

The use of Learning Management System (LMS) Integration in Improving Students' English Writing Skills

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Index Terms:

learning management system (LMS), english writing skills, LMS-integrated instruction, writing performance, digital learning, junior high school students

Abstract. Learning Management Systems (LMS) provide technology-supported environments that can facilitate writing practice, feedback, collaboration, and assessment; however, their effectiveness in improving English writing skills within public secondary school contexts requires further examination. This study determined the effectiveness of LMS-integrated instruction in improving the English writing skills of Grade 10 students at Don Vicente Rama Memorial National High School during the School Year 2025–2026. Fifty Grade 10 students participated in a quantitative pre-test–post-test study. Data were gathered using a rubric-based writing examination and an adapted survey questionnaire and analyzed using descriptive statistics and a paired-samples *t*-test at the 0.05 level of significance. Students' writing performance improved from *Fair* before LMS-integrated instruction to *Good* after exposure across clarity of claim or position, organization of ideas, use of supporting evidence, grammar and sentence structure, and mechanics. Significant differences were found between pre-test and post-test performance across all writing indicators ($p < .001$). Students also consistently engaged in LMS-supported writing activities, with revising obtaining the highest mean ($M = 3.52$), followed by collaborative writing ($M = 3.48$), drafting ($M = 3.44$), and digital assessment ($M = 3.44$), all interpreted as *Always*. The findings indicate that LMS-integrated instruction supported improvements in students' English writing performance while providing opportunities for sustained practice, revision, collaboration, and assessment. The study recommends strengthening the purposeful integration of LMS-supported activities into English writing instruction to further develop students' writing competencies.

Introduction

The integration of Google Classroom and other Learning Management Systems (LMS) in English instruction has become increasingly important in improving students' English writing skills in public secondary schools, particularly in the context of digital and blended learning environments. Following the educational disruptions brought about by the COVID-19 pandemic, schools increasingly adopted LMS platforms to facilitate instructional continuity, resulting in a major transformation in the delivery of English language instruction. LMS platforms now serve not only as repositories for learning materials but also as interactive instructional environments where teachers can facilitate writing activities, provide formative assessments, monitor learner progress, and deliver timely feedback that supports the development of students' writing competencies.

Globally, recent studies have demonstrated that LMS-supported instruction contributes significantly to the improvement of students' writing performance when integrated with effective pedagogical strategies. A meta-analysis conducted by Tian & Zheng (2024) revealed that digital learning environments supported by LMS platforms positively influence students' academic achievement, particularly in language learning tasks involving writing, revision, and collaborative composition. Similarly, Almelhi (2021) found that LMS-based writing instruction enhanced students' grammar, organization, coherence, and overall writing quality by allowing learners to engage in iterative drafting and teacher feedback. In another study, Moorhouse and Kohnke (2023) emphasized that LMS platforms improve English writing instruction by promoting learner autonomy, collaborative interaction, and continuous formative assessment, which are essential components in developing

writing proficiency. These studies indicate that LMS integration becomes most effective when digital tools are pedagogically aligned with writing instruction objectives rather than used solely for content storage or assignment submission.

In the Philippine setting, the Department of Education institutionalized digital and blended learning approaches through the implementation of the Basic Education Learning Continuity Plan (BE-LCP), which encouraged schools to adopt LMS platforms and online instructional systems to sustain teaching and learning processes (Department of Education [DepEd], 2020). Consequently, many public secondary schools began integrating LMS platforms such as Google Classroom, Moodle, and other online learning systems into English instruction. National studies conducted after the pandemic reported that LMS-supported writing activities positively affected students' writing engagement and performance. For instance, Andargie and Mekonnen (2025) found that structured digital writing tasks and LMS-based feedback mechanisms significantly improved students' organization of ideas, grammar accuracy, and writing fluency. Likewise, Hassan et al. (2020) reported that blended learning environments utilizing LMS platforms enhanced students' English writing performance by improving coherence, collaboration, and access to instructional resources. These findings suggest that LMS integration can strengthen writing instruction when teachers effectively utilize digital assessment, feedback, and collaborative learning features.

At the local level, emerging studies in Philippine public secondary schools have shown that LMS integration supports students' writing development through interactive learning experiences and continuous teacher feedback. Waluyo (2024) revealed that online peer feedback activities conducted through LMS platforms increased student participation and improved the quality of written outputs in English classes. Similarly, Benabbes et al. (2025) found that Moodle-supported collaborative writing activities created structured opportunities for revision, interaction, and feedback, leading to improved student writing performance. Moreover, Susyla et al. (2023) emphasized that LMS-based digital assessment tools enhanced students' learning outcomes by providing immediate feedback and allowing teachers to monitor students' writing progress more effectively. These local findings highlight the growing importance of LMS integration in improving English writing instruction in secondary education.

Despite the increasing number of studies on LMS integration, several research gaps remain evident. First, many existing studies focus primarily on students' perceptions, satisfaction, engagement, or attitudes toward LMS platforms rather than directly examining their effect on measurable English writing skills. Second, although previous research acknowledges the positive impact of LMS integration, limited studies specifically investigate how distinct LMS instructional practices such as digital assessment, collaborative writing, feedback mechanisms, and content delivery contribute to the improvement of students' English writing performance in public secondary schools. Third, while LMS implementation has become widespread in Philippine education following DepEd's digital learning initiatives, empirical evidence remains limited regarding the actual effectiveness of LMS integration in improving writing competencies under authentic classroom conditions in local public secondary school contexts. These gaps underscore the need to investigate LMS integration not merely as a technological innovation but as an instructional strategy that must be empirically validated in relation to students' English writing skills.

The purpose of this study is to examine the use of Learning Management System (LMS) integration in improving students' English writing skills in public secondary schools. Specifically, the study aims to determine the extent of LMS integration in English instruction in terms of content delivery, LMS-supported interaction and collaboration, digital assessment, and feedback and progress monitoring features. It also seeks to determine the level of students' English writing skills through pre-test and post-test assessments and to identify whether a significant improvement exists in students' writing performance after exposure to LMS-integrated instruction. Furthermore, the study intends to analyze the relationship between LMS integration practices and students' English writing skills. The findings of this study are expected to provide empirical evidence that may guide English teachers, school administrators, curriculum planners, and policymakers in strengthening LMS-supported writing instruction through pedagogically grounded and contextually responsive teaching practices that improve students' writing competencies.

Research Questions

This study aimed to determine the effectiveness of Learning Management System (LMS) integration in improving the English writing skills of students in a public secondary school during the School Year 2025–2026. Specifically, it sought to answer the following questions:

1. What is the level of students' English writing skills before and after exposure to LMS-integrated instruction as measured through a rubric-based writing examination in terms of:
 - 1.1. Clarity of Claim or Position;
 - 1.2. organization of ideas;
 - 1.3. use of supporting evidence;
 - 1.4. Grammar and Sentence Structure; and
 - 1.5. mechanics?

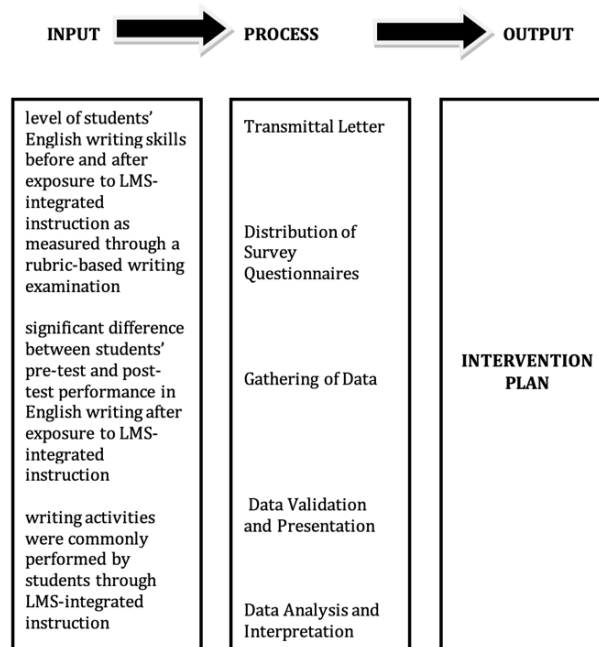
2. Is there a significant difference between students' pre-test and post-test performance in English writing after exposure to LMS-integrated instruction?
3. What writing activities were commonly performed by students through LMS-integrated instruction in terms of:
 - 3.1. drafting activities;
 - 3.2. revising activities;
 - 3.3. collaborative writing tasks; and
 - 3.4. digital assessment activities?
4. Based on the findings of the study, what intervention plan may be proposed to strengthen LMS integration in English writing instruction

Methodology

Research Design

This study employed a quantitative descriptive–correlational research design to examine the effectiveness of Learning Management System (LMS) integration in improving the English writing skills of students in public secondary school. A descriptive–correlational design was appropriate because the researcher sought to describe existing conditions and determine the relationship between variables without manipulating them. According to John W. Creswell (2014), correlational research is used to measure the degree of association between two or more variables using statistical procedures, particularly when variables naturally occur in real-world settings. Similarly, Louis Cohen, Lawrence Manion, and Keith Morrison (2018) explained that correlational designs are suitable for examining relationships among educational variables where experimental manipulation is neither feasible nor ethically required.

The descriptive component of the study was used to determine the level of LMS integration in English instruction in terms of LMS-based content delivery, interaction and collaboration features, digital assessment practices, and feedback and progress monitoring mechanisms. It also described the level of students' English writing skills based on pre-test and post-test performance. Structured survey questionnaires and writing assessment rubrics were utilized to gather quantitative data that reflected existing instructional practices and students' writing outcomes. The correlational component was employed to determine whether a statistically significant relationship existed between the level of LMS integration and students' English writing skills. Statistical tools such as the Pearson Product–Moment Correlation Coefficient were used to determine the strength and direction of the relationship between variables. If warranted, multiple regression analysis was also applied to determine which dimensions of LMS integration significantly predicted improvements in students' English writing skills. This research design was appropriate because it allowed the investigation of naturally occurring instructional practices within the existing school environment without experimental intervention. The study did not seek to manipulate LMS implementation but rather examined the extent to which variations in LMS integration were associated with improvements in students' English writing skills.



Participants

The study involved 50 Grade 10 students from Don Vicente Rama Memorial National High School during the School Year 2025–2026. The participants were considered appropriate for the study because they had sufficient exposure to English writing instruction and had developed the basic competencies required for paragraph and composition writing. They were also capable of participating in LMS-integrated writing activities, including drafting, revising, editing, submitting written outputs, and receiving feedback through the learning management system.

All 50 participants completed a rubric-based writing examination before and after their exposure to LMS-integrated English writing instruction. Their writing performance was assessed in five areas: clarity of claim or position, organization of ideas, use of supporting evidence, grammar and sentence structure, and mechanics. The pre-test established their initial writing performance, while the post-test provided data for determining changes in their writing skills following exposure to LMS-integrated instruction. The participants also completed an adapted survey questionnaire that determined the writing activities they commonly performed through the LMS, particularly drafting, revising, collaborative writing, and digital assessment activities.

Research Instrument

The study utilized two instruments aligned with its research objectives: (1) *a rubric-based writing examination* and (2) *an adapted survey questionnaire*. The rubric-based writing examination was used to assess the participants' English writing skills before and after exposure to LMS-integrated instruction. Participants were asked to write a 200–300-word essay in response to the prompt, "Online learning platforms help students improve their English writing skills." Their written outputs were evaluated using an analytic scoring rubric covering five areas: *clarity of claim or position, organization of ideas, use of supporting evidence, grammar and sentence structure, and mechanics*. The same assessment procedure and scoring criteria were used for the pre-test and post-test to ensure consistency in determining changes in the participants' writing performance.

The *adapted survey questionnaire* was used to determine the writing activities commonly performed by the participants through LMS-integrated instruction. It covered four areas: *drafting activities, revising activities, collaborative writing tasks, and digital assessment activities*. Responses were measured using a four-point scale: 4 - *Always*, 3 - *Often*, 2 - *Sometimes*, and 1 - *Never*. Higher mean scores indicated more frequent participation in the identified LMS-supported writing activities. The questionnaire complemented the writing assessment by providing quantitative information on the participants' engagement in different writing-related activities during LMS-integrated instruction.

To strengthen the objectivity and consistency of the writing assessment, the participants' pre-test and post-test outputs were evaluated using the same analytic scoring rubric. The researcher also sought the assistance of *two qualified inter-raters with expertise in English writing instruction*. Scores assigned by the researcher and the two inter-raters were compared, reviewed, and consolidated to promote consistency in scoring and minimize evaluator bias.

Research Procedure

Prior to data collection, the researcher secured the necessary permission from the school administration of Don Vicente Rama Memorial National High School to conduct the study among Grade 10 students. The participants were informed of the purpose and procedures of the study, and ethical considerations concerning voluntary participation, confidentiality, and the proper handling of collected data were observed throughout the research process. The study proceeded through the administration of a pre-test, implementation of LMS-integrated English writing instruction, administration of a post-test, and assessment of the writing activities performed by students through the Learning Management System (LMS).

Before exposure to LMS-integrated instruction, the 50 participants completed a *pre-test* using a rubric-based writing examination to establish their initial English writing performance. Students were asked to produce a 200–300-word essay in response to a given writing prompt. Their written outputs were assessed in terms of *clarity of claim or position, organization of ideas, use of supporting evidence, grammar and sentence structure, and mechanics*. The results of the pre-test served as the baseline for determining changes in the participants' writing performance following LMS-integrated instruction.

Following the pre-test, the participants were exposed to *LMS-integrated English writing instruction*. The LMS served as the digital learning environment through which instructional materials and writing activities were facilitated. During the intervention, students engaged in writing-related activities involving *drafting, revising, collaborative writing, and digital assessment*. These activities provided opportunities for students to prepare initial written outputs, review and improve their work, collaborate with peers, complete online writing assessments, and receive feedback within the LMS-supported

learning environment. The implementation focused on integrating these activities into the writing process rather than using the LMS solely as a platform for submitting outputs.

After the LMS-integrated instruction, the participants completed a *post-test* using the same writing assessment procedure and scoring criteria employed during the pre-test. The pre-test and post-test written outputs were evaluated using the analytic scoring rubric to ensure consistency in measuring changes in students' English writing performance. To strengthen scoring consistency and minimize evaluator bias, the researcher sought the assistance of *two qualified inter-raters with expertise in English writing instruction*. The ratings were compared, reviewed, and consolidated prior to statistical analysis. The participants subsequently answered the *adapted survey questionnaire* to determine the writing activities they commonly performed through LMS-integrated instruction. The questionnaire covered drafting activities, revising activities, collaborative writing tasks, and digital assessment activities. The responses provided quantitative information on the frequency with which the participants engaged in these LMS-supported writing practices during the implementation of the intervention.

Finally, the collected data were organized, tabulated, and subjected to statistical analysis. Descriptive statistics were used to determine the participants' English writing performance and their engagement in LMS-supported writing activities, while a *paired-samples t-test at the 0.05 level of significance* was used to determine whether a significant difference existed between their pre-test and post-test writing performance. The results were then interpreted according to the objectives of the study.

Results and Discussion

Findings

Learning Management System (LMS)-integrated instruction refers to the use of a digital learning environment to support English writing activities, including drafting, revising, collaborative writing, submission of written outputs, feedback, and digital assessment. In this study, students' writing performance was examined before and after exposure to LMS-integrated instruction, while their participation in LMS-supported writing activities was also assessed.

Before Exposure to LMS-integrated instruction	Mean	S.D.	Description	Verbal Interpretation
Clarity of Claim or Position	1.94	0.77	Fair	Ideas are somewhat unclear with limited supporting details
Organization of Ideas	1.94	0.79	Fair	Some parts are organized but transitions and sequencing are inconsistent
Use of Supporting Evidence	2.08	0.85	Fair	Limited vocabulary with repetitive or inaccurate word choice
Grammar and Sentence Structure	1.98	0.92	Fair	Frequent grammatical and sentence structure errors affect clarity
Mechanics	2.08	0.92	Fair	Frequent mechanical errors are noticeable

Legend: 3.26 – 4.00= Excellent, 2.51 – 3.25= Good, 1.76 – 2.50= Fair, 1.00 – 1.75= Needs Improvement

Table No. 1. English Writing Performance of the Participants Before Exposure to LMS-Integrated Instruction

Before exposure to LMS-integrated instruction, the participants demonstrated a *Fair* level of English writing performance across all five indicators. Use of Supporting Evidence and Mechanics obtained the highest mean scores ($M = 2.08$), while Clarity of Claim or Position and Organization of Ideas obtained the lowest ($M = 1.94$). These findings indicate that although the participants possessed foundational writing skills, they experienced difficulties in developing clear claims, organizing ideas logically, constructing grammatically appropriate sentences, and applying writing conventions consistently. The thesis further interprets these baseline results as demonstrating the need for additional guided writing practice, feedback, and interactive writing opportunities.

The manuscript relates these findings to previous studies suggesting that learners without sufficient technology-supported writing experiences may encounter difficulties in organization, grammar, coherence, and the development of written arguments. It further discusses LMS-supported instruction as a means of providing structured writing practice, opportunities for revision, and feedback that may address these difficulties.

After Exposure to LMS-integrated instruction	Mean	S.D.	Description	Verbal Interpretation
Clarity of Claim or Position	3.04	0.83	Good	Ideas are generally clear and supported with adequate details
Organization of Ideas	2.96	0.97	Good	Organization is generally clear with minor lapses in flow
Use of Supporting Evidence	2.96	0.86	Good	Uses appropriate vocabulary with occasional misuse
Grammar and Sentence Structure	3.02	0.80	Good	Some grammatical errors are present but meaning remains clear
Mechanics	3.06	0.98	Good	Minor errors in spelling and punctuation

Legend: 3.26 – 4.00= Excellent, 2.51 – 3.25= Good, 1.76 – 2.50= Fair, 1.00 – 1.75= Needs Improvement

Table No. 2. English Writing Performance of the Participants After Exposure to LMS-Integrated Instruction

After exposure to LMS-integrated instruction, the participants attained a *Good* level across all five writing indicators. Mechanics obtained the highest mean ($M = 3.06$, $SD = 0.98$), followed by Clarity of Claim or Position ($M = 3.04$, $SD = 0.83$) and Grammar and Sentence Structure ($M = 3.02$, $SD = 0.80$). Organization of Ideas and Use of Supporting Evidence both obtained a mean of 2.96. These results demonstrate improvement from the participants' baseline performance, with their writing indicators progressing from *Fair* before LMS-integrated instruction to *Good* after exposure.

The manuscript attributes these improvements to the opportunities afforded by LMS-supported instruction for organized learning, writing practice, feedback, and revision. Nevertheless, the participants' performance remained within the *Good* rather than *Excellent* level, indicating that continued writing practice and focused teacher feedback may still be necessary to further strengthen their writing competencies.

After Exposure to LMS-integrated instruction	Mean Difference	t-value	p-value	Decision	Interpretation
Clarity of Claim or Position	1.10	15.4	<0.001	Reject H_0	Significant
Organization of Ideas	1.02	13.0	<0.001	Reject H_0	Significant
Use of Supporting Evidence	0.88	14.3	<0.001	Reject H_0	Significant
Grammar and Sentence Structure	1.04	12.9	<0.001	Reject H_0	Significant
Mechanics	0.98	14.6	<0.001	Reject H_0	Significant

*Significant at $p < .05$.

Table No. 3. Significant Difference Between the Participants' English Writing Performance Before and After Exposure to LMS-Integrated Instruction

The paired-samples *t*-test revealed statistically significant differences between the participants' pre-test and post-test performance across all five writing indicators, with all *p*-values below .001. Thus, the null hypothesis was rejected. The greatest mean difference was observed in Clarity of Claim or Position ($MD = 1.10$), followed by Grammar and Sentence Structure ($MD = 1.04$), Organization of Ideas ($MD = 1.02$), Mechanics ($MD = 0.98$), and Use of Supporting Evidence ($MD = 0.88$).

These results indicate that the participants demonstrated significantly higher writing performance following exposure to LMS-integrated instruction. The manuscript explains that the LMS provided students with structured lessons, online writing activities, access to instructional materials, opportunities for revision, and digital feedback that supported the development of their writing. The improvement was evident not only in language conventions such as grammar and mechanics but also in higher-level writing dimensions such as clarity, organization, and the use of supporting evidence.

Writing Activities	Mean	S.D.	Verbal Description
Drafting Activities	3.44	0.25	Always
Revising Activities	3.52	0.32	Always
Collaborative Writing Tasks	3.48	0.30	Always
Digital Assessment Activities	3.44	0.33	Always

Legend: 3.26 – 4.00= Always, 2.51 – 3.25= Often, 1.76 – 2.50= Sometimes, 1.00 – 1.75= Never

The results show that the participants *consistently engaged in all four LMS-supported writing activities*. Revising Activities obtained the highest mean ($M = 3.52$, $SD = 0.32$), followed by Collaborative Writing Tasks ($M = 3.48$, $SD = 0.30$). Drafting

Activities ($M = 3.44$, $SD = 0.25$) and Digital Assessment Activities ($M = 3.44$, $SD = 0.33$) likewise received an *Always* verbal description.

These findings indicate that LMS-integrated instruction supported writing as an iterative process rather than merely serving as a platform for submitting completed outputs. Students regularly drafted their work, revisited and improved their compositions, collaborated with peers, and participated in digital assessments. In the manuscript, revising emerged as the most frequently performed activity, suggesting that the LMS provided regular opportunities for students to review their written work, apply corrections, and refine their outputs before final submission. Collaborative writing likewise enabled students to exchange ideas and feedback with their peers.

Taken together, the findings demonstrate a consistent pattern across the different measures of the study. The participants progressed from *Fair to Good* levels of English writing performance, statistically significant pre-test–post-test differences were observed across all five writing indicators, and students consistently participated in drafting, revising, collaborative writing, and digital assessment activities. These findings suggest that LMS-integrated instruction provided a supportive environment for sustained writing practice, feedback, revision, and collaboration. However, since the study employed a single group assessed before and after LMS-integrated instruction, the findings should be interpreted as evidence of *improvement following exposure to the intervention* rather than as definitive evidence that LMS integration alone caused the observed changes.

Conclusion and Implications

Learning Management System (LMS)-integrated instruction offers a promising approach to supporting the development of English writing skills among secondary school learners. The findings of the study showed that the participants demonstrated improved writing performance following their exposure to LMS-integrated instruction, particularly in *clarity of claim or position, organization of ideas, use of supporting evidence, grammar and sentence structure, and mechanics*. The significant differences between their pre-test and post-test performance, together with their consistent participation in drafting, revising, collaborative writing, and digital assessment activities, suggest that an LMS can provide a supportive environment for sustained writing practice, feedback, revision, and collaboration. Its value in writing instruction therefore extends beyond the digital submission of learning tasks; rather, it lies in how the platform can be purposefully integrated into the writing process to provide learners with opportunities to develop, review, and improve their written work.

The findings also carry important implications for *English language teaching and classroom practice*. English teachers may consider integrating LMS-supported activities throughout the different stages of the writing process rather than using digital platforms primarily for distributing materials and collecting outputs. Particular attention may be given to opportunities for drafting and revision, collaborative writing, teacher and peer feedback, and digital assessment. Since revising emerged as the most frequently performed LMS-supported writing activity in the study, teachers may further capitalize on the capacity of digital learning environments to encourage students to revisit, refine, and improve their written compositions. However, the LMS should function as a pedagogical tool that supports effective writing instruction rather than replace direct teacher guidance, meaningful feedback, learner interaction, and explicit instruction in writing.

At the *school and institutional levels*, the effective integration of LMS-supported writing instruction requires appropriate technological and instructional support. School administrators may strengthen access to reliable digital resources and learning platforms while providing teachers with opportunities to enhance their competence in designing, implementing, and assessing technology-supported writing activities. Attention should likewise be given to ensuring that students have equitable opportunities to access and participate in LMS-based learning activities. Sustained institutional support can help teachers move beyond the basic use of an LMS toward more purposeful integration of technology into the teaching and assessment of writing.

Future research may further examine LMS-integrated writing instruction among *larger and more diverse groups of learners, different grade levels, and other educational contexts*. Studies employing comparison or control groups and longer implementation periods may provide stronger evidence regarding the contribution of LMS-integrated instruction to students' writing development. Further investigations may also examine factors such as students' digital competence, access to technology, quality and frequency of feedback, learner engagement, and specific LMS-supported writing practices to better understand the conditions under which technology-supported writing instruction can be most effectively implemented.

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Competing Interests Statement

The author declares that there are no known competing financial interests or personal relationships that could have influenced the work reported in this article.

Data Availability Statement

The data supporting the findings of this study, including the participants' pre-test and post-test writing scores and survey responses, are available from the corresponding author upon reasonable request. The data are not publicly available to protect the privacy and confidentiality of the participants.

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Appendices

No appendices are attached to this study.

Appendix A

Transmittal Letter

Dr. ROSEMARIE O. NOVABOS

School Principal IV
Don Vicente Rama Memorial National High School
Macopa St., Basak Pardo, Cebu City, Cebu
Thru:

Mr. NOEL AUXTERO

Head Teacher IV/ Assistant Principal
Madam,

The undersigned is currently conducting a research study entitled **“THE USE OF LEARNING MANAGEMENT SYSTEM (LMS) INTEGRATION IN IMPROVING STUDENTS’ ENGLISH WRITING SKILLS”**

In this regard, he respectfully requests permission to conduct the study and administer a survey questionnaire, as well as possible interviews, among the **Grade 10 students at Don Vicente Rama Memorial National High School**. This request is made to allow the researcher to gather the necessary data required for the completion of the study.

Rest assured that all information collected will be treated with **strict confidentiality** and will be used solely for **academic and research purposes**. The identities of the participants will remain anonymous, and their responses will not affect their academic standing in any way.

Your support and favorable consideration of this request will be highly appreciated.

Very respectfully yours,

VINCENT CARL M. SILVANO

Researcher

Noted:

BEJAY V. BOLIVAR, MA Lit.

Adviser

Approved By:

Appendix B

Survey Questionnaire

Dr. ROSEMARIE O. NOVABOS

School Principal IV

Rubric-Based Writing Examination for Question No. 1

Research Question No. 1

What is the level of students’ English writing skills before and after exposure to LMS-integrated instruction as measured through a rubric-based writing examination in terms of:

1.1 content and ideas;
1.2 organization;
1.3 grammar and sentence structure;
1.4 vocabulary usage; and
1.5 mechanics?

Rubric-Based Writing Examination

Writing Task

Directions:

Write a 200–300-word essay about the topic below. Submit your first draft through the Learning Management System (LMS). After receiving teacher feedback through the LMS, revise and resubmit your improved composition.

Writing Prompt:

“Online learning platforms help students improve their English writing skills.”

Do you agree or disagree? Explain your answer using supporting details and examples.

Analytic Scoring Rubric for English Writing Skills

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement
Clarity of Claim or Position	Presents a clear, focused, and well-defined claim or position that is consistently maintained throughout the composition.	Presents a generally clear claim or position that is maintained with only minor lapses in focus.	Presents a somewhat unclear or inconsistent claim or position that is only partially maintained throughout the composition.	Presents an unclear, poorly defined, or missing claim or position, making the main point difficult to identify.
Organization of Ideas	Ideas are logically and effectively organized with a clear introduction, coherent progression, smooth transitions, and an effective conclusion.	Ideas are generally well organized and logically sequenced, with appropriate transitions and only minor lapses in flow.	Some ideas are organized, but sequencing and transitions are inconsistent, resulting in occasional disruptions in the flow of the composition.	Ideas lack clear organization and logical sequencing, with weak or absent transitions that make the composition difficult to follow.

Use of Supporting Evidence	Provides relevant, specific, and sufficient evidence or supporting details that strongly develop and substantiate the claim or position.	Provides relevant and adequate evidence or supporting details that generally support and develop the claim or position.	Provides limited, general, or partially relevant evidence or supporting details, resulting in insufficient development of the claim or position.	Provides little to no relevant evidence or supporting details to develop or substantiate the claim or position.
Grammar and Sentence Structure	Consistently uses grammatically correct, clear, and varied sentence structures, with minimal or no errors that affect meaning.	Uses generally correct and appropriate sentence structures, with occasional grammatical errors that do not interfere with meaning.	Demonstrates frequent errors in grammar and sentence structure that occasionally affect clarity and meaning.	Demonstrates numerous and persistent errors in grammar and sentence structure that substantially interfere with clarity and understanding.
Mechanics	Demonstrates consistent and accurate use of spelling, punctuation, capitalization, and other writing conventions, with minimal or no errors.	Demonstrates generally accurate use of spelling, punctuation, capitalization, and other writing conventions, with only minor errors.	Demonstrates frequent errors in spelling, punctuation, capitalization, and other writing conventions that are noticeable but do not substantially interfere with readability.	Demonstrates numerous and persistent errors in spelling, punctuation, capitalization, and other writing conventions that interfere with readability.

Scoring System

Scale Descriptive Interpretation

17–20 Advanced Writing Skill

13–16 Proficient Writing Skill

9–12 Developing Writing Skill

5–8 Beginning Writing Skill

LMS Integration During Assessment

The rubric-based writing examination shall be conducted through the Learning Management System (LMS) using the following process:

- Students submit their initial draft through the LMS.
- The teacher provides digital feedback and comments through the LMS platform.
- Students revise and improve their compositions based on the feedback.
- Students resubmit the revised composition through the LMS.
- Final outputs are evaluated using the analytic scoring rubric.

Adaptive Survey Questionnaire

Writing Activities Performed Through LMS-Integrated English Writing Instruction

Research Question No. 3

What writing activities were commonly performed by students through LMS-integrated instruction in terms of:

- drafting activities;
- revising activities;
- collaborative writing tasks; and
- digital assessment activities?

Directions

Read each statement carefully and select the response that best describes your experience in using the Learning Management System (LMS) during English writing instruction.

Scale	Description
4	Always
3	Often
2	Sometimes
1	Never

Part I – Drafting Activities

Statement	4	3	2	1
1. I used the LMS to write and submit initial drafts of my compositions.				
2. I accessed writing guides and instructional materials through the LMS before drafting.				
3. I organized my ideas using LMS-provided writing activities or templates.				
4. I completed writing tasks within the LMS platform during English classes.				
5. The LMS helped me practice writing paragraphs and essays regularly.				

Part II – Revising Activities

Statement	4	3	2	1
6. I revised my compositions based on teacher feedback provided through the LMS.				

7. I corrected grammar and spelling errors after reviewing LMS comments or suggestions.				
8. I edited and improved my writing before re-submitting my work in the LMS.				
9. I reviewed previous drafts stored in the LMS to improve my writing.				
10. LMS feedback tools helped me identify weaknesses in my compositions.				

Part III – Collaborative Writing Tasks

Statement	4	3	2	1
11. I participated in group writing activities using the LMS.				
12. I exchanged feedback with classmates through LMS discussion or commenting features.				
13. I collaborated with classmates in completing writing assignments through the LMS.				
14. LMS communication tools helped me interact with classmates during writing tasks.				
15. Collaborative LMS activities improved my understanding of writing tasks.				

Part IV – Digital Assessment Activities

Statement	4	3	2	1
16. I completed writing quizzes or assessments through the LMS.				
17. I received scores and evaluation results through the LMS platform.				
18. LMS assessment activities helped me monitor my writing progress.				
19. I submitted writing assignments on time using the LMS.				
20. Digital assessment features in the LMS helped improve my writing performance.				

Interpretation of Mean Scores

Mean Range	Interpretation
3.26 – 4.00	Always
2.51 – 3.25	Often
1.76 – 2.50	Sometimes
1.00 – 1.75	Never

Basis and Adaptation

This questionnaire was constructed based on LMS-integrated writing instruction practices, process writing theory, digital writing pedagogy, and common LMS functions such as drafting, feedback, collaboration, and online assessment. The indicators were aligned with English writing instruction frameworks and LMS-supported learning activities commonly used in secondary education contexts.

- Second Language Writing
Hyland, K. (2019). *Second language writing* (2nd ed.). Cambridge University Press.
- The Practice of English Language Teaching
Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Education.
- Educational Technology for Teaching and Learning
Roblyer, M. D., & Hughes, J. E. (2019). *Integrating educational technology into teaching* (8th ed.). Pearson.
- DepEd
Department of Education. (2020). *Most Essential Learning Competencies (MELCs)*. Department of Education Philippines.