classroom and the need to do something to improve it: in this case, it was

the enhancement of students' writing skills on three different types of texts (descriptive, informative and problem solution) at an Intermediate level of English at Universidad ESAN.

At this point it is of paramount importance to put forward also, that the present research has been selected because it is considered important that teachers reflect on their own professional practice and explore other tools available to motivate our students to keep on improving their writing skill other than the traditional manner.

Teachers are the ones who have the experience and can detect what goes well and what needs improvement regarding their students' language learning scenario. Altrichter, Somekh & Posch (2004) affirm that what is good for the practice is good for research' in other words, if something needs to be changed, action has to be taken and the situation has to be solved addressing the issue through practice and reflection.

Mills (2000:6) defines action research as any systematic inquiry conducted by teachers, researchers, principals, school counselors, coordinators or other stakeholders in teaching or learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment (and on educational practices in general), and improving students' outcomes and the lives of those involved.

Fraenkel & Walen (2009:589) state that this type of research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice. It is known that to be certain that a type of research is meant to be considered it has to be tested by individuals initially and gathering this data actions will be taken to improve and validate data.

There are many different procedures that are used in quasi-experimental research. Two of the most common are:

2.1. Using a non-equivalent control group. In this model the researcher does not randomly assign subjects to a control or experimental group. Rather an experimental group is chosen and a similar group is selected as the 'non-equivalent' control group. For example, someone researching into the effects of using peer-assessment might compare two groups of students on similar courses, one where peer-assessment is used and one where it is not. The key difference between this model and that of the classic experiment is that subjects are not randomly assigned to each group and the researcher is, usually, unable

to control all random variables. The basic weakness of the method is the lack of certainty about the exact degree of similarity between the experimental and control groups and the possibility of 'contamination' by other variables e.g. the quality of the teaching might be better in one group than in the other.

2.2. Making a series of observations on a single group before and after the experimental change (known as 'Time Series Design'). In this model, the researcher makes a series of observations ('pre-test') on a group of subjects to establish an existing pattern. S/he then makes the experimental change and, again, observes the behavior of the group over time (in a series of 'post-test'). If there is a consistent and measurable change, it is considered reasonable to infer causality. For example, suppose a group of students fail to use the Harvard Referencing System correctly after three coursework assessment episodes. Suppose in response, that the teacher then devotes three hours of teaching time to a workshop on the use of the Harvard System. If, in each of the next three assessment episodes the numbers of students failing to use Harvard correctly diminishes, then it is reasonable to suppose that the workshop had a positive effect.

To sum up, the followings steps are considered: intend, act, review. It is a spiral process and, in this way, teachers can maximize students' learning through the proposal of different activities and tools to do it.

Hopkins (1993) suggests that this research is the most appropriate for participants who recognize the existence of the shortcomings in their educational activities and who would like to adopt some initial stance concerning the problem, formulate a plan, carry out an intervention, evaluate the outcomes and develop further strategies in an iterative fashion.

General question

To what extend does Google Drive help to improve students' writing skills in the Intermediate English Course at Universidad ESAN?

Specific questions

- Will the writing skill be affected positively if students use Google drive?
- Can students become better writers by using Google drive frequently?

3. Variables

3.1. Variables work data. Fifty learners who had been assigned in two different sections of 3 hrs. per week class each section in two timetables: 7 am and 11 am. The investigator received two Intermediate English Courses. From the 2 sections 1 at 7 am which was assigned as the control group and the other section at 11 am as the experimental group.

The sample group was not chosen at random, whole classes were considered, the number of students who participated in each group is almost the same.

There were 50 students in the control group in all, 22 men and 28 women were considered. In terms of ages, they were from 18 to 26 years and 23 was the average age. In reference to the experimental group, made up of 25 students, 11 men and 14 women. Their ages were from 18 to 26. 23 was the average age.

Table 2. Variables Work Data

Gender

Gender	Control		Experimental	
	N	%	N	%
Female	14	56.00%	14	56.00%
Male	11	44.00%	11	44.00%

Age

Age	Control		Experimental	
	N	%	N	%
18 – 20	2	8.00%	10	40.00%
21 – 23	18	72.00%	10	40.00%
24 – 26	5	20.00%	5	20.00%

3.2. Causal variables. These variables are divided in two groups:

3.2.1. Dependent variable: Writing skills. For the current research writing skills are defined as an important part of communication. Good writing skills let you communicate your message effectively and we need to find appropriate ways to approach this skill if we want our students be good writers in an EFL or ESL context. As Scrivener (2009) stated, “The role of writing in everyday life has changed quite dramatically over recent decades. When selecting work for students, you need to be clear about whether it is useful practice”.

As far as writing, it is one of the productive skills, it has to do with the graphic representation of oral production which demands challenges. Writing gathers a quantity of micro-skills, such as groups of lexical items with the correct word order, using phrases and collocations correctly, certain level of grammar is considered to maintain the unity and coherence. Some of these are micro-skills which need to be well improved to pass ideas among each other.

3.2.2. Independent variable: Google drive. The information the drive contains is usually related to one specific topic. For many people, they look like diaries. However, drive files could be about anything. They usually include someone's personal life, experiences, research, photos, documents as well as his or her views on political, social, and economical issues.

These drive files may include innumerable topics that go from scientific information to even gardening in documents or pictures. Whether you are interested in one or another topic, you can find them all online.

4. Population and sample of the investigation

Universidad ESAN is a private university located in Surco, which is a high socio-economical class district in Lima. The university offers various careers most of which deal with business and entrepreneurship. All the careers offered at the university include the learning of English as an important part of the curricula. Five English courses are included in all the careers. These courses are named: Leveling Course, Basic English Course, Intermediate English I Course, Intermediate English II Course and Intermediate English III Course. The purpose of taking these 5 levels of English is to give students the necessary practice and skills so that they can take career courses in English at the university. Another reason to teach English is to get learners to learn and improve their skills in English. However, the most important reason is to give them the necessary skills to develop in such a globalized world we live nowadays.

One of the characteristics of taking an English course at Universidad ESAN is that it is mandatory. That means that students are not allowed to skip from this course during their careers. Also, of high importance it is necessary to put forward that the expected level to obtain by the time they finish Intermediate English is in accordance to the European Framework Reference for Teaching Languages.

Four months is the duration of an academic semester at Universidad ESAN. The English courses offered at the university consist of 3 hours a week face to face and it is expected students do at least 3 hours virtually or a synchronically which means not in real time. During the six hours, students are expected to work on all 4 skills as well as grammar and vocabulary. Each class has an average of 25 - 26 students who are expected to attend classes because they cannot be absent for more than 09 hours during the whole semester.

The book used among students was International Express, which has both a functional notional syllabus and a lexical syllabus. Each unit in the book has 4 sections. The first section focuses on grammar, the second on vocabulary the third and fourth on work skills & functions respectively. Also, each unit has a little task in which students have to consolidate their learning with a review activity.

4.1. Group profile description. Both the experimental and control group belong to the Intermediate English course at Universidad ESAN. The students at ESAN belong to middle and high socio-economical level which is important to mention because most of them went to private schools where, they studied English. The level of English of the students at ESAN varies from a beginner level to an advanced level. The age of the students in this course goes from 18 to about 27. At least 85% of these them are studying their first career and they need to take these courses because it is mandatory. One of the problems we, as teachers, need to face is the fact that since the course is mandatory, in some cases there is a low level of motivation. The two groups of students are, as stated before, taking the Intermediate English III course which is an upper intermediate level.

4.2. Informers description. One of the main reasons decided to work with the writing skill is because most students lack the ability to write academically correct. As said before, most of the participants have a certain level of English, but regarding the skill of writing, it is notable that they have not been exposed or do not much experience writing academically and in different genres. Another problem noticed, in this study, is that they need some practice in structuring their written production. Also, some problems in the area of cohesion and coherence in the process of writing were detected to be addressed carefully.

For the present study, two classes were chosen: an experimental and a control group. Both classes are in the same level of English. The only difference is the schedule. The

experimental group studies on Fridays from 7 to 10 am while the control group studies on Wednesdays from 11 to 2 pm. The classes were chosen because they showed a good level of commitment with the course. Also, these students in this group needed some more preparation in the writing skill because the book only focuses on the product at times and not on the process which makes the writing activity a little more difficult. According to Harmer (2005) “when concentrating on the product we are only interested in the aim of the task and in the end product. Those who advocate a process approach to writing, however, pay attention to the various stages that any piece of writing goes through.” This group needs some work on process to be sharp their writing skills.

5. Description of the research tools

5.1. Instruments and techniques for gathering of data. In the current study, different tools were used to gather information which were validated by expert judges and the pilot testing which both helped to generate deep and meaningful improvements. The first technique consisted of asking three professors from Universidad ESAN to ensure that the components of these tools (questionnaire, survey and tests), comply with the purpose of the present study in other words if the questions proposed in the questionnaire survey and tests were efficient and effective to achieve the goal of the study. In reference to the second tool, the pilot testing was applied to students who complied with the profile of the target population. After application, the questions were improved and the rubrics initially considered in the pre-test

The questionnaire and the survey were reviewed as well as validated among three experts from Universidad ESAN, Ms. Gali Garcia Palomino, who at the moment of this research was an English teacher at Universidad ESAN for the undergraduate program and DPA program, currently English Department Coordinator at Universidad Peruana de Ciencias Aplicadas UPC, Mr. Ricardo Tume Bayona, English Teacher at Universidad ESAN and Universidad San Ignacio de Loyola for the undergraduate program in both institutions and Mr. Wilmer Jorge Camargo, English Teacher for the undergraduate program at Universidad ESAN and Universidad Del Pacifico Language Center. (see appendix 1)

5.1.1. Questionnaire. A questionnaire was prepared and applied to receive attitudinal and behavioral data in regards to the student’s writing skills, their strong areas, their

preferences also their feelings towards writing, as well as the use of strategies. (see appendix 2)

5.1.2. Survey. Cohen, L., Manion, L., & Morrison, K. (2018) affirm that surveys are mostly in descriptive methods in terms of educational research and may be in the range of large-scale for government investigations to small scale researches conducted by one researcher. Most surveys have as a general aim to receive a snapshot of situations, attitudes, or events at a specific time.

For the current study, a survey was elaborated to examine learners' personal profiles and attitudes towards English as a foreign language and how acquainted learners are for technology. Relevant and useful data was shared in the information provided by the participants in the research also some items to be considered in the process of development in the present study.

5.1.3. Tests (Pre-test and Post-test). For the development of this research, a pre-test and post-test were devised in order to find out information about the students' writing competence on writing texts before and after the implementation of the program using online tool specifically Google drive docs.

The pre-test was applied to find out information about the students' current level of writing skills on a type of text before the implementation of the proposal was developed and it was applied to both groups: The experimental and the control group. It was assessed using a set of descriptors which were modified or adjusted later on a formal evaluation following the curricula from Universidad ESAN for the Intermediate English Course for its undergraduate program.

5.1.4. Descriptors. For the effects of this investigation, assessments of students writing pieces were done taking into consideration the descriptors elaborated by the IELTS – Writing Task 1 band Descriptors and adapted by the ESAN undergraduate English department to assess students' writing skills. (See appendix 3)

a) Task Achievement. It refers to the ability of the student to write a well-structured descriptive text taking into consideration its three components which are to write a clear topic statement, give supporting ideas that are facts, examples, experiences and

include a closing statement in which the topic statement is restated or main points are summarized.

- b) Coherence and cohesion.** It refers to the meaningful connections that the reader perceives in a written text. In other words, the information is organized in a clear and logical way it flows smoothly.

Oshima & Houge (2007:76) argue that a coherence paragraph flow smoothly from the beginning to the end. The readers can follow the ideas easily because one sentence leads naturally to the next one.

Cohesive devices and conjunctions are useful to link ideas in the text and its use depends on the level of the students. In the case of this study, students are asked to use the following conjunctions: and, but and transitional words such as also, in addition, in conclusion among others.

- c) Lexical resources.** They refer to the use of a range of vocabulary and correct word choice when writing descriptive texts. Likewise, they include the correct spelling of words in the writing piece.

Byrne (1997: 15) says that the mastery of the writing systems includes the ability to spell. Incorrect spelling including typing errors or words processing errors distracts the reader rather than impedes comprehension.

- d) Grammar, capitalization and punctuation.** It refers to the correct use of the language, the ability of the student to produce error-free sentences. In other words, to have an accurate control of tenses and other grammatical points.

Additionally, students must apply capitalization and punctuation rules correctly in their writing pieces.

5.2. The data analysis and interpretation. For the present research the Wilcoxon signed-rank test, which is the statistics system used, is a non-parametric statistical hypothesis commonly used to contrast two related samples, matched samples, or repeated measurements on a single sample to assess whether their population mean ranks differ. It can be used as an alternative to the "t-test for matched pairs" or "t-test for dependent samples" where the people involved cannot be assumed to be equally distributed. A Wilcoxon signed-rank test is a nonparametric test that can be used to determine whether two dependent samples were selected from populations having the same distribution.

5.3. Operationalization of variables

5.3.1. *Dependent variable: writing skills*

Table 3. Dependent variable: writing skills

Variable	Assessment criteria	Performance indicators	Assessment tool
Writing skills	Task achievement	Writes a well-structured descriptive text taking into consideration its three components: a topic sentence, supporting details that can be facts, examples, experiences and include a concluding sentence.	Rubrics
	Coherence and cohesion	Writes properly well-organized sentences using appropriate cohesive devices and conjunctions to link ideas.	
	Lexical Resources	Makes use of a wide range of vocabulary and word choice. Spells words correctly	
	Grammar	Has an accurate control of tenses and produces error-free sentences.	
	Capitalization and Punctuation	Always uses correct capitalization and punctuation.	

Source: Adapted from IELTS- Writing Task 1 band Descriptors

5.3.2. *Independent variable: Google Drive Docs*

Table 4. Independent variable: Google Drive Docs

Dimension	Definition	Performance Indicator
Brainstorming	A group creativity technique by which efforts are gathered to find a conclusion for a specific problem by putting together a list of ideas spontaneously contributed by its members	Helps to gather ideas.
Outlining	A plan for or a summary of a writing project or speech. Outlines are usually listed and divided into headings and subheadings to distinguish main ideas from supporting ideas.	Helps to organize main and supporting points.
Drafting	Drafting is a step in the writing process where a writer organizes information and ideas into sentences and paragraphs	Creates ideas on how to put information together in an organized manner.
Editing	A stage of the writing process in which a writer or editor strives to improve a draft (and sometimes prepare it for publication) by correcting errors and by making words and sentences clearer, more precise, and more effective	Helps to make the corrections necessary which were spot on the draft.
Feedback	It enables you to evaluate the effectiveness of your message.	It gives the opportunity for reflection and improvement for a further opportunity.

Source: Garcia, W. (2018) *Independent variable: Google Drive Docs*

5.4. Research instrument reliability analysis. For the effects of this investigation, assessments of students writing pieces were done taking into consideration the descriptors elaborated by the IELTS – Writing Task 1 band Descriptors and adapted by the ESAN undergraduate English department to assess students' writing skills.

There are four different and distinct categories for the band descriptors for both Task 1

- Task achievement/response
- Coherence and cohesion
- Lexical resource
- Grammatical range and accuracy
- Capitalization & Punctuation

6. Procedure: Online Tool - Google Drive docs and the Process

6.1. Online Tool - Google Drive docs and the Process. Writing is observed as a difficult skill to be accomplished, it is not an easy task for teachers to get to motivate students and devise activities to improve writing skills, however; technology and the different tools it offers such as the use of Google docs aids teachers make writing tasks activities more interesting, attractive for the students as they are mostly digitally oriented.

At Universidad ESAN, where the current investigation was carried out, the undergraduate students are required to take courses of their major in English and most of them are not in the position to transmit the message that they want to convey when it comes to produce a text or paragraph.

As a consequence of this, students feel frustrated and demotivated most of the times. It was necessary to conduct an investigation taking into consideration this scenario and need in order to aid students to produce texts appropriately. The Intermediate English course was chosen for the current research; however, it can be applied to all the other courses of English as a Foreign Language offered at this university.

This research was organized into the following stages:

1. **Planning:** Identify the problem which is if the students will be affected by using an online tool, in this case, Google docs and whether it will help to cope with the lack of competence on students on writing. Students are used to using the traditional paper-based task for writing which is how they had been doing it, it might be the time to make use of other tools to improve their skill at writing for students of the

Intermediate English course at Universidad ESAN and develop a plan of intervention. The present study analyses the impact of using Google drive docs, as online tool, to improve the writing skill by using as exercise material. It is a model of learning task which can be applied to all the English courses at Universidad ESAN.

In addition, the instruments for this study were designed in detail to collect information and be in the position to elaborate an intervention plan. The first instrument was a survey which was designed to collect information about how students feel regarding writing. Two different groups from the Intermediate English course were chosen randomly when assigned each belonged to a different class.

One was called the control group which followed the regular course methodology and the other was named as the experimental group which was the target to implement the use of online tools, Google docs, to improve students writing skills texts.

The next instruments were the pre test and the post test which were designed and applied on the learners at the beginning of the implementation of the research and at the end. In reference to the implementation, some activities were used for the purpose of the investigation, which are input activities to improve students writing skills. Students will upload their writings to the Google drive created by the teacher to interact with their teacher and classmates, creating a collaborative learning atmosphere. (See appendix 4)

2. **Action:** Once the planning was concluded, the action of the research was carried out.
 - The first day of classes, before the course got started, a survey was handed in with the purpose of obtaining information about the students and their feelings towards writing.
 - A pre-test in which students were to write a descriptive text was administered to learn about the level of students' writing and 45 minutes were set aside for doing this. The aim of this test was to obtain an accurate idea of the writing level of the students on descriptive texts before the research started to be implemented to make it more suited to the requested need. The pre-test was administered using a set of descriptors which were used at the time of the study by the English Department.
 - In the plan of intervention, Google drive was used only with the experimental group, to gather the activities.

- In the drive, created for the experimental group, some pre-writing and writing activities were uploaded to motivate students to use this online tool, giving them the chance to experiment a different manner other than the traditional paper and pen production. (See appendix 4)
 - After students uploaded their activities, the teacher provided some feedback. The purpose of this feedback is to make students reflect on their mistakes and polish their text before uploading their edited version on Google drive.
 - This process went on repletely for 9 weeks. It is good to mention that the academic term lasts 15 weeks, with in these 2 weeks, classes are suspended due to midterm and final examinations. On week 15, we give students their class continuous assessment score.
 - On the 12th week, the post-test was applied to find out if there was any improvement on their writing skills in comparison to the pre-writing test applied at the beginning.
3. **Observation:** Observe systematically the changes or effects in the students' improvement at writing as well as doing a follow up to ensure they were making use of the online tool. It is crucial to mention that the observation played an important role in this research as it helped the teacher notice the difficulties or any other relevant matter which might affect or interfere students' performance and in the use of online tools, specifically, Google drive.
 4. **Reflection:** Observe the results of the plan, reflect and planning for farther action. After finishing the implementation of the activities, which had as a purpose, to enhance the use of Google drive to improve students writing skill, a reflection was carried out.

6.2. Research activities. For the present research, students who belonged to the experimental group developed 03 descriptive texts, designed to enhance students 'writing skill through the use of Google drive. The topics were taken in accordance to the course syllabus. (See appendix 5)

Each activity session was designed taking into account the following stages.

6.2.1. Pre-Writing Activity. The activities done before writing were considered in this stage. They assisted to activate previous knowledge and prompt students' schema. In this sense, the activities were used to create interest on the topic and motivate students. The activities considered were completing an organizer, completing a chart, sharing and comparing ideas.

6.2.2. Organizing Information. Students were given tasks which helped them to organize their texts, such as completing an outline, and answering comprehensive questions. These activities helped students to focus on key information and obtain a general idea of the task to be achieved.

The teacher guided the students during this stage. Here, students were given a model of the writing task they were requested to produce. These texts were asked to be uploaded on the course drive.

6.2.3. Writing. This activity was done after students received their feedback. After that, students were requested to write the final edited version of the descriptive paragraph. In this stage, students made use of language forms, the vocabulary encountered and the elements of a descriptive text.

The topics of the descriptive texts and writing objectives were as follows:

Table 5. Activities and Objectives

Activities	Objectives
Descriptive Text: A flag	<ul style="list-style-type: none"> ✓ To develop writing skills. ✓ To employ critical thinking skills. ✓ To write a paragraph that describes a flag. ✓ Develops critical thinking skills
Descriptive Text: A Book Review	<ul style="list-style-type: none"> ✓ Develops writing skills and strategies ✓ Writes a book review <ul style="list-style-type: none"> ○ Plans and organizes information to write a book review ○ Employs linking phrases, grammatical forms and vocabulary from unit 3 ✓ Develops critical thinking skills
Descriptive Text: An endangered Species	<ul style="list-style-type: none"> ✓ Develops writing skills and strategies ✓ Writes descriptive text about an endangered species that needs protection <ul style="list-style-type: none"> ○ Plans and organizes information to write a paragraph ○ Employs linking phrases, grammatical forms and vocabulary from unit 1 ✓ Develops critical thinking skills.

Source: Garcia, W. (2018) *Activities and Objectives*

Chapter 4

Results

There are evident differences in the values shown for the grade considered as average, regarding the pre test grade and the evaluation grade on both study groups; it is worth noting that there is a considerable increase in the experimental group grade (as expected); however, the opposite occurs in the control group.

1. Data analysis

1.1. At a descriptive level

Table 6. Statistical Data 1 Comparative Results Pre- Test & Post-Test

		Pre-Test Scores (CG)	Post-Test Scores (CG)	Pre-Test Scores (EG)	Post-Test Scores (EG)
N	Valid	25	25	25	25
	Missing	0	0	0	0
Mean		12,28	11,56	11,80	13,84
Median		12,00	12,00	12,00	14,00
Mode		11 ^a	12 ^a	12	13 ^a
St. Deviation		1,458	1,734	1,555	1,375
Variance		2,127	3,007	2,417	1,890
Asymmetry		-0,006	-1,647	-0,289	0,207
Standard Error of Asymmetry		,464	,464	0,464	0,464
Kurtosis		-1,080	3,657	0,011	-1,098
Standard Error of Kurtosis		0,902	,902	0,902	0,902
Range		5	8	6	4
Minimum		10	6	8	12
Maximum		15	14	14	16
Percentiles	25	11,00	11,00	11,00	13,00
	50	12,00	12,00	12,00	14,00
	75	13,50	13,00	13,00	15,00
a. There are multiple modes. Lowest value is displayed.					

Furthermore, it is important to observe that both groups have a low variability in the grade distribution, both for the entry test and for the final test (which is observed using the variation coefficient that resulted between 9% and 15% in the four cases).

1.2. At an inferential level

Table 7. Hypothesis tests summary

	Null hypothesis	Test	p-value	Decision
1	Distribution of CG pre-test scores is normal with mean 12 and standard deviation 1.458	Kolmogorov-Smirnov test for a sample	0.061 ¹	Fail to reject the null hypothesis
2	Distribution of CG pre-test scores is normal with mean 12 and standard deviation 1.734	Kolmogorov-Smirnov test for a sample	0.005 ¹	Reject the null hypothesis
3	Distribution of EG pre-test scores is normal with mean 12 and standard deviation 1.555	Kolmogorov-Smirnov test for a sample	0.064 ¹	Fail to reject the null hypothesis
4	Distribution of EG post-test scores is normal with mean 14 and standard deviation 1.375	Kolmogorov-Smirnov test for a sample	0.062 ¹	Fail to reject the null hypothesis

Asymptotic p-values are displayed. Significance level is 0.05. 1. Lilliefors corrected

In general, normality assumption cannot be hold.

Therefore, Wilcoxon signed-rank test for related samples was performed.

A. For control group

Table 8. Hypothesis tests summary

	Null hypothesis	Test	p-value	Decision
1	Median of differences between pre test and post test scores is 0	Wilcoxon signed-rank test in related samples	0.014	Reject the null hypothesis

Asymptotic p-values are displayed. Significance level is 0.05.

B. For experimental group

Table 9. Hypothesis tests summary

	Null hypothesis	Test	p-value	Decision
1	Median of differences between pre test and post test scores is 0	Wilcoxon signed-rank test in related samples	0.000	Reject the null hypothesis

Asymptotic p-values are displayed. Significance level is 0.05.

C. Correlations

Table 10. Correlations Control Group

		Pre-Test Scores (CG)	Post-Test Scores (CG)
Pre-Test Scores (CG)	Pearson Correlation	1	0,644**
	Two-sided test		0,001
	N	25	25
Post-Test Scores (CG)	Pearson Correlation	0,644**	1
	Two-sided test	0,001	
	N	25	25

** . Correlation is significant at 0.01 significance level (two-sided).

Table 11. Correlations Experimental Group

		Pre-Test Scores (EG)	Post-Test Scores (EG)
Pre-Test Scores (EG)	Pearson Correlation	1	,550**
	Two-sided test		,004
	N	25	25
Post-Test Scores (EG)	Pearson Correlation	,550**	1
	Two-sided test	,004	
	N	25	25

** . Correlation is significant at 0.01 significance level (two-sided).

D. T-test

Table 12. Paired samples test

		Mean	Std. deviation	Standard error of the mean	95% CI for the difference		t	gl	Sig. (bilateral)
					Lower	Upper			
Part 1	Pre-test scores - Post- test scores (EG)	-2,040	1,399	0,280	-2,617	-1,463	-7,292	24	0,000

A Normality test was conducted first to decide whether parametric tests are used, complying this case with the distribution of the pre-test scores of the control group, but not for the final tests scores of the control group; said case did comply for the experimental group.

A Non-parametric test was used for related samples: Wilcoxon test, which shown us that there are relevant differences for the control group considering the pre test scores also the final test. This on both study groups.

It is worth noting that in the case of the experimental group, which is the one receiving more support and follow-up the grade could be increased, demonstrating that the use of technological tools (as per our current days) does improve students' writing and composition, while in the control group the opposite occurs, which does not necessarily goes against the statement of the general hypothesis: however, additional measures shall be taken to reach an improvement.

On the other hand, it is important to highlight that the reading and writing skills and as a consequence, composition, are usually acquired in the school stage and thereon techniques can be applied to improve said skills and one of them is the use of technological tools.

All the aforementioned in this inferential analysis section has a 5% risk.

2. Discussion of results

The purpose of this study was to demonstrate how the use of Google drive can improve students' writing skills. This was justified by the studies done by Zhou, Wenyi; Simpson, Elizabeth; Domizi, Denise Pinette (2012), Gelegar (2012), Omprapat & Saovapa (2014), Limbu and Markauskaite (2015), Kyeong-Ouk Jeong (2016), Alsubaie, Jawaher; Ashuraidah, Ali (2017) and Mohammed Abdullah Alharbi (2019).

Below the principal findings of this study will be discussed.

As we can see, appendix 6 shows the pre-test results of the control and experimental groups. In this appendix we can see that control group's total score was a bit higher in comparison to the score received by the experimental group. The control group had higher marks in task achievement and grammatical range whereas the experimental group got higher scores in coherence and cohesion and lexical resources. Even though the mark obtained by the control group was a bit higher, we can say that the difference is not much. In that way, we can affirm that at the beginning of the study both groups started with the same conditions.

Appendix 7 shows the posttests results between control and experimental groups. Here we can observe that the experimental group which made use of the Google drive got a higher result than the control group which followed the traditional curricula. The experimental group did better in all the items of the evaluation criteria: task achievement, coherence and cohesion, lexical resources, grammatical range and capitalization &

punctuation. Here we can affirm that the use of Google drive provides beneficial results when we refer to writing; this is also corroborated by Gelegar (2012) who stated that the use of Google drive in writing encourages students to develop their ideas independently and fluently, students paid pay attention to the lesson, students wrote sentences quickly among the most important findings.

The appendix 8 compares the results of the pre and post tests for both groups: control and experimental one. In regards to a pre-test of the exponential and control, there was a lower mark in the global score whereas in an experimental group the global score increased. This must be because students were given extra writing practice by making use of the Google drive. These results are correlated to the results obtained by Kyeong-Ouk Jeong (2016). Also, as he stated in his study the use of Google drive helped to promote and make possible active communication, autonomous class motivation to participate, collaboration as a unit as well as lively interaction in the classroom which might bring variety into the classroom. The highest increase in the experimental group was in the grammatical range. This might happen because students followed the steps of the writing process and they worked collaboratively in the collection of ideas, individually planned their writing and received immediate feedback in order to reflect on their work.

Finally, appendix 9 provides information of the questionnaire applied at the beginning of this study. Here we can see students' own perception regarding writing. As can be observed in the results of this questionnaire, students have a positive perception of themselves when we refer to writing. Also, it can be observed that some strategies such as note taking, answering to questions are the ones that students mostly use.

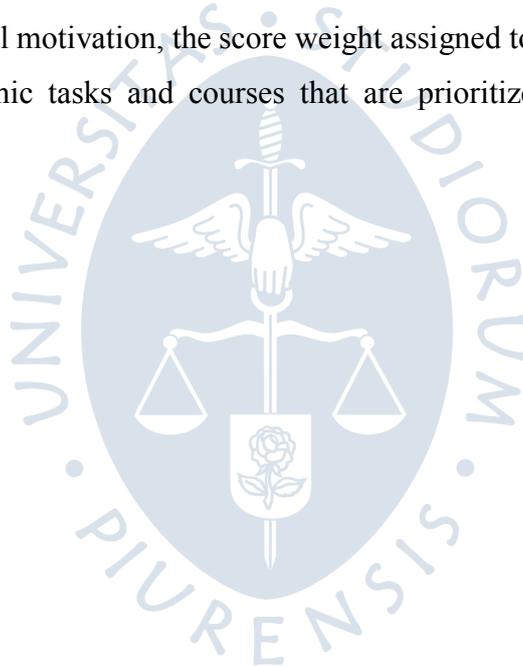
In conclusion, we can affirm that the use of Google drive for developing students' writing skill is beneficial because it improves students' performance and arises self-awareness of the written production for academical purposes which are requested as university students.

2.1. Implications. This study provides evidence that online tools, in this case, Google drive can be used as an educational tool to help engage students into a more active and technological role in which they profit from the virtual feature: anytime-anywhere. It is also noted that the nature itself of being online benefits students equally, especially for shy ones, offering them a scenario for interaction actively somehow.

Students will have more time to reflect, internalize and produce language at their own pace. This condition will reduce student's anxiety caused by the immediateness.

Also, it raises the issue of integration of effective use of interactive online tools with English methodology and approaches: How to transform or adapt our English classes into an online format in which there are other interaction patterns and how we can profit from them to create more meaningful learning tasks that suit our students' needs specifically to improve their writing skills especially in the globalized world we are preparing them to face.

Finally, there are many aspects that could affect students' performance and improvement of the writing skills that have not been analyzed in this study since the focus is the use of Google drive. However, the improvement degree could have been affected by lack of internal or external motivation, the score weight assigned to these activities, and the pressure of other academic tasks and courses that are prioritized in their condition of university students.



Conclusions

The present study aimed at proving the effectiveness of the use of Google drive Docs to improve writing skills on texts for Intermediate students at Universidad ESAN.

First, in terms of findings the study discovered that the experimental and the control group began in very similar situations as it is displayed in the statistical analysis on both groups. This was concluded after analyzing the level of performance of the participants of the study through taking a pre-test.

Second, the results showed that there were significant differences between the level of performance of the students' writing skills on descriptive texts in the experimental group in comparison to the control one. This means that the program applied to improve writing skills on descriptive texts was successful and that the control group, which did not have the chance to be part of the program, improved their skills but in a much lower percentage.

Thirdly, based on the results the experimental group obtained higher rewards after taking part on this study. This research shows that teaching how to write descriptive texts can be meaningful and memorable for students if it is done step by step, following all the procedures and taking into consideration student's multiple intelligences.

Fourth, the results showed that students who participated in the experimental group demonstrated higher achievements in the task completion area in which they were able to write a descriptive text taking into consideration the elements of this text type which addressed the following paragraph writing elements: a strong topic sentence, well-developed supporting details and a concluding sentence.

Fifth, the study found that another area in which they showed improvements was coherence and cohesion in which they used a range of cohesive devices to link their ideas in a text and to make it flow smoothly. Whereas, even though learners who were in the experimental group showed improvements on grammar, capitalization and punctuation; they still had some problems with tenses, particularly in the use of the simple present for the third person singular and minor mistakes in capitalization and punctuation.

Sixth, the study observed that the participants of the experimental group became more reflective oriented, giving more effort as well as emphasis in the manner they learned/wrote in the target language because they understood the importance of writing skill for their academic and professional life.

Seventh, the present study found that it is key to keep high levels of motivation and success to accomplish the goal of the present study. When experimenting positive emotions and attitudes could enhance the writing experience fun and meaningful for the students. Thus, a principal role was played to foster a better atmosphere and accompanying participants in this process, giving them positive feedback and valuing their progress throughout the process. Most of the students really enjoy the idea of using Google drive, they had fun.

The current research leaves completely open an array of opportunities to consider in farther study in light of development not only of the writing skills but also listening and reading, as well.

Finally, an action plan was devised taking into consideration the results of this present study.

Goal: Enhance undergraduate students' writing skills using Google drive docs.	
Justification	
	The former study has shown that students in the experimental group showed a significant improvement in their writing skills using Google drive.
	As a consequence, it is intended that this program should be implemented in all the Intermediate courses of the undergraduate program as extensive practice in the future. Some actions need to be done.
ACTIONS	
1 st .	Have an interview with the English Department Coordinator to implement the program virtually in all the Intermediate courses at the university.
2 nd .	Train the teachers in the strategies and the effectiveness of the use of Google drive to enhance writing skills and explain that all the materials will be uploaded by the researcher.
3 rd .	Organize tasks worksheets and lesson plans in different files per week so that they can be uploaded to the platform easily.
4 th .	Ask the teachers to check two or three pieces of writing randomly per week. One limitation of this implementation would be that teachers will not have the necessary time to check and provide effective feedback to all the learners. The solution for this problem could be to have participants upload their writings to the EDUSOFT virtual platform which provided automated feedback if a rubric has been uploaded before setting the task.
5 th .	Prepare and upload a power point presentation with the most common mistakes students make in the different writing pieces and if necessary, prepare extra material to make students improve grammar or any other area in which they show difficulties.
6 th .	Motivate students to organize a portfolio in which they include all their pieces of writing during the semester. In this activity, they can see their own progress and apply metacognitive strategies that are of high relevance in a learning scenario.
7 th .	Evaluate and reflect on the effectiveness of this proposal. This can be done through a feedback meeting with the team of teachers. The purpose of this meeting is that teachers discuss in regards to strong and weak items on the program and suggest some ideas for future improvement.

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Appendixes





Appendix 1. Validated Reports by Experts.

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES

1. Apellidos y nombres del informante: García Palomina Gali
2. Cargo e institución donde labora: Coordinadora Dpto Inglés -
Universidad UPC/Decano
Univ. ESAN
3. Nombre del instrumento motivo de la evaluación: QUESTIONNAIRE
4. Autor del instrumento: Willy García Valverde

II. ASPECTOS DE VALIDACIÓN E INFORME

INDICADORES	CRITERIOS	DEFICIENTE 0-20%	REGULAR 21-40%	BUENO 41-60%	MUY BUENO 61-80%	EXCELENTE 81-100%
CLARIDAD	Está formulado con lenguaje apropiado					✓
OBJETIVIDAD	Está expresado de manera coherente y lógica					✓
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					✓
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					✓
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					✓
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					✓
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propio del campo que se está investigando.					✓
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento.					✓
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					✓

III. OPINIÓN DE APLICACIÓN

¿Qué aspectos tendría que modificar, incrementar, o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACIÓN

95%

Marcie P

Firma de experto informante

DNI: 40320044

Teléfono: 976-611-021

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES

1. Apellidos y nombres del informante: TUMIG RAYONA JULIA RICARDO
2. Cargo e institución donde labora: DOCENTE UNIVERSIDAD ESPOL
3. Nombre del instrumento motivo de la evaluación: QUESTIONNAIRE
4. Autor del instrumento: Willy García Valverde

II. ASPECTOS DE VALIDACIÓN E INFORME

INDICADORES	CRITERIOS	DEFICIENTE 0-20%	REGULAR 21-40%	BUENO 41-60%	MUY BUENO 61-80%	EXCELENTE 81-100%
CLARIDAD	Está formulado con lenguaje apropiado				X	
OBJETIVIDAD	Está expresado de manera coherente y lógica					X
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					X
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.				X	
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					X
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					X
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propio del campo que se está investigando.					X
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento.					X
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					X

III. OPINIÓN DE APLICACIÓN

¿Qué aspectos tendría que modificar, incrementar, o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACIÓN

95%



Firma de experto informante

DNI: 25 72 7146

Teléfono: 965-829-683

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES

1. Apellidos y nombres del informante: Jorge Camargo, Wilmer
2. Cargo e institución donde labora: Docente / Univ. ESAN
3. Nombre del instrumento motivo de la evaluación: QUESTIONNAIRE
4. Autor del instrumento: Willy García Valverde

II. ASPECTOS DE VALIDACIÓN E INFORME

INDICADORES	CRITERIOS	DEFICIENTE 0-20%	REGULAR 21-40%	BUENO 41-60%	MUY BUENO 61-80%	EXCELENTE 81-100%
CLARIDAD	Está formulado con lenguaje apropiado					100
OBJETIVIDAD	Está expresado de manera coherente y lógica					100
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					100
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					100
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					100
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					100
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propio del campo que se está investigando.					100
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento.					100
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					100

III. OPINIÓN DE APLICACIÓN

¿Qué aspectos tendría que modificar, incrementar, o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACIÓN

100



Firma de experto informante

DNI: 074447281

Teléfono: 959-002-592

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES

1. Apellidos y nombres del informante: García Pedomino Gali
2. Cargo e institución donde labora: Coordinadora Depto Inglés - Universidad UPC / Docente Univ. ESAN
3. Nombre del instrumento motivo de la evaluación: WRITING PRE -TEST
4. Autor del instrumento: Willy García Valverde

II. ASPECTOS DE VALIDACIÓN E INFORME

INDICADORES	CRITERIOS	DEFICIENTE 0-20%	REGULAR 21-40%	BUENO 41-60%	MUY BUENO 61-80%	EXCELENTE 81-100%
CLARIDAD	Está formulado con lenguaje apropiado					✓
OBJETIVIDAD	Está expresado de manera coherente y lógica					✓
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					✓
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					✓
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					✓
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					✓
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propio del campo que se está investigando.					✓
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento.					✓
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					✓

III. OPINIÓN DE APLICACIÓN

¿Qué aspectos tendría que modificar, incrementar, o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACIÓN

98%

García P

Firma de experto informante

DNI: 40320044

Teléfono: 976-611-021

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES

1. Apellidos y nombres del informante: TUMÉ RAYANA JULIA RICARDO
2. Cargo e institución donde labora: DOCENTE UNIVERSIDAD ESAN
3. Nombre del instrumento motivo de la evaluación: WRITING PRE -TEST
4. Autor del instrumento: Willy García Valverde

II. ASPECTOS DE VALIDACIÓN E INFORME

INDICADORES	CRITERIOS	DEFICIENTE 0-20%	REGULAR 21-40%	BUENO 41-60%	MUY BUENO 61-80%	EXCELENTE 81-100%
CLARIDAD	Está formulado con lenguaje apropiado				X	
OBJETIVIDAD	Está expresado de manera coherente y lógica				X	
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					X
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					X
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					X
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					X
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propio del campo que se está investigando.				X	
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento.					X
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					X

III. OPINIÓN DE APLICACIÓN

¿Qué aspectos tendría que modificar, incrementar, o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACIÓN

98%



Firma de experto informante

DNI: 25727146

Teléfono: 965-829-683-

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES

1. Apellidos y nombres del informante: Jorge Camargo, Wilmer
2. Cargo e institución donde labora: DOCENTE / UNIV. ESAN
3. Nombre del instrumento motivo de la evaluación: WRITING PRE -TEST
4. Autor del instrumento: Willy García Valverde

II. ASPECTOS DE VALIDACIÓN E INFORME

INDICADORES	CRITERIOS	DEFICIENTE 0-20%	REGULAR 21-40%	BUENO 41-60%	MUY BUENO 61-80%	EXCELENTE 81-100%
CLARIDAD	Está formulado con lenguaje apropiado					100
OBJETIVIDAD	Está expresado de manera coherente y lógica					100
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					100
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					100
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					100
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					100
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propio del campo que se está investigando.					100
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento.					100
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					100

III. OPINIÓN DE APLICACIÓN

¿Qué aspectos tendría que modificar, incrementar, o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACIÓN

100



Firma de experto informante

DNI: 07447281

Teléfono: 959-002-592

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES

1. Apellidos y nombres del informante: García Palomino Gali
2. Cargo e institución donde labora: Coordinadora Dpto Inglés - Universidad UPC / Docente Univ. ESAN
3. Nombre del instrumento motivo de la evaluación: WRITING POST-TEST
4. Autor del instrumento: Willy García Valverde

II. ASPECTOS DE VALIDACIÓN E INFORME

INDICADORES	CRITERIOS	DEFICIENTE 0-20%	REGULAR 21-40%	BUENO 41-60%	MUY BUENO 61-80%	EXCELENTE 81-100%
CLARIDAD	Está formulado con lenguaje apropiado					✓
OBJETIVIDAD	Está expresado de manera coherente y lógica					✓
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					✓
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					✓
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					✓
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					✓
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propio del campo que se está investigando.					✓
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento.					✓
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					✓

III. OPINIÓN DE APLICACIÓN

¿Qué aspectos tendría que modificar, incrementar, o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACIÓN

98%

García P

Firma de experto informante

DNI: 40320044

Teléfono: 976-611-021

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES

1. Apellidos y nombres del informante: TUME DAYANA JULIA RICARDO
2. Cargo e institución donde labora: DOCENTE UNIVERSIDAD ESAN
3. Nombre del instrumento motivo de la evaluación: WRITING POST-TEST
4. Autor del instrumento: Willy García Valverde

II. ASPECTOS DE VALIDACIÓN E INFORME

INDICADORES	CRITERIOS	DEFICIENTE 0-20%	REGULAR 21-40%	BUENO 41-60%	MUY BUENO 61-80%	EXCELENTE 81-100%
CLARIDAD	Está formulado con lenguaje apropiado				X	
OBJETIVIDAD	Está expresado de manera coherente y lógica				X	
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					X
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					X
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					X
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					X
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propio del campo que se está investigando.				X	
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento.					X
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					X

III. OPINIÓN DE APLICACIÓN

¿Qué aspectos tendría que modificar, incrementar, o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACIÓN

98%

R Tume
 Firma de experto informante
 DNI: 25727146
 Teléfono: 965-829-683

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES

1. Apellidos y nombres del informante: Jorge Camargo, Wilmer
2. Cargo e institución donde labora: Docente / Univ. ESAN
3. Nombre del instrumento motivo de la evaluación: WRITING POST-TEST
4. Autor del instrumento: Willy García Valverde

II. ASPECTOS DE VALIDACIÓN E INFORME

INDICADORES	CRITERIOS	DEFICIENTE 0-20%	REGULAR 21-40%	BUENO 41-60%	MUY BUENO 61-80%	EXCELENTE 81-100%
CLARIDAD	Está formulado con lenguaje apropiado					100
OBJETIVIDAD	Está expresado de manera coherente y lógica					100
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					100
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					100
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					100
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					100
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propio del campo que se está investigando.					100
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento.					100
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					100

III. OPINIÓN DE APLICACIÓN

¿Qué aspectos tendría que modificar, incrementar, o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACIÓN

100



Firma de experto informante

DNI: 07447281

Teléfono: 959-002-592

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES

1. Apellidos y nombres del informante: García Palomino, Gali
2. Cargo e institución donde labora: Coordinadora Dpto Inglés - Universidad - UPC - Docente Univ. ESAN
3. Nombre del instrumento motivo de la evaluación: EXPERIMENTAL GROUP SURVEY
4. Autor del instrumento: GARCIA VALVERDE, WILLY

II. ASPECTOS DE VALIDACIÓN E INFORME

INDICADORES	CRITERIOS	DEFICIENTE 0-20%	REGULAR 21-40%	BUENO 41-60%	MUY BUENO 61-80%	EXCELENTE 81-100%
CLARIDAD	Está formulado con lenguaje apropiado					X
OBJETIVIDAD	Está expresado de manera coherente y lógica				X	
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					X
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					X
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					X
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					X
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propio del campo que se está investigando.					X
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento.					X
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					X

III. OPINIÓN DE APLICACIÓN

¿Qué aspectos tendría que modificar, incrementar, o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACIÓN

98%

García P

Firma de experto informante

DNI: 40320044

Teléfono: 976-611-021

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES

1. Apellidos y nombres del informante: TOME RAYENA JULIA RICARDO
2. Cargo e institución donde labora: PALENTE UNIVERSIDAD ESAN
3. Nombre del instrumento motivo de la evaluación: EXPERIMENTAL GROUP SURVEY
4. Autor del instrumento: GARCIA VALVERDE, WILLY

II. ASPECTOS DE VALIDACIÓN E INFORME

INDICADORES	CRITERIOS	DEFICIENTE 0-20%	REGULAR 21-40%	BUENO 41-60%	MUY BUENO 61-80%	EXCELENTE 81-100%
CLARIDAD	Está formulado con lenguaje apropiado					✓
OBJETIVIDAD	Está expresado de manera coherente y lógica					✓
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					✓
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					✓
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					✓
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					✓
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propio del campo que se está investigando.					✓
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento.					✓
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					✓

III. OPINIÓN DE APLICACIÓN

¿Qué aspectos tendría que modificar, incrementar, o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACIÓN

98%

R Tome

Firma de experto informante

DNI: 25727146

Teléfono: 965-829-683

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES

1. Apellidos y nombres del informante: Jorge Camargo, Wilmer
2. Cargo e institución donde labora: Docente / Univ. ESAN
3. Nombre del instrumento motivo de la evaluación: EXPERIMENTAL GROUP SURVEY
4. Autor del instrumento: GARCIA VALVERDE, WILLY

II. ASPECTOS DE VALIDACIÓN E INFORME

INDICADORES	CRITERIOS	DEFICIENTE 0-20%	REGULAR 21-40%	BUENO 41-60%	MUY BUENO 61-80%	EXCELENTE 81-100%
CLARIDAD	Está formulado con lenguaje apropiado					100
OBJETIVIDAD	Está expresado de manera coherente y lógica					100
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					100
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					100
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					100
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					100
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propio del campo que se está investigando.					100
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento.					100
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					100

III. OPINIÓN DE APLICACIÓN

¿Qué aspectos tendría que modificar, incrementar, o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACIÓN

100


 Firma de experto informante
 DNI: 07447281
 Teléfono: 959-002-592

Appendix 2. Tools Validated for Application

QUESTIONNAIRE

Dear Student:

I would very much like you to answer this questionnaire which will help me know some facts about your writing skills. This is an anonymous questionnaire. Thank you very much for the time devoted to answering it.

Circle the appropriate answer.

1. Which area do you feel you are good at?

- a. Reading b. Writing c. Speaking d. Listening

2. Which area do you feel you are NOT good at?

- a. Reading b. Writing c. Speaking d. Listening

3. How do you feel when you know you will be assigned to write a piece of writing as part of an activity in class or an exam?

- a. Anxious b. Nervous c. Confident d. Optimistic

4. What kind of writing activity would you prefer :

- a. An activity in which you just write a text?
 b. An activity in which you read and then write a text?
 c. I don't mind.

5. When you write a text you are good at...

- a. writing the topic sentence.
 b. writing an individual piece of information
 c. a and b
 d. I am not good at any.

6. Do you use any strategies to improve your writing skills?

- a. Yes b. No

7. If your answer in question 6 is "Yes", describe the strategy you use in a few words.

.....

8. Do you think that the use of writing strategies can improve your production of a text?

- a. Yes b. No c. I don't know

QUESTIONNAIRE

Dear Student:

I would very much like you to answer this questionnaire which will help me know some facts about your writing skills. This is an anonymous questionnaire. Thank you very much for the time devoted to answering it.

Circle the appropriate answer.

1. Which area do you feel you are good at?
a. Reading b. Writing c. Speaking d. Listening

2. Which area do you feel you are NOT good at?
a. Reading b. Writing c. Speaking d. Listening

3. How do you feel when you know you will be assigned to write a piece of writing as part of an activity in class or an exam?
a. Anxious b. Nervous c. Confident d. Optimistic

4. What kind of writing activity would you prefer :
a. An activity in which you just write a text?
b. An activity in which you read and then write a text?
c. I don't mind.

5. When you write a text you are good at...
a. writing the topic sentence.
b. writing an individual piece of information
c. a and b
d. I am not good at any.

6. Do you use any strategies to improve your writing skills?
a. Yes b. No

7. If your answer in question 6 is "Yes", describe the strategy you use in a few words.
.....
.....

8. Do you think that the use of writing strategies can improve your production of a text?
a. Yes b. No c. I don't know

Completed by students

QUESTIONNAIRE

Dear Student:

I would very much like you to answer this questionnaire which will help me know some facts about your writing skills. This is an anonymous questionnaire. Thank you very much for the time devoted to answering it.

Circle the appropriate answer.

1. Which area do you feel you are good at?

- a. Reading b. Writing c. Speaking d. Listening

2. Which area do you feel you are NOT good at?

- a. Reading b. Writing c. Speaking d. Listening

3. How do you feel when you know you will be assigned to write a piece of writing as part of an activity in class or an exam?

- a. Anxious b. Nervous c. Confident d. Optimistic

4. What kind of writing activity would you prefer :

- a. An activity in which you just write a text?
 b. An activity in which you read and then write a text?
 c. I don't mind.

5. When you write a text you are good at...

- a. writing the topic sentence.
 b. writing an individual piece of information
 c. a and b
 d. I am not good at any.

6. Do you use any strategies to improve your writing skills?

- a. Yes b. No

7. If your answer in question 6 is "Yes", describe the strategy you use in a few words.

I write texts in English

8. Do you think that the use of writing strategies can improve your production of a text?

- a. Yes b. No c. I don't know

QUESTIONNAIRE

Dear Student:

I would very much like you to answer this questionnaire which will help me know some facts about your writing skills. This is an anonymous questionnaire. Thank you very much for the time devoted to answering it.

Circle the appropriate answer.

1. Which area do you feel you are good at?

- a. Reading b. Writing c. Speaking d. Listening

2. Which area do you feel you are NOT good at?

- a. Reading b. Writing c. Speaking d. Listening

3. How do you feel when you know you will be assigned to write a piece of writing as part of an activity in class or an exam?

- a. Anxious b. Nervous c. Confident d. Optimistic

4. What kind of writing activity would you prefer :

- a. An activity in which you just write a text?
 b. An activity in which you read and then write a text?
c. I don't mind.

5. When you write a text you are good at...

- a. writing the topic sentence.
 b. writing an individual piece of information
c. a and b
d. I am not good at any.

6. Do you use any strategies to improve your writing skills?

- a. Yes b. No

7. If your answer in question 6 is "Yes", describe the strategy you use in a few words.

..... Sometimes I write a text and
..... compare it to one from the book
.....

8. Do you think that the use of writing strategies can improve your production of a text?

- a. Yes b. No c. I don't know

QUESTIONNAIRE

Dear Student:

I would very much like you to answer this questionnaire which will help me know some facts about your writing skills. This is an anonymous questionnaire. Thank you very much for the time devoted to answering it.

Circle the appropriate answer.

1. Which area do you feel you are good at?

- a. Reading b. Writing c. Speaking d. Listening

2. Which area do you feel you are NOT good at?

- a. Reading b. Writing c. Speaking d. Listening

3. How do you feel when you know you will be assigned to write a piece of writing as part of an activity in class or an exam?

- a. Anxious b. Nervous c. Confident d. Optimistic

4. What kind of writing activity would you prefer :

- a. An activity in which you just write a text?
 b. An activity in which you read and then write a text?
 c. I don't mind.

5. When you write a text you are good at...

- a. writing the topic sentence.
 b. writing an individual piece of information
 c. a and b
 d. I am not good at any.

6. Do you use any strategies to improve your writing skills?

- a. Yes b. No

7. If your answer in question 6 is "Yes", describe the strategy you use in a few words.

I READ MAGAZINES, BOOKS
 IN ENGLISH.

8. Do you think that the use of writing strategies can improve your production of a text?

- a. Yes b. No c. I don't know

SURVEY

Dear Student:

I would very much like you to answer this questionnaire which will help me know your opinion on the writing test you just took. This is an anonymous questionnaire. Thank you very much for the time devoted to answering it.

Make a cross (X) in the appropriate number. Consider the scale below:

1= strongly disagree 3= neutral 5= strongly agree

- a. Test instructions are clear.

1	2	3	4	5
strongly disagree				strongly agree

- b. The level of the task has been appropriate for the test.

1	2	3	4	5
strongly disagree				strongly agree

- c. The test TASKS are similar to the ones you normally work on in classes and exams in the English program at Universidad ESAN.

1	2	3	4	5
strongly disagree				strongly agree

- d. The test difficulty corresponds to the current level you are in the English program at Universidad ESAN.

1	2	3	4	5
strongly disagree				strongly agree

- e. Compared to other writings previously done, the writing requested in the test represents a more authentic manner of writing in comparison to how we normally write to people in everyday life.

1	2	3	4	5
strongly disagree				strongly agree

SURVEY

Dear Student:

I would very much like you to answer this questionnaire which will help me know your opinion on the writing test you just took. This is an anonymous questionnaire. Thank you very much for the time devoted to answering it.

Make a cross (X) in the appropriate number. Consider the scale below:

1= strongly disagree	3= neutral	5= strongly agree
----------------------	------------	-------------------

- a. Test instructions are clear.

1	2	3	4	5
strongly disagree				strongly agree

- b. The level of the task has been appropriate for the test.

1	2	3	4	5
strongly disagree				strongly agree

- c. The test TASKS are similar to the ones you normally work on in classes and exams in the English program at Universidad ESAN.

1	2	3	4	5
strongly disagree				strongly agree

- d. The test difficulty corresponds to the current level you are in the English program at Universidad ESAN.

1	2	3	4	5
strongly disagree				strongly agree

- e. Compared to other writings previously done, the writing requested in the test represents a more authentic manner of writing in comparison to how we normally write to people in everyday life.

1	2	3	4	5
strongly disagree				strongly agree

15

COMMUNICATION LEVEL

CL4

Writing task - Unit 1

Name: Luis Abriso Pardo Barber Date: January 15th

Workbook page 8

YOU ARE HELPING TO WRITE A WEBSITE FOR YOUR SCHOOL, COLLEGE OR COMPANY.
MAKE NOTES ABOUT A CLASSMATE OR COLLEAGUE.

About us

Gloria and Fernando del Bosque created a company in 2014 to bring PS3, PS4, Wii, Nintendo and Xbox video games from Miami and sell them in Peru. Also, in 2017 they brought Funkos and will soon bring loungefly bags.

In the ^{past?} last year, the ^{sell} ~~sell~~ of video games got down because people downloaded the video games online.

The interesting of the Funkos is that there are different ^{types} ~~types~~ of products like cups, toys, key rings and lanyards of all the characters. The best selling Funkos in the last month were those of Star Wars.

Gloria and Fernando work together but they

live in different countries, so they communicate
 by emails and chats. Fernando frequently
 travels to Lima and Glenda flies to Miami, Fla.
 They both studied Business Administration
 in Lima - Peru. //

Evaluation criteria:

Task accomplishment	2 / 2
Text organization	1 / 2
Coherence and Cohesion	3 / 4
Use of appropriate grammar structures	5 / 6
Range of vocabulary	3 / 4
Spelling and punctuation	1 / 2
TOTAL SCORE	/ 20

COMMUNICATION LEVEL

14

CL4

Writing task - Unit 1

Name: María Cristina Figueroa Cardo Date: 15th of January

Workbook page 8

YOU ARE HELPING TO WRITE A WEBSITE FOR YOUR SCHOOL, COLLEGE OR COMPANY.
MAKE NOTES ABOUT A CLASSMATE OR COLLEAGUE.

 UNIVERSITY OF LIMA

Francesca ~~study~~ architecture in the University of
 Lima. She decided to study there because she knows
 that is one of the best Universities in Lima, also she
 really likes the infrastructure and the teaching
 system. Sometimes Francesca ~~is~~ late to her courses
 because she lives far away, so she wakes up early
 to avoid this situation. She likes math and physics
 because they are easy ~~for~~ her so in both ^{courses} she
 has good ~~qualifications~~ ^{grades}, but in drawing she
 doesn't have the same ~~qualifications~~ ^{grades} so Francesca
 spends more time in that course to be good ^{at it} too.
 On vacations, she prefers to study one or two

courses in the university because they ~~are during~~ last
 only two months, also she can spend more time
 to study. Francesca likes to do sports and go to the
 gym so when she have ^{time} time and finish^{ed} to do her
 homeworks she practise both.

Evaluation criteria:

Task accomplishment	2 / 2
Text organization	2 / 2
Coherence and Cohesion	2 / 4
Use of appropriate grammar structures	3 / 6
Range of vocabulary	3 / 4
Spelling and punctuation	2 / 2
TOTAL SCORE	/ 20

COMMUNICATION LEVEL

12

CL4

Writing task - Unit 1Name: Carlos Cadillo Angeles Date: January 15th

Workbook page 8

YOU ARE HELPING TO WRITE A WEBSITE FOR YOUR SCHOOL, COLLEGE OR COMPANY.
MAKE NOTES ABOUT A CLASSMATE OR COLLEAGUE.

Omar and I work in a legal office in Lima called Miranda & Amado. We both studied Law at the Pontificia Universidad Católica del Perú. I started to work in 2008, but he in 2011. He has a Master of Science in Regulation by the London School, so he is specialized in Regulation Law. He has exclusive clients, but sometimes we ~~serve~~ help the same clients, too. Omar also is the ~~Head~~ Head of the Proboscarea in the legal office.

COMMUNICATION LEVEL

18

CL4

Writing task – Unit 1Name: Jeani Jaramillo Gallo Date: 20/1/18

Workbook page 8

YOU ARE HELPING TO WRITE A WEBSITE FOR YOUR SCHOOL, COLLEGE OR COMPANY.
MAKE NOTES ABOUT A CLASSMATE OR COLLEAGUE.

Name: Jenny CottleJob title: Pre-school teacher

Work / studies: Jenny has been working at the school since 1999. She teaches students to read and write. Jenny studied at Harvard University a master's degree in special education and also in French culture.

Interests / free time: Jenny loves going to the gym ^{every} ~~with~~ mornings before the school. She has two children and they both study at school too.

She is a very recognized singer in her church and loves to mix her hobbies with her work. //

for Monday

15

CL4

COMMUNICATION LEVEL

Writing task – Unit 1

Name: Patricia Pardo Pardo Date: 20/01/20

Workbook page 8 (Ejercicio N°3) use the correctors and underline them.

YOU ARE HELPING TO WRITE A WEBSITE FOR YOUR SCHOOL, COLLEGE OR COMPANY.

MAKE NOTES ABOUT A CLASSMATE OR COLLEAGUE.

We introduce to Anika Ferreyra, she is an Accountant
and she works in ^{for} Surca.

she studied in Universidad del Pacifico and
she has an MBA ^{for} ~~per~~ the Universidad Adolfo
Ibañez.

The last year, she was promoted to ^{be} a Director
in Colombia. She knows that it is an ex-
traordinary opportunity for her ^{career} ~~career~~, but
she wants to return to Peru, because her family
is here.

Also, she teaches ^{acquired} all her knowledge to people who
didn't have access to the education.

She likes singing and listening ^{to} typical Peruvian
music, ~~and~~ her grandfather was a ~~an~~ recognized
composer of this kind of music. They both

composed a ~~song~~^{SON} called "Gardenias y Rosas" and
 the verse "A tu lado" too, which was presented
 in a poetry contest, so it won the first
 award, but the ~~concourse~~^{Contest} was not promoted
 and few people knew ^{about} it.

Evaluation criteria:

Task accomplishment	2 / 2
Text organization	2 / 2
Coherence and Cohesion	3 / 4
Use of appropriate grammar structures	4 / 6
Range of vocabulary	3 / 4
Spelling and punctuation	1 / 2
TOTAL SCORE	1 / 20

Appendix 3. Assessment Criteria

Task achievement	<ul style="list-style-type: none"> • Fully completes pre-writing and writing tasks. • Addresses all parts of the task successfully: <ul style="list-style-type: none"> ○ Writes a text of two paragraphs, 8 sentences ○ Includes the name of the city, town or village, states if you like it, what colours it has, describes its design, what colors represent, what colours symbolize.
Coherence & cohesion	<ul style="list-style-type: none"> • Always organizes information in sentences that are connected in a paragraph. • Uses 5 prepositions correctly: on the left, on the right, to the left, to the right, in the middle, in the center, inside, below. • Always uses referents (pronouns) correctly. <ul style="list-style-type: none"> ○ Always underlines linking words.
Lexical resource	<ul style="list-style-type: none"> • Uses 5 words from the unit correctly. • Always spells words correctly. <ul style="list-style-type: none"> ○ Always circles linking words.
Grammatical range and accuracy	<ul style="list-style-type: none"> • Always writes complete sentences (subject + verb + complement/object) • Always has a good control of present simple and prepositions
Capitalization & punctuation	<ul style="list-style-type: none"> • Always uses proper capitalization and punctuation. • Uses full forms (not contracted ones).

Source: *Descriptors adapted from the IELTS Writing Descriptors Cambridge University.*

Appendix 4. Google Drive Register Interaction

The screenshot shows a web browser interface with a Google Drive folder page. The browser's address bar shows a search engine icon, a star, a mail icon, and a Google account icon labeled 'En pausa'. Below the address bar are navigation icons: a question mark, a gear, a grid, and a logo for 'UNIVERSIDAD esan' with a 'W' icon. The folder name 'WRITINGS FRIDAYS' is displayed at the top of the page, with a close button. Below the folder name are two tabs: 'Detalles' (selected) and 'Actividad'. The 'Detalles' tab shows a row of colored circles representing the folder's contents: a yellow circle with 'W', a blue circle with 'A', a purple circle with 'A', a red circle with 'A', a teal circle with 'C', a yellow circle with 'C', and a grey circle with '+20'. Below this row is a table of folder details:

Tipo	Carpeta de Google Drive
Ubicación	 Mi unidad
Propietario	yo
Modificado el	19 oct. 2018 por mí
Abierto el	09:31 por mí
Creado el	19 oct. 2018 con Google Drive Web

At the bottom of the page, there is a text input field labeled 'Agregar descripción' and a pencil icon for editing.

Drive ? ⚙️ ☰ 

Mi unidad > WRITINGS FRIDAYS > WRITING 2   

Archivos Nombre ↑



W AF 2 WRITING 2 GUIDE...

Left sidebar: Nuevo, Prioridad, Mi unidad, Compartidos conmigo, Recientes, Destacados, Papelera

Drive ? ⚙️ ☰ 

Mi unidad > WRITINGS FRIDAYS > WRITING 1   

Archivos Nombre ↑



W WRITING 1.docx

Left sidebar: Nuevo, Prioridad, Mi unidad, Compartidos conmigo, Recientes, Destacados, Papelera, Almacenamiento

The screenshot shows the Google Drive interface. At the top, there is a search bar with the text "Buscar en Drive". Below the search bar, the breadcrumb path is "Mi unidad > WRITINGS FRIDAYS > WRITING 3". The main content area displays a document preview titled "AF 3 WRITING 3 GUIDE...". The document content includes:

ACADEMIC FILE 3
SKILL DEVELOPMENT WRITING 3
ENHANCED PRACTICE
WRITING PRACTICE

Name: _____ Date: ____/____/2018
 Teacher: _____ Class: _____

LEARNING OBJECTIVES

- Develop writing skills and strategies
- Develop research and critical thinking skills that leads to problem
- Plan and organize information in writing a paragraph
- Develop writing strategies: generalization, thesis and topic sentence
- Develop critical thinking skills

Strategy 1: creating message

LEARN:

What do you remember about black history?
 • What was the focus?
 • What is their common value today?
 • What was the main cause of their resistance?

Almacenamiento: 5.6 GB utilizado

The screenshot shows the Google Drive interface with a grid of folders. The breadcrumb path is "Mi unidad > WRITINGS FRIDAYS". The folders are arranged in a grid and named as follows:

Carpetas			Nombre ↑
A. Mendieta	A. Principe	A. Salinas	
A. AGUIRRE	C. BERNACHEA	C. EURIBE	
E. RIOS	E. Rojas	E. Villamar	
G. Villagomez	J. BELLIDO	J. Camones	
M. Santander	P. CARVO	R. Pickmann	
R. Camasca	S. CORONFI	W. Garcia	

Almacenamiento: 5.6 GB utilizado

 J.BELLIDO ×

Detalles

Actividad



Tipo	Carpeta de Google Drive
Ubicación	 WRITINGS FRIDAYS
Propietario	Jorge Luis BELLIDO ROJAS
Modificado el	22 oct. 2018 por Jorge Luis BELLIDO ROJAS
Abierto el	09:45 por mí
Creado el	22 oct. 2018

Carpetas Nombre ↑

 J Castañeda, A Salas, J Ma...	 J.Toledo - V.Camarena - K...	 K.Fuentes, J.Arista, F.Moró...
 K.Untiveros, J.Poma, J.Pac...	 L.Rosa, W.Ayllón, E.Guerrer...	 M.Salomé A.Manrique Y.M...

 IE III S-022 2018 2 ×

Detalles

Actividad



Tipo	Carpeta de Google Drive
Ubicación	 Mi unidad
Propietario	yo
Modificado el	21 oct. 2018 por Kevin Brandon UNTIVEROS DIAZ
Abierto el	09:54 por mí
Creado el	17 oct. 2018 con Google Drive Web

Drive Buscar en Drive

Mi unidad > WRITINGS FRIDAYS

Nombre ↑	Propietario	Última modificación	Tamaño del archivo
A. AGUIRRE	Mayra Araceli AGUIRRE VASQUEZ	19 oct. 2018	Mayra Araceli AGUIRRE
C. BERNACHEA	Carla BERNACHEA COLLAZOS	22 oct. 2018	Carla BERNACHEA C
C. EURIBE	Cristian Jesus EURIBE RAMOS	22 oct. 2018	Cristian Jesus EURIBE
E. RIOS	Eduardo Jesus RIOS MENENDEZ	19 oct. 2018	Eduardo Jesus RIOS
E. Rojas	Emily Del ROJAS ROJAS	19 oct. 2018	Emily Del ROJAS RO
E. Villamar	Estefany Anita VILLAMAR CARBAJA	22 oct. 2018	Estefany Anita VILLA
G. Villagomez	Gloria Maria VILLAGOMEZ CHINGA.	24 oct. 2018	Gloria Maria VILLAG
J. BELLIDO	Jorge Luis BELLIDO ROJAS	22 oct. 2018	Jorge Luis BELLIDO
J. Camones	Johnatan Bill CAMONES PAJUELO	19 oct. 2018	Johnatan Bill CAMO
M. Santander	Michelle SANTANDER PRADO	19 oct. 2018	Michelle SANTANDE

+ ☆ | G En pausa










 **J.Toledo - V.Camarena - K.Peña**
✕

Detalles
Actividad

J
D
J
J
L
M
+1

Tipo	Carpeta de Google Drive
Ubicación	 IE III S-022 2018 2
Propietario	Jerson Walter TOLEDO FLORES
Modificado el	16 nov. 2018 por Jerson Walter TOLEDO FLORES
Abierto el	09:56 por mí
Creado el	17 oct. 2018

Appendix 5. Evaluation Tool

LESSON PLAN N° 01: Descriptive text: A Flag		
Objective	To write a paragraph that describes a flag.	
Vocabulary and grammar requested	Grammar	Vocabulary
	Present Simple Prepositions	Vocabulary related to flags and 5 words chosen from the unit being studied.
Activities		Time
	<ul style="list-style-type: none"> - Lead in Activity: Students describe 3 different flags. They answer the questions: <i>Which flag do you like the most? Which flag do you like the least?</i> Then, they list their reasons for their choice. 	3'
	<ul style="list-style-type: none"> - Students start discussing their ideas while using a language box provided. 	10'
	<ul style="list-style-type: none"> - Text Analysis: Students read a description of a flag with important facts. They answer to some comprehension questions. 	10'
Production	<ul style="list-style-type: none"> - Students analyze the structure of the paragraph and answer to questions. 	6'
	Pre-Writing Task:	
	<ul style="list-style-type: none"> - Brainstorming: Answer to questions using key words. 	5'
	<ul style="list-style-type: none"> - Organizing Information: Students complete an outline using ideas from the brainstorming activity. 	6'
	<ul style="list-style-type: none"> - Writing: Students draft their text following the evaluation criteria. 	30'
Homework	<ul style="list-style-type: none"> - Students edit their final text following the given feedback. Then, they upload it to our Google drive to be marked. 	

ACADEMIC FILE 1
SKILLS DEVELOPMENT: WRITING 1
DESCRIBING A FLAG
GUIDED PRACTICE

Name: _____ Date: / 09 / 2018

Teacher: _____ Class: _____

OBJECTIVE:

- ✓ To develop writing skills.
- ✓ To employ critical thinking skills.
- ✓ To write a paragraph that describes a flag.

Strategy 1: *Activating knowledge*

LEAD-IN:

ALLOTTED TIME: 3 minutes

1. Look at the following chart with country, city and district flags.
 Which flag do you like the most? Which flag do you like the least?

List the reasons for liking or not liking the flag. Think on the following criteria: simplicity, design, symbols, colors.

JAMAICA	LIMA	COLUMBIA
		

Reasons you like the most	Reasons you like the least
.....
.....
.....

5. What does green symbolize?

TASK 3:

ALLOTTED TIME: 6 minutes

Analyze the structure of the paragraph and answer the questions.

1. How many paragraphs does the text have?

2. What is the topic sentence in paragraph 1? Underline it.

3. What information goes in it?

4. What is the topic sentence in paragraph 2? Underline it.

5. What information goes in it?

WRITING TASK:

Write a description of a flag (city, country, club)

PRE-WRITING TASKS

A. BRAINSTORMING

Answer the questions. Write key words only.

1. What city, town or village flag do you describe?

2. What colours does it use?

3. Can you mention two details of the design?

*

*

4. What do colours represent?

*

*

5. What do colours symbolize?

*

*

TASK 1:

ALLOTTED TIME: 10 minutes

In pairs, discuss your ideas. Use the language box to exchange ideas

LANGUAGE BOX	
What is the meaning of.....?	It means.....
What does ___ represent?	(Color) represents.....
What does ___ symbolize?	(Color) symbolizes.....
At the top / bottom.....	
On the left/right.....	
There is / There are	

TASK 2:

ALLOTTED TIME: 10 minutes

You are going to read the description of the flag of a country.¹

In the first sentence, say what flag you are describing.

Then, describe the design of the flag.

Finish by explaining what the colours of the flag represent

I come from Jamaica, and my country's flag has a very nice design. It uses three colours: yellow, green and black. Two thick yellow lines meet in the middle of the flag, like an X. At the top and bottom of the yellow, there are green triangles. On the left and right of the yellow, there are black triangles.

Each colour on the flag symbolizes something special about my country. Black represents the strength and creativity of the people. The yellow represents the beauty of the sun and green symbolizes hope and farming resources.

Next, say what colours are used in the flag.

Try to use prepositions of place and some new words from this unit.

1. What flag is being described?
2. What colors does it use?
3. Can you describe the design of the flag?
4. What do the colors represent?

¹Yeats, E., & Bohlke, D. (2017). Keynote 2 Pre-intermediate Workbook. Andover, Hampshire: National Geographic Learning.

6. Design and sketch the flag.



B. ORGANIZING THE INFORMATION

Organize and plan your notes **in sentences**.

1st paragraph: about the flag (questions 1,2,3):

.....
.....

2nd paragraph: what colors represent and symbolize (questions 4-5)

.....
.....

C. WRITING

Write the description of the flag. Read the assessment criteria overleaf.

.....
.....
.....
.....
.....
.....
.....

DO ONLY USE THE SPACE PROVIDED.

Assessment criteria

Task achievement	<ul style="list-style-type: none"> • Fully completes pre-writing and writing tasks. • Addresses all parts of the task successfully: <ul style="list-style-type: none"> ○ Writes a text of two paragraphs, 8 sentences ○ Includes <i>the name of the city, town or village, states if you like it, what colors it has, describes its design, what colors represent, what colors symbolize.</i> • Submits the typewritten text on our Google drive.
Coherence & cohesion	<ul style="list-style-type: none"> • Always organizes information in sentences that are connected in a paragraph. • Uses 5 prepositions correctly: <i>on the left, on the right, to the left, to the right, in the middle, in the center, inside, below.</i> • Always uses referents (pronouns) correctly. ○ Underlines prepositions.
Lexical resource	<ul style="list-style-type: none"> • Uses 5 words from the unit correctly. • Always spells words correctly. ○ Always circles requested vocabulary.
Grammatical range and accuracy	<ul style="list-style-type: none"> • Always writes complete sentences (subject + verb + complement/ object) • Always has a good control of present simple and prepositions
Capitalization and Punctuation	<ul style="list-style-type: none"> • Always uses capital letters for proper names and to start sentences. • Always uses periods and commas correctly.

LESSON PLAN N° 02: Descriptive Text: A Book Review		
Objective	To write a description of a book review.	
Vocabulary and grammar requested	Grammar	Vocabulary
	Present Simple Past Simple Relative Clauses	Vocabulary related to a book review. 5 words chosen from the unit being studied.
Activities	<ul style="list-style-type: none"> - Lead in Activity: Students complete an organizer. They answer the questions: <i>What do you know about The Time of the Hero story?</i> Then, they share their answers. - Students read and reflect on what a book review is and its elements. - Text Analysis: Students read a description of a book review. They answer to some comprehension questions. - Students analyze the structure of the paragraph and answer to questions. 	Time
		3'
		10'
		10'
Production	Pre-Writing Task: <ul style="list-style-type: none"> - Brainstorming: Answer to questions using key words. - Organizing Information: Students complete an outline using ideas from the brainstorming activity. - Writing: Students draft their text following the evaluation criteria. 	6'
		30'
Homework	<ul style="list-style-type: none"> - Students edit their final text following the given feedback. Then, they upload it to our Google drive to be marked. 	

ACADEMIC FILE 2

SKILLS DEVELOPMENT: WRITING 2

A BOOK REVIEW

GUIDED PRACTICE

Name: _____ Date: ____/____/2018

Teacher: _____ Class: _____

LEARNING OUTCOMES:

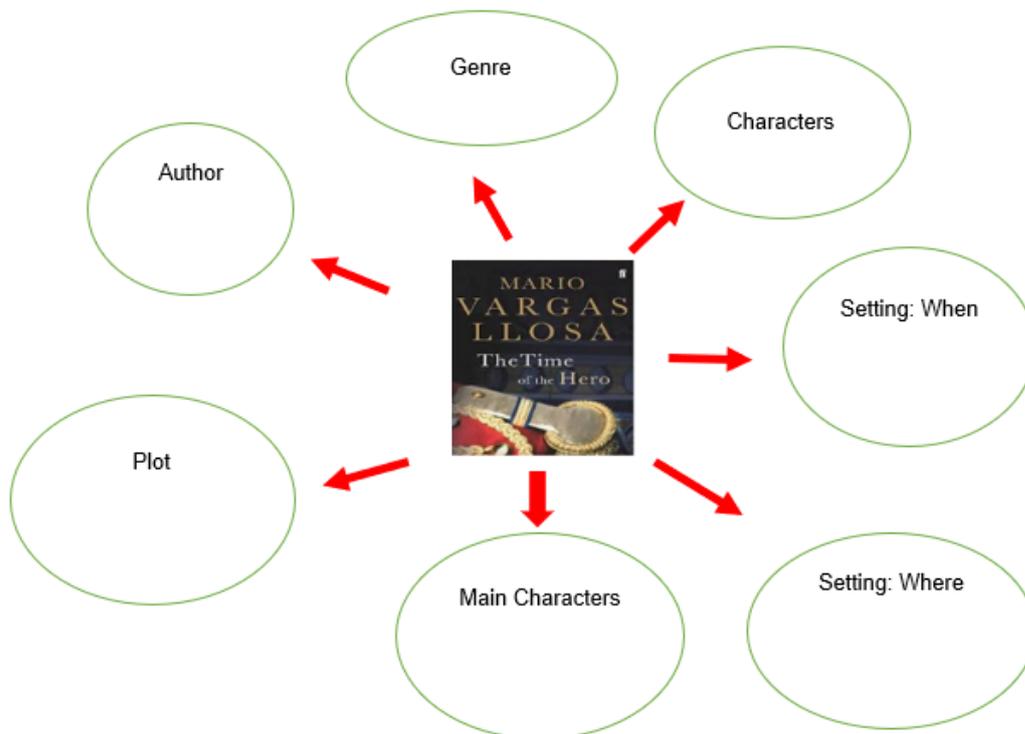
- ✓ Develops writing skills and strategies
- ✓ Writes a book review
 - Plans and organizes information to write a book review
 - Employs linking phrases, grammatical forms and vocabulary from unit 3
- ✓ Develops critical thinking skills

Strategy 1: *Activating prior knowledge*

LEAD-IN:

ALLOTTED TIME: 5 minutes

What do you know about *The Time of the Hero* story?



STUDY SKILLS 1:**ALLOTTED TIME:** 10 minutes**What is a Book Review?**

A book review does not only tell you what a book is about, but also whether it achieves what it is trying to do. Therefore, a book review is more than a summary of the content (even though this is an important component), but a critical analysis of the book and your reactions to it.

A book review usually has the following components:

1. Introduction:
 - Bibliographic information (author, title, book genre)
 - Brief overview of the theme and/or some general information
2. Summary of the content:
 - Brief summary of the setting, plot and characters.
3. Evaluation and conclusion:
 - Give your opinion about the book:
 - Is the book easy to read or confusing?
 - Is the book interesting, entertaining, instructive?
 - Who would you recommend the book to? Why?

Strategy 2: *Intensive reading*
TASK 1:**ALLOTTED TIME:** 5 minutes

Read the book review below and answer these two questions.

1. Does this book review match any of the genres of fiction studied in unit 3?
2. If so, Which genre of fiction is it? Support your point of view.

.....

The Time of the Hero

'The Time of the Hero', by Peruvian writer Mario Vargas Llosa, is a historical fiction story. The book is about the life in a military school in Lima, Perú where the story is set. The story takes place in the second half of the past century. It describes the story of a class of cadets and the events that include the death of one of them. Also, the story focuses on the evolution from adolescence to manhood. The characters are very real because this book was based on the author's own life. The protagonist and hero of the story is Alberto, but he is not always a good hero. However, he has a good heart. In the story, he has a friend called "Slave" who dies in a secret world where the cadets do not care about feelings. To conclude, this book describes the world 50 years ago which still exists today. Many readers call it a great read and highly recommend it.

TASK 2:**ALLOTTED TIME: 10 minutes****Complete the outline of the book review.****OUTLINE**

I. Topic sentence: highlight or underline it

II. Body

A. Introduction:

- Bibliographic Information (author, title, book genre):

.....

- Brief overview:

B. Summary of the content:

- Detail of the summary of the content:

C. Evaluation and conclusion:

- Detail of the evaluation and conclusion:

III. Concluding statement: highlight or underline it

TASK 3:**ALLOTTED TIME: 10 minutes****LINKING WORDS**

1. Go back to the review and circle the linking words that the writer used.
2. Read the text below and complete the gaps with one of the linking words in the box. There is an extra one.

what is more	because of	in the same way	because	for this reason
--------------	------------	-----------------	---------	-----------------

Llosa's ability to create this story is legendary., he can describe a feeling or a look or a way of talking like no other author., he develops his characters in a wonderful way the ability he developed during his career., people feel amazed after reading his books. Readers would be mostly satisfied with a very good story!

WRITING TASK:

Choose and read one of the three short stories below to write a book review.

1. "One of These Days" (Gabriel García Marquez)¹
2. "Old Man at the Bridge" (Ernest Hemingway)²
3. "Three Questions" (Leo Tolstoy)³

Write a review for one of the short stories above. Explain why people should read it.

COMPLETE THE PRE-WRITING AND WRITING TASKS.

Read the assessment criteria before you start working.

PRE-WRITING TASKS**A. BRAINSTORMING**

Complete the chart below. Write key words only.

1. Name of the book	
2. Author	
3. Setting	
4. Characters	
5. Plot	

B. ORGANIZING THE INFORMATION

This section is to help you organize the ideas from the brainstorming section in sentences. You should spend around 15 minutes.

Organize and plan your notes in sentences.

You do not have to write all the sentences, the **key ones** only.

¹ García Marquez, G. (2008). One Of These Days [Pdf]. Retrieved from <http://www.flashfictiononline.com/pdf/fpublic0007-one-of-these-days-gabriel-garcia-marquez.pdf>

² Hemingway, E. (1938). The Old Man at the Bridge [Pdf]. Retrieved from <http://rauschreading09.pbworks.com/f/The+Old+Man+at+the+Bridge+packet.pdf>

³ Tolstoy, L. (1885). Three questions. Retrieved from <https://americanliterature.com/author/leo-tolstoy/short-story/three-questions>

OUTLINE

.....
Name of the book

I. Topic sentence (author, title, book genre):

.....
.....

II. Body

A. Brief overview (theme and setting)

.....
.....

B. Summary of the content (plot)

What is the story about?

.....
.....

B. Detail of the main characters of the story

Who are the main characters? What are they like?

.....
.....

C. Climax and final outcome of the story

.....
.....

D. Conclusion:

.....
.....

E. Final recommendation:

.....
.....

C. WRITING

In this section, you should edit the information from the previous section.

1. Edit your notes from section I.

- Re-read the assessment criteria to evaluate you met the task requirements.
- Type out the text.

2. Upload the complete document to our Google drive.

Assessment criteria

Task achievement	<ul style="list-style-type: none"> • Fully completes pre-writing and writing tasks • Addresses all parts of the task successfully: <ul style="list-style-type: none"> ○ Writes a review of 9-10 sentences of book. ○ A topic sentence introducing book chosen. ○ Introduction: title, genre, and general information about the book. ○ Summary of the Content: setting, characters and plot. ○ Evaluation and Conclusion: reasons why you like the book and if you would recommend it. • Employs formal language and formal style • Types the text • Submits the typewritten text on our Google drive.
Organization (coherence & cohesion)	<ul style="list-style-type: none"> • Organizes information in sentences that are connected in all the elements in the review. • Always uses referents (pronouns) correctly • Uses 5 linking words correctly: and, but, also, in addition, because, so, finally, overall • Circles linking words
Lexical resource (vocabulary)	<ul style="list-style-type: none"> • Uses 5 words from unit 3 correctly • Underlines requested vocabulary • Always spells words correctly
Grammatical range and accuracy	<ul style="list-style-type: none"> • Always writes complete sentences (subject + verb + complement/ object) • Has a good control of grammatical structures: present simple, past simple and relative clauses
Capitalization and punctuation	<ul style="list-style-type: none"> • Always uses capital letters for proper names and to start sentences • Always uses periods and commas correctly

LESSON PLAN N° 03: Endangered Species		
Objective	To write a text describing an endangered species that needs protection.	
Vocabulary and grammar requested	Grammar	Vocabulary
	Present Simple Present Continuous	Vocabulary related to endangered animals. 5 words chosen from the unit being studied.
Activities		Time
	<ul style="list-style-type: none"> - Lead in Activity: Students recall and describe what they remember about the black rhinos. They answer the questions: <i>Where are they found?</i> <i>What is their conservation status?</i> <i>What was the main cause of their extinction?</i> Then, they list their answers. 	3'
	<ul style="list-style-type: none"> - Students start discussing their ideas while taking notes. 	10'
	<ul style="list-style-type: none"> - Text Analysis: Students read a description of an animal which needs protection with important facts. They answer to some comprehension questions. 	10'
Production	<ul style="list-style-type: none"> - Students analyze the structure of the paragraph and answer to questions. 	6'
	Pre-Writing Task: <ul style="list-style-type: none"> - Brainstorming: Answer to questions using key words. 	6'
	<ul style="list-style-type: none"> - Organizing Information: Students complete an outline using ideas from the brainstorming activity. 	10'
Homework	<ul style="list-style-type: none"> - Writing: Students draft their text following the evaluation criteria. 	30'
	<ul style="list-style-type: none"> - Students edit their final text following the given feedback. Then, they upload it to our Google drive to be marked. 	

ACADEMIC FILE 3
SKILLS DEVELOPMENT: WRITING 3
ENDANGERED SPECIES
GUIDED PRACTICE

Name: _____ Date: _____ / 12 /2018

Teacher: _____ Class: _____

LEARNING OUTCOMES:

- ✓ Develops writing skills and strategies
- ✓ Writes descriptive text about an endangered species that needs protection
 - Plans and organizes information to write a paragraph
 - Employs linking phrases, grammatical forms and vocabulary from unit 1
- ✓ Develops critical thinking skills

Strategy 1: *Activating knowledge*

LEAD-IN:

ALLOTTED TIME: 5 minutes

What do you remember about black rhinos?

- Where are they found?
- What is their conservation status?
- What was the main cause of their extinction?



Share your ideas with the class and make notes.

Strategy 2: *Intensive reading*

TASK 1

ALLOTTED TIME: 10 minutes

**Read about an animal that needs protection to complete the outline overleaf.¹
 Summarize the main points.**

¹ World Wildlife Fund. (2020). Black Rhinos. Retrieved March 8th, 2020, from <https://www.worldwildlife.org/species/black-rhino>

Save the Black Rhino¹

A mammal that needs our protection is the black rhino because it is an endangered species. The number of black rhinos is declining due to two main reasons. First, this mammal is disappearing because it is losing its habitat. As humans move to the rhino's home areas, they kill and destroy the rhino's habitat. Rhinos do not have enough food or water because the agriculture sector is continuously removing the land. Consequently, black rhinos are dying. A second reason for their endangerment is poaching, illegal hunting. Poachers hunt rhinos for their horns. There is an increasing market that uses the horns for folk and formal medicine. Nowadays, black rhinos' conservation status is critically endangered. Therefore, it is necessary to protect these animals because their conservation benefits many other animal species as well.

OUTLINE

- I. Topic sentence: highlight it
- II. Body
 - A. Supporting idea 1:
 - 1. Detail of supporting idea 1:
 - B. Supporting idea 2:
 - 1. Detail of supporting idea 2:
 - C. Supporting idea 3:
 - 1. Detail of supporting idea 3:
- III. Concluding statement: highlight it
- IV. Final thought, reason to protect this animal: underline it

STUDY SKILL:

ALLOTTED TIME: 10 minutes

A. Linking words

We use linking word to link phrases or sentences. They help the reader to make progress from one idea (expressed by the author) to the next idea. In this way, they help to build up coherent relationships within the text.

Transition	Example word/phrase	Example sentence
Supporting ideas	One reason ... Another important factor to consider is....	One reason is habitat loss and the other is poaching
Example	For example, For instance,	For instance , they have a hooked upper lip, two horns
Conclusion	All in all, In short,	In short , African communities are losing too many of these wonderful creatures.
Result	For this reason, Therefore	Therefore , it is necessary to save them before it is too late.

1. Go back to the text and circle the linking words.
2. Read the text below and complete the gaps with one of the linking words in the box. There is an extra one.

what is more	for instance	however	in short	therefore
--------------	--------------	---------	----------	-----------

Rhinos are one of the oldest groups of mammals., their population declined dramatically in the 20th century at the hands of European hunters and settlers. Today, black rhinos remain critically endangered because of rising demand for rhino horn., in Vietnam and China people use them in folk remedies., to protect black rhinos WWF is taking actions in three African countries, these nations hold about 87% of the total black rhino population., the persistent conservation efforts across Africa, black rhino numbers have doubled from their historic low 20 years ago to between 5,042 and 5,455 today.

WRITING:

Write a paragraph about an endangered mammal and explain why we should protect it.

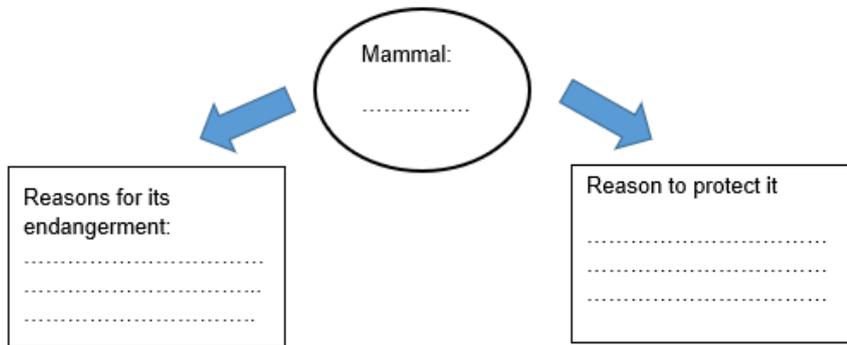
COMPLETE THE PRE-WRITING AND WRITING TASKS.

Read the assessment criteria before you start working.

PRE-WRITING TASKS

A. BRAINSTORMING

Use the link at the end of this page², choose a mammal and complete the diagram below. Write key words only.



B. ORGANIZING THE INFORMATION

This section is to help you organize the ideas from the brainstorming section in sentences. You should spend around 15 minutes.

2. Organize and plan your notes in sentences.

You do not have to write all the sentences, the **key ones** only.

OUTLINE

.....
 Endangered mammal

I. Topic sentence:

.....

II. Body

A. Supporting idea 1:

.....

1. Detail of supporting idea 1:

² https://www.worldwildlife.org/species/directory?direction=desc&sort=extinction_status

.....
B. Supporting idea 2:

.....
1. Detail of supporting idea 2:

.....
C. Supporting idea 3:

.....
1. Detail of supporting idea 3:

.....
III. Concluding statement:

.....
IV. Final thought, reason to protect this animal:

.....
C. WRITING

In this section, you should edit the information from the previous section.

1. **Edit your notes from section I.**
 - Re-read the assessment criteria to evaluate you met the task requirements.
 - Type out the text.
2. **Upload the complete document to our Google drive.**

Assessment criteria

Task achievement	<ul style="list-style-type: none"> • Fully completes pre-writing and writing tasks • Addresses all parts of the task successfully: <ul style="list-style-type: none"> ◦ Writes a paragraph of nine sentences about a critically endangered mammal: a topic sentence, three supporting ideas about the mammal's endangerment, three supporting details, a concluding statement, and a sentence with final thought (a reason to protect this animal). • Employs formal language and formal style • Types the text • Submits the typewritten text together our Google drive.
Organization (coherence & cohesion)	<ul style="list-style-type: none"> • Organizes information in sentences that are connected in one paragraph • Uses 5 linking words correctly: one reason, for instance, what is more, in addition, additionally, therefore, in short. • Always uses referents (pronouns) correctly • Circles linking words
Lexical resource (vocabulary)	<ul style="list-style-type: none"> • Uses 5 words from Unit 1 correctly • Underlines requested vocabulary • Always spells words correctly
Grammatical range and accuracy	<ul style="list-style-type: none"> • Always writes complete sentences (subject + verb + complement/ object) • Has a good control of grammatical structures: present simple and present continuous
Capitalization and punctuation	<ul style="list-style-type: none"> • Always uses capital letters for proper names and to start sentences • Always uses periods and commas correctly • Always uses full forms

Appendix 6. Pre-Test Results

GRUPO	Promedio Nota	TA	CC	LR	GR	CP
Control	12.28	2.48	1.96	2.20	2.76	2.88
Experimental	11.80	2.08	2.20	2.40	2.28	2.84
Total general	12.04	2.28	2.08	2.30	2.52	2.86

Control Group Results

Grupo	PRE TEST						FINAL TEST					
	Nota	TA	CC	LR	GF	CP	Nota	TA	CC	LR	GF	CP
Control	13	3	2	3	3	2	11	2	2	2	3	2
Control	11	3	2	2	1	3	12	2	2	2	3	3
Control	11	3	2	2	1	3	11	3	2	2	1	3
Control	12	3	2	2	2	3	12	2	3	2	2	3
Control	14	4	2	3	2	3	14	3	3	3	2	3
Control	14	3	2	3	3	3	10	1	2	3	1	3
Control	12	2	1	3	3	3	12	2	1	3	3	3
Control	15	4	2	3	3	3	13	3	1	3	3	3
Control	13	3	1	3	3	3	12	3	3	2	3	1
Control	14	3	2	3	3	3	13	2	2	3	3	3
Control	10	2	1	1	4	2	8	2	1	1	2	2
Control	14	3	3	2	3	3	13	3	2	2	3	3
Control	11	1	2	2	3	3	11	2	2	1	3	3
Control	14	3	1	2	4	4	13	2	2	2	3	4
Control	13	2	3	3	2	3	13	3	2	3	2	3
Control	11	2	2	2	3	2	10	3	2	2	2	1
Control	10	2	1	2	3	2	6	1	1	1	1	2
Control	11	2	2	2	2	3	12	2	3	2	2	3
Control	13	3	3	2	2	3	11	3	2	2	2	2
Control	10	1	2	2	2	3	11	2	2	2	2	3
Control	13	2	3	2	3	3	12	1	2	3	3	3
Control	13	3	2	2	3	3	13	2	3	2	3	3
Control	12	2	2	1	4	3	12	2	3	2	3	2
Control	12	1	2	2	4	3	13	2	1	4	3	3
Control	11	2	2	1	3	3	11	1	2	2	3	3

Appendix 7. Post Test Results

GRUPO	Promedio Nota	TA	CC	LR	GR	CP
Control	11.56	2.16	2.04	2.24	2.44	2.68
Experimental	13.84	2.48	2.64	2.92	2.68	3.12
Total general	12.70	2.32	2.34	2.58	2.56	2.90

Appendix 8 Pre-Test & Post Test Comparative Grades

Average Grade	Experimental		
	Pre Test	Post Test	
	11.80	13.84	17%
TA	2.08	2.48	19%
CC	2.20	2.64	20%
LR	2.40	2.92	22%
GR	2.28	2.68	18%
CP	2.84	3.12	10%

Average Grade	Control		
	Pre Test	PostTest	
	12.28	11.56	-6%
TA	2.48	2.16	-13%
CC	1.96	2.04	4%
LR	2.20	2.24	2%
GR	2.76	2.44	-12%
CP	2.88	2.68	-7%

Appendix 9. Questionnaire Results

1. Which area do you feel you are good at?					
a. Reading	b. Writing	c. Speaking	d. Listening		
20	37	18	5	(2 did not answer)	
24.10%	44.58%	21.69%	7.23%		
2. Which area do you feel you are NOT good at?					
a. Reading	b. Writing	c. Speaking	d. Listening		
3	20	19	41		
3.61%	24.10%	22.89%	49.40%		
3. How do you feel when you know you will be assigned to write a piece of writing as part of an activity in class or an exam?					
a. Anxious	b. Nervous	c. Confident	d. Optimistic		
16	28	8	31		
	a+b: 44		c+d: 39		
	53.01%		46.99%		
4. What kind of writing activity would you prefer:					
a. An activity in which you just write a text?			7	8.43%	
b. An activity in which you read and then write a text?			75	90.36%	
c. I don't mind.			1	1.20%	
5. When you write a <u>text</u> you are good at...					
a. ...writing the topic sentence.			34	40.96%	
b. ...writing an individual piece of information			22	26.51%	
c. a and b			22	26.51%	
d. I am not good at any.			5	6.02%	
6. Do you use strategies to improve your writing skills?					
a. Yes	43	51.81%	b. No	40	48.19%
7. If your answer in question 6 is "Yes", describe the strategy you use in a few words.					
Only 10 students (12.05%) could describe appropriate strategies. The other descriptions were activities to practice English at home. The strategies described were:					
Taking notes and checking if it's correct.					
Getting the general idea in the first attempt, trying to understand individual ideas in the second.					
Reading the questions in the task and listening for words to help me deduce the meaning					
Looking at the pictures with attention to focus on the gestures and expressions					
8. Do you think that the use of writing strategies can improve your production of a text?					
a. Yes	75	90.36%	b. No	0	
			c. I don't know	8	9.64%

