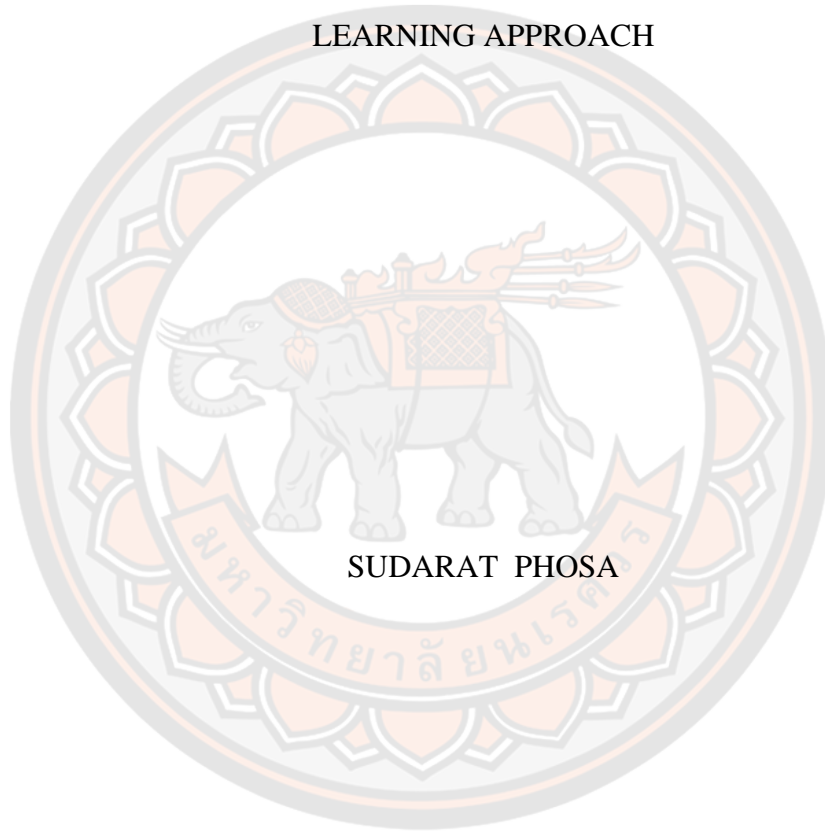




A STUDY OF ENGLISH WRITING SKILLS OF L2 STUDENTS WITH BLENDED
LEARNING APPROACH



A Thesis Submitted to the Graduate School of Naresuan University
in Partial Fulfillment of the Requirements
for the Master of Education in (English - (Type A 2))

2020

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Thesis entitled "A STUDY OF ENGLISH WRITING SKILLS OF L2 STUDENTS
WITH BLENDED LEARNING APPROACH"

By SUDARAT PHOSA

has been approved by the Graduate School as partial fulfillment of the requirements
for the Master of Education in English - (Type A 2) of Naresuan University

Oral Defense Committee

..... Chair
(Assistant Professor Somsak Kaewnuch, Ph.D.)

..... Advisor
(Assistant Professor Sudakarn Patamadilok, Ph.D.)

Approved

.....
(Professor Paisarn Muneesawang, Ph.D.)

for Dean of the Graduate School



Title	A STUDY OF ENGLISH WRITING SKILLS OF L2 STUDENTS WITH BLENDED LEARNING APPROACH
Author	SUDARAT PHOSA
Advisor	Assistant Professor Sudakarn Patamadilok, Ph.D.
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ABSTRACT

This study aimed to examine Thai undergraduate students' English writing proficiency, English writing strategies, and opinions. The researchers designed an English writing instruction framework in a blended learning approach. English writing instruction with a blended learning approach combines face-to-face instruction and online learning. The samples were 35 second-year Thai undergraduate students, Faculty of Education at Buriram Rajabhat University. The findings revealed that the mean score of the pre-test was 10.66, while the mean score of the post-test was 17.37. There was a significant difference at the 0.05 level ($p < 0.05$) between pre-test and post-test. The results of English writing strategies showed that the students mainly used online websites, online English-Thai-English dictionaries as supported tools. According to the findings of the questionnaire, students were highly satisfied with English writing instruction framework in a blended learning approach. Based on the findings, the researcher concluded that English writing instruction with a blended learning approach positively increased students' English writing proficiency.

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CHAPTER 1

INTRODUCTION

1.1 Background and Rationale of the study

In the globalization era, English has become the dominant language in the world, both in local and global contexts (Khamkhien, 2010). In Thailand, English is an important language as an international language, and the role of English is an important skill in many fields such as business, education, science, and technology (Wiriyachitra, 2002). English is considered as a subject that is essential for Thai students to study in the school and university as a core subject in Thailand. According to the EF English proficiency index (2018), Thais' level of English proficiency is relatively low in comparison with many countries in Asia. The result of English proficiency in Thailand is ranked 64 out of 88 countries in the Asian (EF, 2018).

In English learning, writing is one of the most crucial skills in the English learning process. L2 learners need skills to express their idea and communicate to readers through text in the correct way of writing (Waelateh, Boonsuk, Ambele, & Jeharsae, 2019). Writing is the most challenging skill for L2 students because they need to know grammar, vocabulary, and writing structure to construct English writing (Visser, 2017). Writing is an essential part of the use of language processes. Organizing, drafting, revising, editing, and publishing, all of which involve brainstorming and gathering information (Nunan, 2003). Academic writing is one of the most highly-specialized forms of academic writing (Jalalian, 2012). It is very difficult for L2 learners to correctly write academic English because L2 learners have their own abilities and learning characteristics. As a result, they may have different English competency. In the Thai context, the majority of L2 learners have quite low proficiency in English, and writing is one of the most difficult skills for Thai students (Visser, 2017). When they studied in the classroom, they usually have English writing problems due to a lack of practicing time (Boonyarattanasoontorn, 2017). L2 students also have difficulty transferring their ideas from their native language into the English language. The main causes of low proficiency in English writing are teaching methods and the environment in the classroom (Visser, 2017). To teach students with

low proficiency, the three stages of the teaching and learning cycle which are modeling a text, jointing construction of a text, and building independent construction of a text. The teaching and learning cycle is the process of teaching English writing systematically by developing the initial knowledge of English writing gradually step by step (Ueasiriphan & Tangkiengsirisin, 2019). The problems in teaching and learning English as a second language are related to teaching methodologies (Kawinkoonlasate, 2019). English Language teaching and learning in Thailand focuses on the traditional face-to-face method. Teachers teach students to memorize vocabulary, translate texts, and hardly involve technology (Meredith, 2019).

In the 21st century, the world of education is developing in various aspects. Trend of integrating technology in teaching instruction becomes popular, so it is a major teaching and learning tool in the 21st century education. Digital education is the effective teaching methodology that utilizes digital tools and technology in teaching and learning processes. This method of teaching creates the flexible learning pattern that teachers and students are able to set up teaching and learning activities outside and inside the classroom. Technologies and digital tools enhance the variety method of teaching and learning (Strobl et al., 2019). The new teaching model as blended learning widely implements in higher education nowadays (Graham, Woodfield, & Harrison, 2013).

To develop the English writing skill of Thai university students, using technology and the Internet become useful methods that help increase the ability to write English. Technology provides students the opportunity to write in their own time, so students can study anywhere anytime as they are willing to (Walker & White, 2013). Nowadays, some technology gadgets such as mobile phones, laptops, and tablets are easily accessible. Then, students are able to access a wide range of tools to develop their writing needs (Wuttikrikunlaya, Singhasiri, & Keyuravong, 2018). To develop students' English writing ability, it is also necessary to adopt a new way of instructive methods in order to create a learning environment, free access to information, and extended time for self-study practice. In conclusion, technology is a tool in teaching and learning environment that helps to develop students' English writing ability. Then, using technology in the teaching method may facilitate the students' English writing proficiency.

The blended learning approach is an instructional model that combines face-to-face instruction with technology and online learning platform. The instruction combined fifty percent of face to face learning in the classroom and 50 fifty percent of the online classroom (Graham, 2013). In 2017, The New Media Consortium Horizon Report found that the blended learning approach was one of the short-term forces driving technology adoption in higher education. Many institutions begin to use blended learning instruction with their students. Recently, blended learning has been more common in Asia which is South Korea (D. R. Bailey, 2016). In addition, in Indonesia, there is one research study that implemented a blended learning model to assist students' writing ability. In this research, the result indicated that there is a significant effect of the blended learning model that improves students' writing ability (Wahyuni, 2018). In the Thai context, there are research studies that have been conducted with Thai university students. (Pumjarean, Muangnakin, & Tuntinakhongul, 2017) The results indicated that there was a significant improvement in students' English writing ability after taking after studying with blended learning. Then, implementing a blended learning approach with academic writing is an effective way to improve the writing ability of non-native university students (Ali & Sofa, 2018).

At present, a trend of using technology as a tool of teaching becomes interesting. This study aimed to develop a writing instruction module in a blended learning approach to enhance the English writing skills of Thai undergraduate students. The new blended learning approach that combines face-to-face and online learning (Google Classroom) for English writing helps to enhance students to learn English writing in an effective way (Islam, 2019). It is a ubiquitous online educational platform that teachers and students can maximize the use of time to learn in an online classroom conveniently (Medina, 2018).

To achieve such an aim, this study investigated writing instruction in a blended learning approach that combines face-to-face instruction and the online educational platform (Google Classroom) to develop English writing skill among Thai undergraduate students in the faculty of Education at Buriram Rajabhat University by exploring the students' English writing strategies in the blended learning approach.

1.2 Purposes of the Study

1.2.1 Research questions

1.2.1.1 Is Thai undergraduate students' writing proficiency improved after implementing the writing instruction module in the blended learning approach?

1.2.1.2 What English writing strategies do Thai undergraduate students employ?

1.2.1.3 What are the students' opinions toward the blended learning approach?

1.2.2 Research objectives

1.2.2.1 To examine the Thai undergraduate students' writing proficiency after implementing the writing instruction in a blended learning approach.

1.2.2.2 To explore the students' English writing strategies in the blended learning approach.

1.2.2.3 To investigate the students' opinions toward the blended learning approach.

1.3 Statement of the Problems

The Ministry of Education, Thailand sets the English subject as a core subject for Thai students to study from the elementary school to the university level. English is the language that important for Thai students in their academic prospects. All four skills of English: listening, speaking, reading, and writing are focused. English writing is one of the essential skills in order to study English at all levels.

Teaching English writing to L2 learners is not as easy as expected because writing is one of the most difficult skills for Thai students (Visser, 2017). In the Thai context, the majority of L2 learners have low proficiency in English due to their own ability and characteristics of learning.

According to those problems, this study aimed to investigate the development of English writing skills of L2 Thai undergraduate students by adopting a blended learning approach and to examine students' English writing strategies in the blended learning approach. The blended learning approach is the way of teaching with online platforms and face-to-face instruction. This way of teaching probably helps

students have more effective learning environment and develop their English writing skills (Tuomainen, 2016).

1.4 Scope of the Study

1.4.1 Population and sample

The population of the study was second-year undergraduates majoring in Physical Education major in the Faculty of Education at Buriram Rajabhat University, Buriram, Thailand.

The sample of the study was 35 second-year undergraduate students of the academic year 2019-2020, majoring in Physical Education major in the Faculty of Education at Buriram Rajabhat University, Buriram, Thailand. The researcher selected the sample by using the purposive sampling method.

1.4.1.1 Criteria of sample

1.4.1.1.1 Thai undergraduate students who volunteered to participate in the study.

1.4.1.1.2 Thai undergraduate students who were L2 learners.

1.4.1.1.3 Thai undergraduate students who studied English writing.

1.4.2 Location of the study

The study was conducted in the Faculty of Education at Buriram Rajabhat University, Buriram, Thailand.

1.4.3 Duration of the study

The research was conducted for five weeks with three hours each week of face to face classroom and three hours each week of the online classroom.

1.4.4 Variables of the study

1.4.4.1 Independent variable was the use of a blended learning approach to teach English writing.

1.4.4.2 Dependent variables were as follows:

1.4.4.2.1 English writing proficiency

1.4.4.2.2 The students' English writing strategies in the blended learning approach

1.4.4.2.3 The students' opinions toward the blended learning approach

1.5 Significance of the Study

This study was significant to improve the writing skills of second-year undergraduate students from Physical Education major, Faculty of Education at Buriram Rajabhat University. It was important to develop the students' writing skills toward the blended learning approach. It also had the potential to provide the researcher with insightful data and information about teaching English writing with a blended learning approach.

1.6 Definitions of Terms

1.6.1 Blended learning approach

The blended learning approach refers to a teaching approach that combines face-to-face lectures and online learning platforms (Heinze & Procter, 2004). In this study, the students are required to study in an online classroom and face-to-face classroom. The learning process in the blended learning approach combined fifty percent of the online classroom and fifty percent of face to face classroom (Graham, 2013). The online educational platform becomes an effective tool for students to access the learning process.

There are three phases of learning, which are pre-class phase (online), in-class phase (face-to-face), and post-class phase (online). In the pre-class phase (online), the instructor uploads course materials and assignments via the online educational platform (Google Classroom) for students to review before they study in class. In the in-class phase (face-to-face), the instructor teaches students in class and allows students to model the text and practice English writing collaboratively. In the post-class phase (online), the instructor gives assignments to students to rewrite English writing individually. Students submit the assignments via the online educational platform (Google Classroom).

1.6.2 Writing proficiency

Writing is a productive skill that involves communicating a message and express ideas. Writing skills refer to the skill to produce text is grammatically sentences. To write effectively, students need to form words and sentences or a series of sentences that link together to express their ideas (Rajkumar, 2013). In this study, academic English writing is a process to write English paragraph grammatically and systematically. Writing skills were developed through the model of teaching and learning cycle approach following the three stages, which are modeling a text, joint construction of a text, and independent construction of a text. The writing proficiency is evaluated by five major areas, which are organization, content, grammatical accuracy, mechanics, and conclusion. The students have to write at least 100 words that include an introduction, body, and conclusion individually.

1.6.3 Writing strategies

Writing strategies are the writing processes adapted with the blended learning approach, including three main phases of the writing process. There are before writing, when writing, and when revising. The model of writing strategies widely accepted by L2 writing teachers (Hyland, 2003).

1.6.4 L2 students

L2 students refer to the non-native English learners whose mother tongue language is not English (Rokita-Jaśkow & Ellis, 2019). L2 learners study English in all skills; listening, speaking, reading, and writing.

1.6.5 Google Classroom

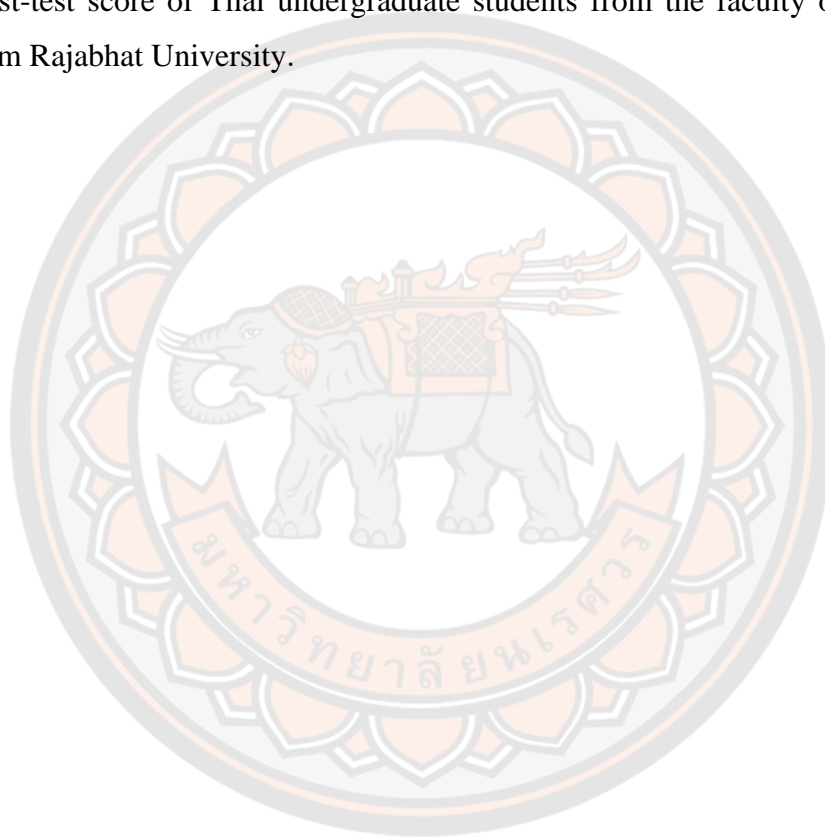
In 2014, Google Classroom launched as a free web service developed by Google. It is an online educational platform that facilitates instructors to teach and students to study effectively (Hulse, 2019). In this study, Google Classroom is an online educational platform that teachers used to facilitate teaching English writing courses. It is the online platform that teachers use to communicate with students. The teacher uploads course materials and assignments, also provide feedback to students. Students also can submit assignments via Google Classroom.

1.6.6 Thai undergraduate students

Thai undergraduate students refer to thirty-five second-year undergraduate students of the academic year 2019-2020 from majoring in Physical Education major in the Faculty of Education at Buriram Rajabhat University, Buriram, Thailand.

1.7 Hypothesis of the Study

Using the blended learning approach to teach English writing will increase the post-test score of Thai undergraduate students from the faculty of Education at Buriram Rajabhat University.



CHAPTER 2

LITERATURE REVIEW

The review of literature in this study consisted of four majors of the research as follows:

- 2.1 Writing Proficiency
- 2.2 Writing Strategies
- 2.3 Writing Genres
- 2.4 Second Language Writing
- 2.5 Writing Assessment
- 2.6 L2 Learners
- 2.7 Blended Learning
- 2.8 Related Research

2.1 Writing Proficiency

In English language learning, there are four skills; listening, speaking, reading, and writing. Writing is an act of modeling texts grammatically and systematically to express ideas. In writing, the writers interact with the readers through texts. Which is different from speaking, in case of the speakers interact with the listeners in a kind of give and take situation (Rajkumar, 2013).

Writing proficiency is an important skill for both first language (L1) and second language (L2) learners. To learn writing, second language (L2) learners require to learn deliberately and consciously in every linguistic element (Rajkumar, 2013). It is a skill of communication that is accomplished in a variety of environments related to constraints of time, language resources, and technological tools (Walker & White, 2013).

According to Rajkumar (2013), there are four purposes of writing as follows:

- 1) to give information; for example, articles, text-books, notices, brochures
- 2) to entertain; for example, short stories, novels, drama
- 3) to persuade; for example, advertisements
- 4) to give opinions; for example, editorials, review

2.1.1 Models of text production (Bereiter & Scardamalia, 1987)

Bereiter and Scardamalia (1987) proposed two models of text production (1) knowledge-telling, and (2) knowledge-transforming (J. R. Hayes, 2011).

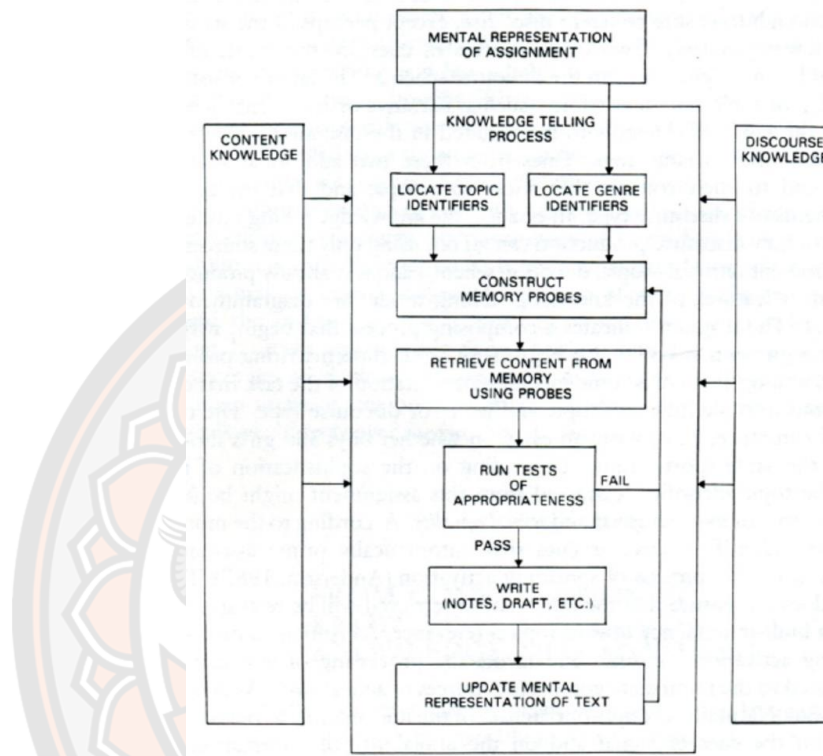


Figure 1: Bereiter and Scardamalia's knowledge-telling model (1987)

2.1.1.1 Knowledge-telling

It is a simple model of text production for beginner's writing. The writer is assigned to choose a topic and a genre. This model focuses on presenting the writer's knowledge about the topic, not at all shaping nor adjusting knowledge to the reader's or the writer's needs (J. R. Hayes, 2011).

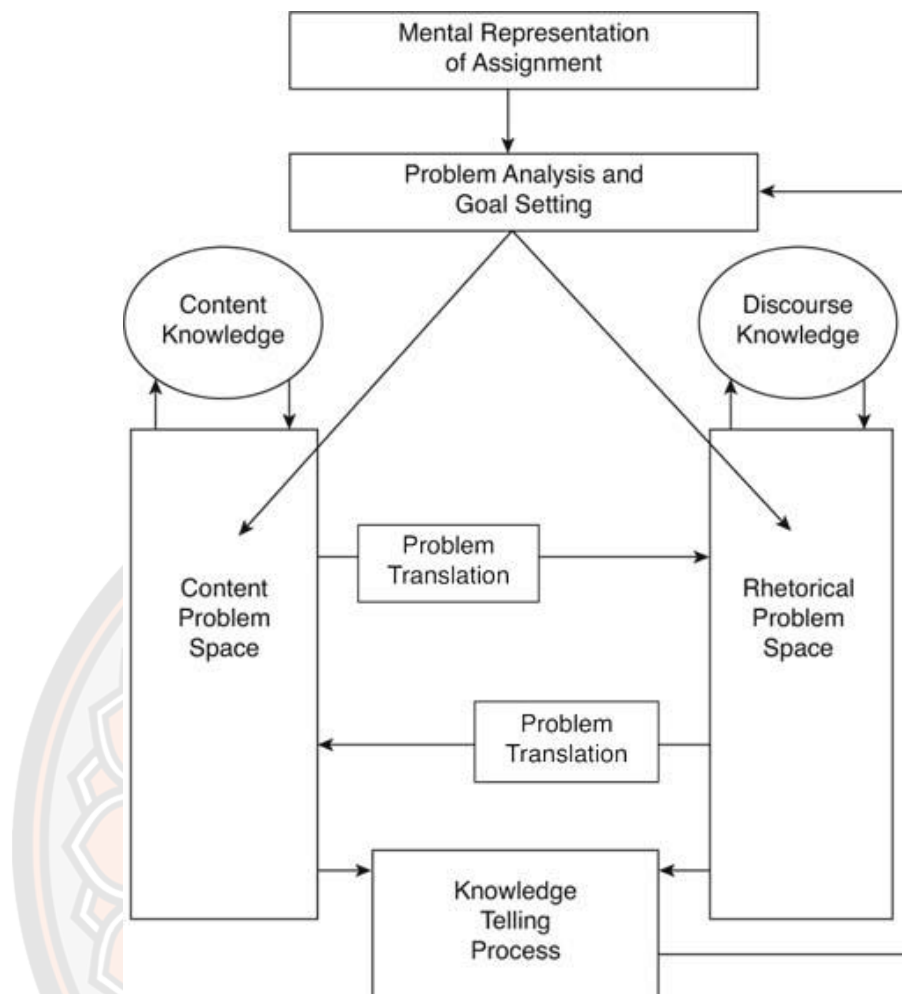


Figure 2: Bereiter and Scardamalia's knowledge-transforming model (1987)

2.1.1.2 Knowledge-transforming

This refers to more skilled writers able to transform their meaning to the readers (J. R. Hayes, 2011).

2.1.2 Models of text production

To develop writing skills effectively, there are three stages to develop written composition skills (Kellogg, 2008).

2.1.2.1 Knowledge-Telling:

The beginner's stage of using writing to tell what one knows.

2.1.2.2 Knowledge-Transforming:

The intermediate stage of transforming what one knows for the author's benefit.

2.1.2.3 Knowledge-Crafting:

The final stage of crafting what one knows for the reader's benefit.

The beginner's stage and the intermediate stage are mastered by advanced high school and college students. The final stage is for adults who aim to become skilled professional writers.

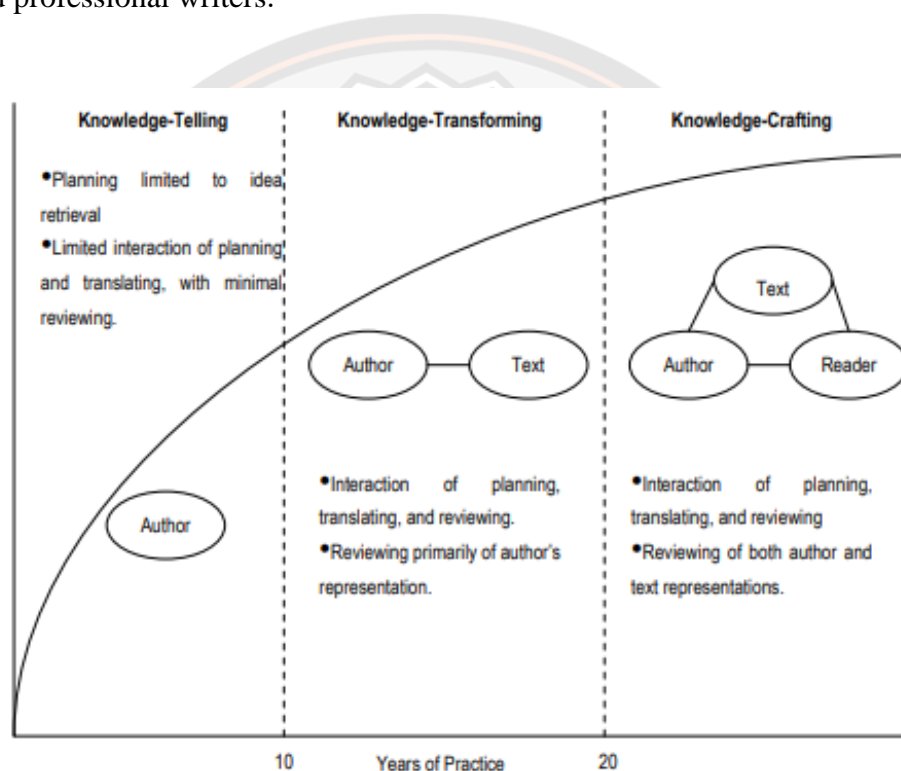


Figure 3: Macro-stages in the cognitive development of writing skill

Figure 3 shows Macro-stages in the cognitive development of writing skills by Kellogg. Writing skills are developed by years of practice, so constraint of time is the one factor that related to the development of writing skills. The authors who practice writing for ten years are in the beginner stage. They are able to write texts by telling their knowledge with limited ability to plan, translate, and review the texts. The authors who practice writing for ten to twenty years, they are in the intermediate stage. The authors are able to transform their knowledge into the texts. They are able to primarily plan, translate, and review the texts. The authors in the final stage are

able to craft their knowledge. They have more than twenty years of writing practice, so they are able to plan, translate, and review the texts effectively.

In summary, the constraints of time are important to develop writing skills. To be able to write professionally, it takes time to develop writing skills from knowledge-telling to knowledge-transforming, and finally knowledge-crafting.

2.2 Writing Strategies

2.2.1 Models of the writing process

2.2.1.1 Flower and Hayes (1980)

Flower and Hayes model of the writing process is the writing process in terms of task environments (Flower & Hayes, 1980). The task environments consist of writing assignments (topic, audience, and motivating cues) and text produced. The writer's long-term memory consists of knowledge of topic, knowledge of audience, and stored writing plan. In cognitive processes are planning, translating, and reviewing (reading and editing) (Weigle, 2002).

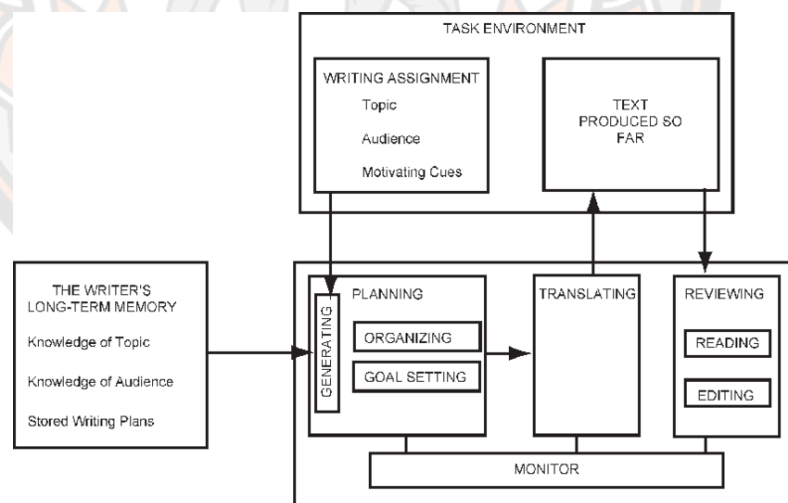


Figure 4: The Flower-Hayes (1980)'s writing model

The model of writing processes most widely accepted by L2 writing teachers. The cognitive processes are planning, translating, and reviewing do not occur in a linear process, but recursive, interactive, and potentially simultaneous. Writers are able to revise and edit their text in order to produce more effective text (Hyland, 2003).

2.2.1.2 Hayes (1996)

Model of writing consists of two main parts (J. Hayes, 1996);

- 1) the task environment and,
- 2) the individual.

2.2.1.2.1 The task environment

The task environment can be divided into the social environment and the physical environment. The social environment consists of the audience and contributors. The physical environment consists of the text so far, and the composing medium (handwriting or word processing).

2.2.1.2.2 The individual

The central focus of this model is the individual. According to Weigle (2002), the individual consists of four components as follows.

1) Motivation and affect

The motivation of the writer affects the writing, specifically the writer's goals, predispositions, beliefs and attitudes, and cost or benefit estimates. These things affect the writing task.

2) Cognitive process

The cognitive process involves the drafting, writing, and revising process. Hayes describes the cognitive process into three components.

2.1) Text interpretation that includes listening, listening, reading, and scanning graphic

2.2) Reflection or a process of creating an internal representation

2.3) Text production or a new linguistic in written or spoken.

3) Working memory

Working memory was a well-known conception of working memory (Baddeley, Logie, Bressi, Sala, & Spinnler, 1986).

Working memory has three components as follows.

Phonological memory:

- 1) It is related to verbal and auditory information (speech).

The visual-spatial sketchpad:

- 2) It is visually and spatially information (graphs).

Semantic memory:

3) It is related to conceptual information.

4) Long-term memory

Hayes describes long-term memory into five components as follows.

Task schemas:

1) It is information stored in long term memory. Information about task goals and processes to achieve the writing task.

Topic knowledge:

2) It is something to write about.

Audience knowledge:

3) The considerations of various social and cultural issues.

Linguistic knowledge:

4) The knowledge about the language that use to write the text.

Genre knowledge

5) The knowledge about the socially and culturally appropriate form in writing the suit to the writing purposes.

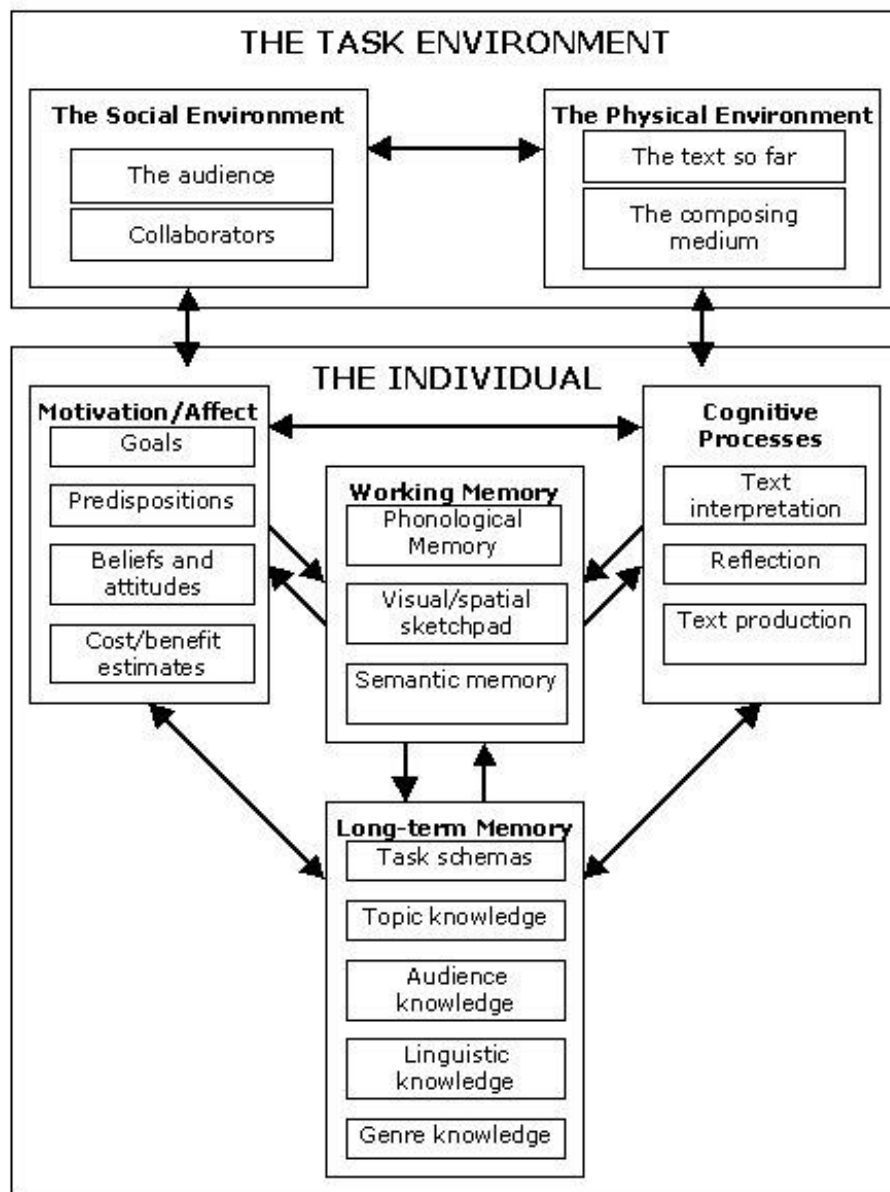


Figure 5: The Hayes (1996) writing model

2.2.2 Peter Elbow writing stages

According to Elbow (2000), writing typically consists of four main stages: planning, writing, editing, and reviewing.



Figure 6: Writing stages

2.2.2.1 Planning

Writers spend time on planning or thinking before writing the text. It is necessary to gather the idea, data, and information before composing text (Elbow, 2000). In writing, the simple structure and sequence should have three parts; (1) introduction part, (2) Main body, and (3) Conclusion (Fitzmaurice & O'Farrell, 2013).

2.2.2.2 Writing

Writers turn ideas into the sentences and paragraphs following the outline of the plan. Writing the ideas and structure of writing appropriately in three parts; (1) introduction part, (2) Main body, and (3) Conclusion.

2.2.2.3 Editing

Writers should check and edit the wrong spelling and grammar. It is important to edit the text before publishing it.

2.2.2.4 Reviewing

This stage is often a good opportunity for writers to get a second opinion on their work. Having peer review also important to generate feedback to the writers.

In summary, the writing process is related to the task environment and the individual. The knowledge of language, socially and culturally is important to the writers to write text effectively and express their ideas to the readers. The writing processes are planning, writing, editing, and reviewing. The writers need to plan the topic and outline, set direction of writing and revise the text to produce text professionally. The motivation also influences writers to achieve writing tasks.

2.2.3 Teaching and learning English writing through the teaching-learning cycle

Teaching Learning Cycle was developed initially by educators in the Metropolitan East Region of Sydney's Disadvantaged Schools Program. It is used as an approach to teach writing English as a Second Language (ESL) to L2 learners. The findings were positively succeeded in developing L2 learners' English writing skills (Humphrey & Macnaught, 2011).

According to Callaghan and Rothery (1993), the cycle of teaching writing was initially illustrated in the Teaching Factual Writing book.

The cycle has three phases as follows:

- 1) modeling a text,
- 2) joint construction and,
- 3) independent construction

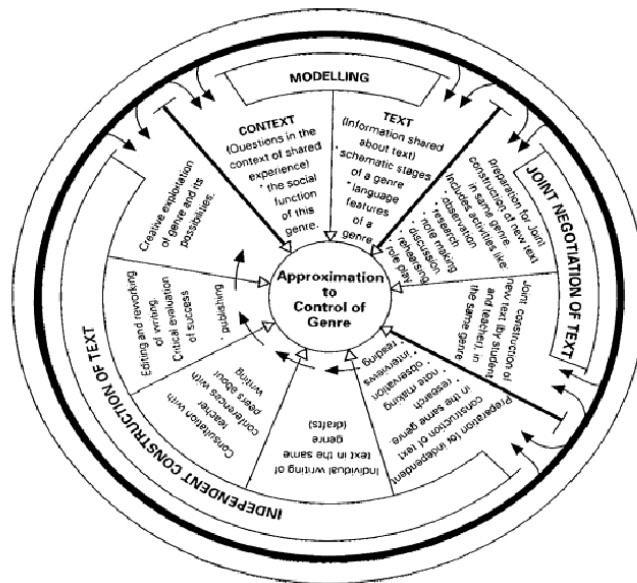


Figure 7: The model of teaching and learning cycle (Callaghan & Rothery, 1993)

2.2.3.1 Modeling a text

In modeling a text, it focuses on text analysis, in which teachers guided students to analyze texts. Students analyze the structure, grammar, and language features of whole text or paragraphs. In this phase, the discussion between teacher and students is significantly used to draw students' attention and share their opinions about the text (Chaisiri, 2010).

2.2.3.2 Joint construction

In joint construction, teachers guide students to construct the text by teaching them the knowledge of writing text that leads students to do more practical and operational writing. Teachers and students construct text together in this stage (Chaisiri, 2010).

2.2.3.3 Independent construction of a text

In the final stage of the independent construction of a text, students have enough knowledge and understanding of writing text. They used the knowledge that they have learned before in previous stages to construct the text by themselves (Chaisiri, 2010).

In this study, the researcher adopted the three stages of English writing to teach L2 students in Thai university. From this model, the students can learn to write text gradually and systematically (Dirgeyasa, 2016), which would be effectively used to develop students' English writing proficiency.

2.3 Writing Genres

According to Weigle (2002), genre can be defined into the expected form and intended function of writing. It is way of writing that people use to interact, communicate, and work together. The writing task can be in various forms such as letters, reports, or essays. There are many communicative functions of writing such as inviting, describing, apologizing, and etc. In terms of writing instruction, it is exposition, description, and argumentation. Genres reflect how people act, react, and interact in different situations (Mulvaney & Jolliffe, 2005). The genre approach initiated to help all students to learn the language effectively (Derewianka, 2015).

2.3.1 Types of genre

There are seven writing genres as follows (Annandale et al., 2005):

2.3.1.1 Narrative Writing

Narrative writing aims to tell the story of imaginative experience. Narrative texts are created according to setting, character's information, experience, and event leading to a problem and solution, such as novels, and short stories.

2.3.1.2 Recount Writing

Recount writing tells the information about personal situations and experiences. Recount writing is organized by settings, events in its original sequences and concluding statements, such as, personal letters, and incident reports.

2.3.1.3 Procedural Writing

Procedural writing is written to explain how to do something in a series of sequenced steps. Also, giving instructions, such as cookbooks, and instruction manuals.

2.3.1.4 Report Writing

Report writing is written to describe or classify the factual information. Report writing is organized by classification, description and summarizing fact data and information, such as brochure, and business report.

2.3.1.5 Explanation Writing

Explanation writing is written to explain why or how something happens. Explanation texts are organized by a definition or statement, provide reasons and sequenced explanation, such as news report, and textbooks.

2.3.1.6 Exposition Writing

Exposition writing is written to argue or present ideas. It promotes the writer's point of view. The writing links words associated with reasoning, and nominalization, such as editorials, essays, and commentaries.

2.3.1.7 Description Writing

Description writing is written to define and clarify the idea, place, person and thing by giving examples, features, and characteristics, such as brochure, product details, and novels.

2.3.2 Using Genre as a Guiding Concept

According to Mulvaney & Jolliffe (2005), six steps to use genre in the writing process are as follows.

2.3.2.1 Analyze the rhetorical situation

In the beginning point, analyze the rhetorical situation is important. Writers need to define topic, state purpose, and analyze readers and the contexts in which the text will be read or used.

2.3.2.2 Invent ideas

Use information and research to generate ideas and think about the topic.

2.3.2.3 Organize and draft

Organize ideas into appropriate patterns that readers will recognize and find useful.

2.3.2.4 Choose an appropriate style

Use the appropriate style to clarify the writing tasks and make it more compelling.

2.3.2.5 Design document

Develop an appropriate page layout and format, then use visual or audio features to make ideas more accessible and attractive to readers.

2.3.2.6 Revise and edit your work

Improve text by rewriting, reorganizing, editing, and proofreading the text.

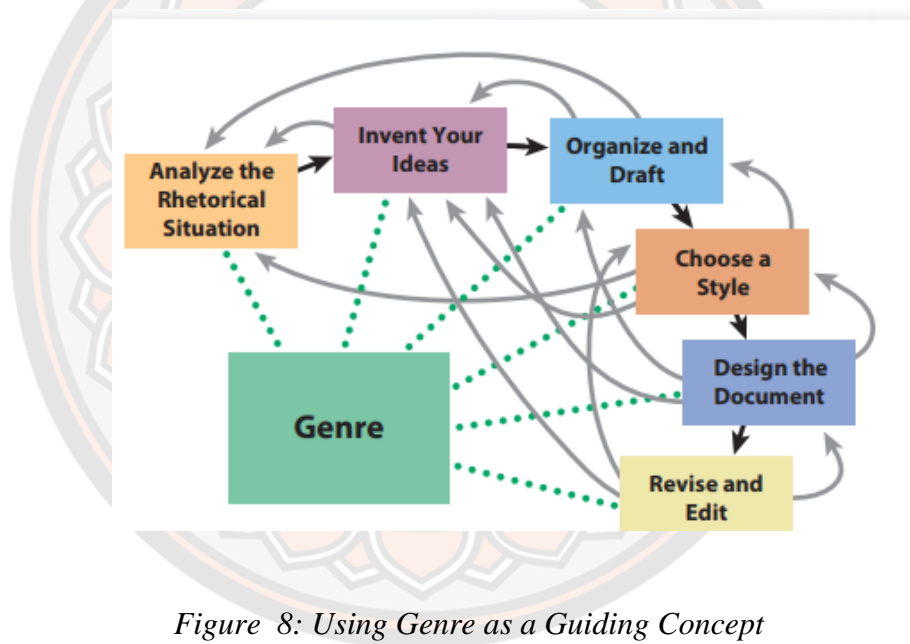


Figure 8: Using Genre as a Guiding Concept

In conclusion, the genres can help influence each stage of the writing process. There are seven types of genres that the writers are able to use in their writing tasks in order to write the appropriate text. The genres also help writers to communicate with the reader effectively (Mulvaney & Jolliffe, 2005).

2.4 Second-Language writing

Second-Language writing tends to be more strained, difficult, and less efficient than writing in the first language. Second language writers need to plan and

revise their writing before producing the final product (Weigle, 2002). L2 learners tend to think about the writing in their L1 language then transfer it into L2 language when they express ideas in writing. Translating L1 language into English is not an easy task for L2 learners (Puspita & Hasyim, 2019).

According to Visser (2017), writers need skills to write English writing. There are outlining skills, planning skills, and organizing the idea in order to create writing product. In an advanced skill, writers need mechanical knowledge in order to organize a written text. Writers have to produce grammatical sentences, connect and punctuate the sentences, select and maintain an appropriate style (Thornbury, 2006).

2.4.1 Second-Language Writing Teaching

According to Hyland (2003), teaching L2 writing needs to focus on six different major focuses as following:

2.4.1.1 Language structures

Focus on language structures

Writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge. Writing development is considered to be the result of imitating and manipulating models provided by the teacher (Hyland, 2003).

An emphasis on language structure as a basis for writing teaching is typically a four-stage process:

Familiarization:

Learners are taught certain grammar and vocabulary, usually through a text.

Controlled writing:

Learners manipulate fixed patterns, often from substitution tables.

Guided writing:

Learners imitate model texts.

Free writing:

Learners use the patterns they have developed to write an essay, letter, and so forth.

2.4.1.2 Text functions

This is to help students develop effective paragraphs through the creation of topic sentences, supporting sentences, and transitions, and to develop different types of paragraphs. Students are able to produce connected sentences according to prescribed formulas and tasks which tend to focus on form to positively reinforce model writing patterns. Introduction-Body-Conclusion and particular organizational patterns such as narration, description, and exposition are described and taught.

2.4.1.3 Creative expression

The classroom goals are fostering L2 students' expressive abilities by encouraging them to find their voices to produce writing. The classrooms are organized around students' personal experiences and opinions, and writing is considered a creative act of self-discovery. Writing is a way of sharing personal meanings, and writing courses emphasize the individual's power to construct his or her views on a topic. Teachers see their role as providing students with the space to make their meanings within a positive and cooperative environment.

2.4.1.4 Composing processes

The process approach to writing teaching emphasizes the writer as an independent producer of texts, but it goes further to address the issue of what teachers should do to help learners perform a writing task. The numerous incarnations of this perspective are consistent in recognizing basic cognitive processes as central to writing activity and stressing the need to develop students' abilities to plan, define a rhetorical problem, and propose and evaluate solutions.

2.4.1.5 Content

Writing teaching is about substantive content. Typically, this is a popular organizing principle for L2 writing courses and textbooks for students of all ages and abilities, and many teachers base their courses on topics students select themselves. Think of a set of topics or themes that might provide the basis of a writing course for a group of L2 students you are familiar with. This involves a set of themes or topics of interest that establish coherence and purpose for the course or that set out the sequence of key areas of subject matter that students will address. Students will have

some personal knowledge of these themes and will be able to write meaningfully about them.

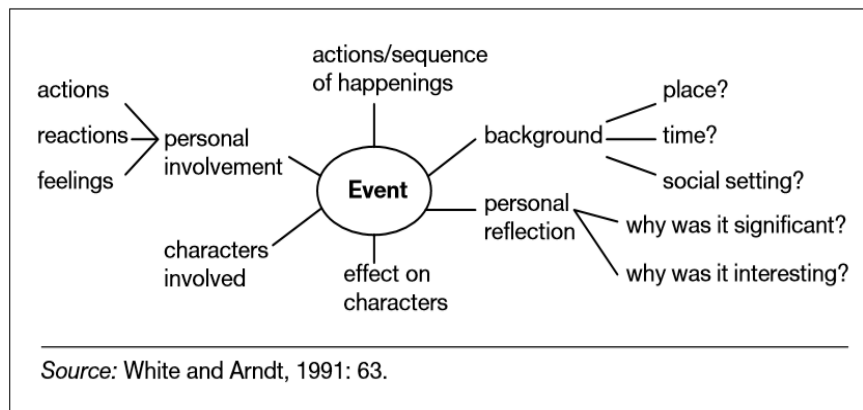


Figure 9: A spider gram for brainstorming a writing task (White & Arndt, 1991)

In English writing, there are introduction, body, and conclusion. Writing involves many skills, as mentioned above. Then the researcher is demanded to pay attention to the content, grammatical use, vocabulary use, and mechanical considerations such as spelling and punctuation.

2.4.1.6 Genre and contexts of writing

Focus on the genre as socially recognized ways of using the language for particular purposes. Genre as a goal-oriented, staged social process reflect discourse and contextual aspects of language use. Reproductive aspect of a static, decontextualized pedagogy. Explicit teaching of genres may impose restrictive formulae, genres as sets of rules, a how-to-do list, or a recipe theory of genre.

2.4.2 The principal orientations to L2 writing teaching

According to Hyland (2019), the principal orientations to L2 writing teaching have four main areas.

2.4.2.1 Orientation

2.4.2.2 Emphasis

2.4.2.3 Goals

2.4.2.4 Main pedagogic techniques

Table 1: Summary of the principal orientations to L2 writing teaching (Hyland, 2019)

Orientation	Emphasis	Goals	Main pedagogic techniques
Structure	Language form	Grammatical accuracy Vocabulary building L2 proficiency	Controlled composition, gap-fill, substitution, error avoidance, indirect assessment, practice of rhetorical patterns
Function	Language use	Paragraph and text organisation patterns	Free writing, reordering, gap-fill, imitation of parallel texts, writing from tables and graphs
Expressivist	Writer	Individual creativity Self-discovery	Reading, pre-writing, journal writing, multiple drafting, and peer critiques
Process	Writer	Control of technique	Brain-storming, planning, multiple drafting, peer collaboration, delayed editing, portfolio assessment
Content	Subject matter	Writing through relevant content and reading	Extensive and intensive reading, group research projects, process or structure emphasis
Genre	Text and context	Control of rhetorical structure of specific text-types	Teaching-learning cycle Rhetorical consciousness-raising

2.4.3 Second-language writing strategies

According to Rajkumar (2013), there are 5 writing strategies that help L2 writers to construct effective English writing.

Brainstorming:

2.4.3.1 Thinking and planning of writing topic and outline.

Making notes:

2.4.3.2 Gathering useful data and information about the topic, then make note of it.

Writing a draft:

2.4.3.3 A piece of writing that is not yet finished.

Editing:

2.4.3.4 Revising and improving the text.

Proofreading:

2.4.3.5 Reread the text and check for mistakes.

In summary, teaching second-language English writing is difficult due to the difficulty of L2 language learning. To teach second-language English writing effectively, the instructors need to focus on language structures, text functions, creative expression, composing processes, contents, and genre and contexts of writing.

2.5 Writing assessment

According to Weigle (2002), writing assessment is the procedure to evaluate and give the score to written products.

There are three types of assessment as follows:


2.5.1 Primary trait assessment

Primary trait assessment focuses on how well writers can write within a narrowly defined range of discourse. This type of assessment emphasizes the task effectiveness that achieves one goal. In second-language writing assessment, primary trait assessment has not been widely used.

2.5.2 Holistic assessment

Holistic assessment assumes that all aspects of writing ability are developed at the same rate. This type of assessment focuses on a single score based on the overall impression. The reliability of this assessment is lower than the analytic assessment, but still acceptable. A well-known example of the holistic assessment is TOEFL writing score guide.

Table 2: TOEFL writing score standard

 **iBT/Next Generation TOEFL Test**
Integrated Writing Rubrics (Scoring Standards)

Score	Task Description
5	A response at this level successfully selects the important information from the lecture and coherently and accurately presents this information in relation to the relevant information presented in the reading. The response is well organized, and occasional language errors that are present do not result in inaccurate or imprecise presentation of content or connections.
4	A response at this level is generally good in selecting the important information from the lecture and in coherently and accurately presenting this information in relation to the relevant information in the reading, but it may have minor omission, inaccuracy, vagueness, or imprecision of some content from the lecture or in connection to points made in the reading. A response is also scored at this level if it has more frequent or noticeable minor language errors, as long as such usage and grammatical structures do not result in anything more than an occasional lapse of clarity or in the connection of ideas.
3	A response at this level contains some important information from the lecture and conveys some relevant connection to the reading, but it is marked by one or more of the following: <ul style="list-style-type: none"> • Although the overall response is definitely oriented to the task, it conveys only vague, global, unclear, or somewhat imprecise connection of the points made in the lecture to points made in the reading. • The response may omit one major key point made in the lecture. • Some key points made in the lecture or the reading, or connections between the two, may be incomplete, inaccurate, or imprecise. • Errors of usage and/or grammar may be more frequent or may result in noticeably vague expressions or obscured meanings in conveying ideas and connections.
2	A response at this level contains some relevant information from the lecture, but is marked by significant language difficulties or by significant omission or inaccuracy of important ideas from the lecture or in the connections between the lecture and the reading; a response at this level is marked by one or more of the following: <ul style="list-style-type: none"> • The response significantly misrepresents or completely omits the overall connection between the lecture and the reading. • The response significantly omits or significantly misrepresents important points made in the lecture. • The response contains language errors or expressions that largely obscure connections or meaning at key junctures, or that would likely obscure understanding of key ideas for a reader not already familiar with the reading and the lecture.
1	A response at this level is marked by one or more of the following: <ul style="list-style-type: none"> • The response provides little or no meaningful or relevant coherent content from the lecture. • The language level of the response is so low that it is difficult to derive meaning.
0	A response at this level merely copies sentences from the reading, rejects the topic or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.

2.5.3 Analytic assessment

Analytic assessment is appropriate for L2 writers as different aspects of writing ability to develop at different rates. This type of assessment focuses on five categories; (1) organization, (2) logical development of ideas, (3) grammar, (4) punctuation/ spelling/ mechanics and style, and (5) quality of expression. The reliability of an analytic assessment is higher than holistic assessment. A well-known example of the analytic assessment is the analytic score for Brown and Baily's rating composition tasks (Brown & Bailey, 1984).

Table 3: A sample of Analytic scale for rating composition tasks

A Sample of Analytic scale for rating composition tasks (Brown & Bailey, 1984, pp. 39 – 41).

	20 – 18 Excellent to Good	17 – 15 Good to Adequate	14 – 12 Adequate to Fair	11 – 6 Unacceptable	5 – 1 Not college-level work
I. Organization: Introduction, Body, and Conclusion	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused.	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).
II. Logical Development of Ideas: Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present.	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.
III. Grammar	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences.	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences.	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present.	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.
IV. Punctuation, spelling and mechanics	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat.	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems.
V. Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise; register good.	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.	Some vocabulary misused; lacks awareness of register; may be too wordy.	Poor expression of ideas; problems in vocabulary; lacks variety of structure.	Inappropriate use of vocabulary; no concept of register or sentence variety.

In this study, the researcher designed analytic assessment writing rubric score based on related literature. Also, adapted to suit L2 learners in the Thai context.

2.6 L2 Learners

Second-language learners (L2) are non-native English learners. L2 learners have to study English in all four skills; listening, speaking, reading, and writing. Writing is an important skill for L2 learners to develop their academic proficiency and occupational success. L2 writing is the difficulty because L2 learners need to think in

L1 first then transfer the L1 language into L2 Language (Lan, Sung, Cheng, & Chang, 2015).

L2 writing system has stages as follows:

- 1) Deciding the writing topic,
- 2) Selecting proper vocabulary and grammar to form correct sentences,
- 3) Organizing sentences into a paragraph or even into a whole passage with good structure (Lan et al., 2015).

There were eight tips and suggestions to aid L2 learners with writing as follows (Al-Gharabally, 2015):

- 1) Gathering ideas by brainstorming and discussion such as planning and making idea maps.
- 2) Note the ideas in the note form.
- 3) Using questions to plan writing
- 4) Writing drafts before producing the final draft.
- 5) Improving the writing draft.
- 6) Devising and correcting checklists before handing in the final draft.
- 7) Doing peer review with other peer groups while writing.
- 8) Reading each other's work.

There are many difficulties that L2 learners have to deal with in the writing process. Discussion and reading each other's work can help the writers to rewrite their own work after knowing the feedback. Constrain of time is necessary for writers to use to practice writing ability. Teaching and learning writing through the online platform will help L2 learners to have more time to gather data and information to write effectively, also practice their writing conveniently. The blended learning approach is the one of the suitable instructions approaches that helps to develop writing skills (Tuomainen, 2016).

2.7 Blended Learning

The definition of blended learning systems combines face-to-face instruction with computer-mediated instruction (Bonk & Graham, 2006). Blended learning approach is a teaching approach that combines face-to-face lecture and online

learning platform. Students will have learning process inside and outside classroom (Tuomainen, 2016). Technology becomes part of blended learning in order to maximize the learning process. It helps to create more flexibility in the learning environment (Puspita & Hasyim, 2019). Blended-learning is the teaching approach that helps to accomplish an educational goal (Visser, 2017). Blended learning integrates a face-to-face classroom with technology-based classroom (Graham & Bonk, 2005).

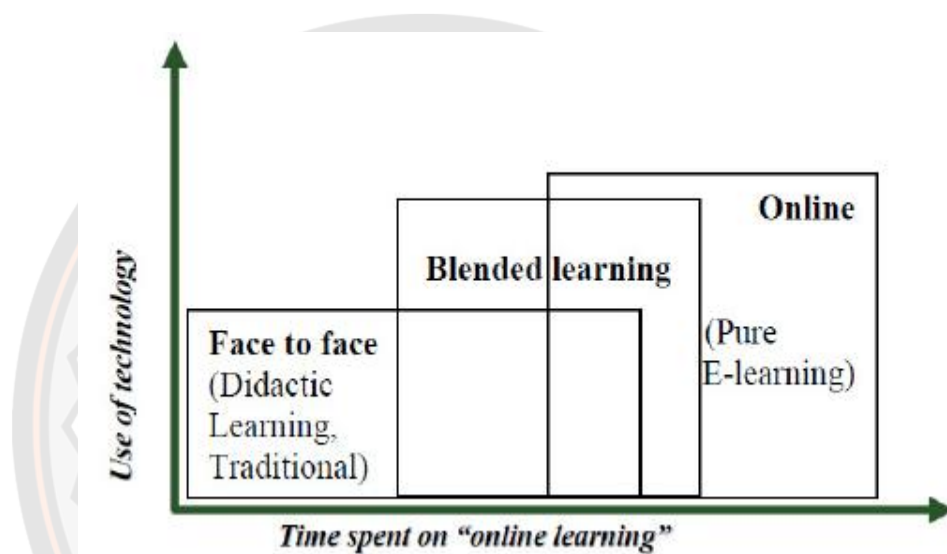


Figure 10: Blended learning model by Heinze and Proctor (2004)

2.7.1 Past, Present, and Future of Blended Learning

In the past, the learning environment is traditional face-to-face instruction with direct instruction. It was the person-to-person interaction in a classroom environment. Studying outside the classroom is only for distance learning systems focused on self-paced learning and learning materials interactions.

At present, using technology, media, and the Internet as a supporting tool of the instructional methods becomes a trend of the teaching method. The rapid emergence of technological innovations has had a significant impact on learning possibilities in the classroom environment. There is an increasing focus on facilitating human interaction in the form of computer-supported collaboration, online educational platform, virtual communities, instant messaging, and blogging. Nowadays, learning model that combines face-to-face instruction (offline) and the

Internet-based instruction (online) becomes a modern system learning. Blended learning will make students experience a new learning method (Wahyuni, 2018).

In the future, the majority of learning will be blended learning, which technology is widespread adoption and availability of digital learning technologies has led to increased levels of integration of computer-mediated instructional elements into the traditional face-to-face learning experience.

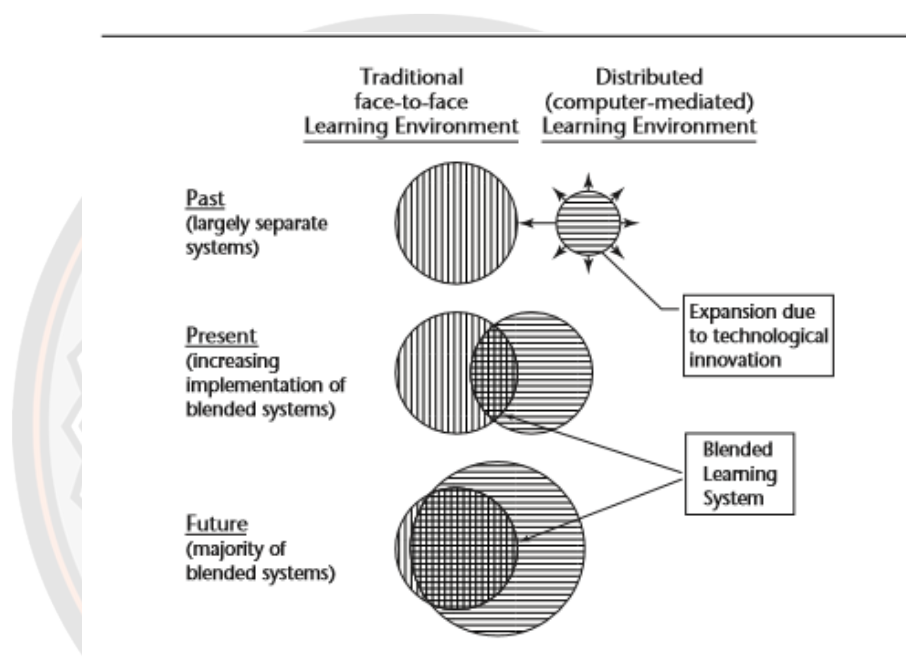


Figure 11: Progressive convergence of traditional face-to-face and distributed environments allowing development of blended learning system (Bonk & Graham, 2006)

2.7.2 Time proportion of Blended Learning

The time proportion of blended learning was divided into four types. The traditional course contains 0 percent of online learning, which is no online technology used in the teaching and learning process. The web facilitated contains 1 to 29 percent of web-based technology used to facilitate the face-to-face learning process. The blended or hybrid course contains 30 to 79 percent of online learning and face-to-face learning. Lastly, the online course contains more than 80 percent of the content delivered online (Allen, Seaman, & Garrett, 2007).

Table 4: Proportion of Blended Learning

Proportion of Content Delivered Online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used – content is delivered in writing or orally.
1 to 29%	Web Facilitated	Course which uses web-based technology to facilitate what is essentially a face-to-face course. Uses a course management system (CMS) or web pages to post the syllabus and assignments, for example.
30 to 79%	Blended/Hybrid	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to-face meetings.
80+%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

Many institutions adopted 50/50 framework of the blended learning approach. It represented 50 percent of online learning and 50 percent of face-to-face instruction. The appropriate form of blended learning is mostly combined with 50 percent of face-to-face learning and 50 percent online learning (Graham et al., 2013).

In this study, the researcher adopted the common blending time proportion that contained of half-and-half which was 50 percent of face-to-face learning, and the other 50 percent of online learning (Korkmaz & Karakus, 2009).

2.7.3 The Elements of Blended Learning Process

The blended learning process consists of five key elements as follows (Carman, 2002):

Live Events:

2.7.3.1 Learners study in the virtual classroom at the same time.

Online Content:

2.7.3.2 Learners are able to learn individually at their own time and place through the Internet-based learning.

Collaboration:

2.7.3.3 Learners and teachers are able to communicate and discuss via online chat.

Assessment:

2.7.3.4 A measurement of learners' knowledge with pre-assessment and post-assessment.

Support Materials:

2.7.3.5 Learning materials that enhance learning retention and transfer, including PowerPoint presentation and PDFs.

2.7.4 Blending at Many Different Levels

2.7.4.1 Activity-Level Blending

Blending at the activity level occurs when learning with both face-to-face and computer technology online environment. In higher education, strategies for using technology as a supportive tool to make learning activities more widely used. Technology is used to bring experts at a distance into the classroom, creating a simultaneous face-to-face and computer online technology experience.

2.7.4.2 Course-Level Blending

Course-level blending is the combination of distinct face-to-face and computer online technology activities used as part of a course. It engages learners in different but supportive face-to-face and computer online technology activities that overlap in time.

2.7.4.3 Program-Level Blending

Blended at the program-level is widely used in higher education. For example, a program-level blended environment in the Japan context in which there are certain face-to-face courses that are required for a program, and the rest can be taken at a distance.

There are two models of Program-Level Blending as follows:

2.7.4.3.1 A model in which the participants choose a mix between face-to-face courses and online courses

2.7.4.3.2 A model in which the combination between the two is prescribed by the program.

2.7.4.4 Institutional-Level Blending

Many institutions and corporations have made Institutional-Level Blending with blending face-to-face and computer online technology instruction. For example, the University of Phoenix has an institutional model for blending, where students have face-to-face classes at the beginning and end of the course, with online activities in between. The purpose of Institutional-Level Blending is to reduce face-to-face seat time. Other institutions, such as Brigham Young University (BYU) Idaho, have a general education requirement for students to have one online learning course experience to graduate. Brigham Young University (Provo campus) has experimented with “semester online” courses where on-campus students can enroll for a distributed course along with other campus-based courses (Waddoups & Howell, 2002). Similarly, at the University of Illinois, traditional on-campus economics students have been allowed to take a required course online while they were off-campus for the summer (Hinn, 2001).

2.7.5 The Advantages of Blended Learning

2.7.5.1 Improved Pedagogy

Blending learning is an effective pedagogical practice. Learners learn through three phases:

2.7.5.1.1 online self-paced learning to acquire background information.

2.7.5.1.2 face-to-face learning focused on active learning and lecture.

2.7.5.1.3 online learning and support for reviewing and feedback.

For example, Brigham Young University accounting professor uses online modules to help students acquire the tool-related skills and technical information and then uses precious face-to-face class time to focus on application, case studies, and develop decision-making skills (Cottrell & Robison, 2003). It is interesting that the blended learning approach supports training and practicing through the online platform.

2.7.5.2 Increased Access and Flexibility

Implementing the blended learning approach helps to increase the learner's flexibility and convenience in order to be able to learn easily. Many learners have more online learning experiences that they can study online at anyplace and anytime.

2.7.5.3 Increased Cost-Effectiveness

Blended learning approach provides an opportunity for a large number of learners. It helps to save costs for distant learners. For example, the University of Central Florida has predicted cost savings due to cost reductions in physical infrastructure and improved scheduling efficiencies.

2.7.6 Technology in blended learning approach

Technology is an important thing that supports the blended learning approach. Especially, online technology, Web 2.0 and 3.0 are great resources that assist students access their learning at any time (Visser, 2017).

At present, there is widely use of technological tools in the learning environment. Technology becomes one of the effective tools to assist learners in learning the language. Technological literacy becomes as an essential skill for everyone (McDonald & Lever-Duffy, 2011).

2.7.6.1 Google Classroom

Google Classroom is a free web service as an online educational platform developed by Google. It is available as a tool for developing the teaching and learning processes all over the world (Gross, 2019). Google Classroom allows instructors to upload lesson materials, collect assignments, communicate with students, and grade tests and quizzes (Khalil, 2018). Students are also able to access online educational site conveniently, so they will be able to learn at any time. Google Classroom increases the opportunity for students to learn during their flexible time, also having more time to prepare themselves before class and review after class. The advantages of using Google Classroom are easy to use and its practicality in accomplishing the intended tasks (Al-Marroof & Al-Emran, 2018).

In this study, the researcher adopted Google Classroom as an online educational platform. The researcher uploaded online learning materials, assignments,

and homework through Google Classroom, so students could study and review before and after class. It was an online tool to support L2 learners in order to develop their English writing skills.

2.8 Related Research

2.8.1 International Related Research

In the 21st century, there is the increasingly widespread use of social software such as Wikis, Google Docs in the second language (L2) settings. In the Asia context, many research studies implemented the blended learning approach to teach English writing. The study uses data and text mining for understanding writing processes in language learning contexts. The results indicated that text mining could develop instructional tools that support collaborative writing (Yim & Warschauer, 2017).

According to Lan, Sung, Cheng, & Chang (2015), the differences of computer-supported cooperative prewriting strategies benefit different aspects of the writing performance of young EFL beginning learners, including their English grammar forms and motivation. The results of this study indicated that computer-supported cooperative helped develop the young EFL writers' grammar knowledge and writing mechanics, as well as their motivation. Blended learning also can help to reduce the anxiety of students who study English writing (D. Bailey, Lee, Vorst, & Crosthwaite, 2017).

Another study was implemented by Al-Tamimi, Al-Khawaldeh, Natsheh, & Harazneh (2018), the researchers studied about the effect of using Facebook on improving English language writing skills and vocabulary enrichment among University of Jordan sophomore students. There were thirty participants, which consisted of fifteen experimental group students and fifteen control group students. The control group was taught by the traditional method, while the experimental group was taught by the use of Facebook. The findings indicated that the improvement of the students' writing skills of the experimental group was higher than the students' writing skills of the control group. Nowadays, technology becomes part of the teaching approach. In many classrooms, teachers adopted internet-based instruction in classrooms (Al-Tamimi, Al-Khawaldeh, Natsheh, & Harazneh, 2018).

In Indonesia, many students have difficulty in writing English. Therefore, Wahyuni (2018) researched the blended learning model's effect on students' writing ability. This study's findings indicated that the group of samples studied in a blended learning approach achieved higher scores in the post-test, while the group of samples that studied through the traditional method by direct lecture method achieved lower scores in the post-test.

2.8.2 Thai Related Research

In the Thai context, the example of research studies that related to English writing in blended classroom environments. According to Kongsuebchart and Suppatseree (2016), Thai EFL students faced difficulty in English writing and had a rare chance to practice writing English inside and outside the classroom. Due to those problems, many researchers conducted research studies that related to develop English writing of Thai EFL students. The implementation of a Weblog-based E-portfolio for improving the English writing skills of Thai EFL students was conducted. The findings indicated that the Weblog-based E-portfolio helped to improve Thai EFL students' English writing skills (Kongsuebchart & Suppatseree, 2016).

According to Woottipong (2018), the study of integrating web 2.0 technologies to develop English writing competency of Thai university students with a sample group of 60 Thai university students. The results indicated that the English writing proficiency of the sample who studied with web 2.0 was higher than the English writing proficiency of the sample who studied with face-to-face instruction. The sample also had positive attitudes toward studying English writing with the web 2.0 technologies (Woottipong, 2018).

Another study was implemented by Wuttikrikunlaya, Singhasiri, & Keyuravong (2018), the study of the use of online tools in L2 writing had to implement with Thai university students. The students developed their writing skills with technological advancement by using machine translation or online dictionaries. The Internet is an important tool for them to access. The findings showed that there was the development of students' writing skills to write a 200- to 300-word English paragraph.

Lastly, according to Visser (2017), the study of teaching the genre-based writing instructional module in a blended learning approach on English writing ability and thinking skills of Thai undergraduate students. The study was a single group design using qualitative and quantitative methods. It took 15 weeks for data collection. The findings showed that there was a significant improvement in the participants' English writing ability, also thinking skills after studying. The students also have positive attitudes toward the genre-based writing instructional module in a blended learning approach.

In conclusion, there were many experts and researchers that adopted blended learning in writing course in order to develop L2 learners writing skills. The online platform that they used as a tool in teaching the English language such as Wiki, Email, Blog, Line, and Facebook. There were few research studies using Google Classroom as an online tool to teach English writing in a blended learning approach. This innovative way of teaching probably helped to develop language instruction and learning methods. In this research, the researcher aimed to adopt Google Classroom as an online platform to support L2 learners in order to develop their English writing skills.

Based on the literature and related research studies, the researcher used the blended learning to develop the English writing skills of Thai undergraduate students in this study. In this study, the researcher designed the English writing instruction integrated with the blended learning approach. Based on Callaghan and Rothery (1993) the cycle of teaching writing, there were three stages of teaching writing which are modeling a text, joint construction of a text, and independent construction of a text. Also, integrated the blended learning model (50/50) with fifty percent of face-to-face instruction and fifty percent of online learning.

CHAPTER 3

METHODOLOGY

This chapter discussed the research design and methodology used in this study. This study was conducted with the following research objectives:

1. To examine the Thai undergraduate students' writing proficiency after implementing the writing instruction in a blended learning approach.
2. To explore the students' English writing strategies in the blended learning approach.
3. To investigate the students' opinions toward the blended learning approach.

3.1 Research Design

This study was conducted in one group pre-test and post-test design. The experiment method was teaching English writing in a blended learning approach. The duration was five weeks with three hours of face to face classroom each week and three hours of the online classroom each week. The study was conducted in the Faculty of Education at Buriram Rajabhat University, Buriram, Thailand.

3.2 Population and Sample

3.2.1 Population

The population was second-year undergraduate students from Physical Education major, Faculty of Education at Buriram Rajabhat University.

3.2.2 Sample

The sample of the study was 35 second-year undergraduate students of the academic year 2019-2020, majoring in Physical Education major in the Faculty of Education at Buriram Rajabhat University, Buriram, Thailand.

The researcher selected the sample by using the purposive sampling method.

3.2.3 Criteria of sample

3.2.3.1 Thai undergraduate students who volunteered to participate in the study.

3.2.3.2 Thai undergraduate students who were L2 learners.

3.2.3.3 Thai undergraduate students who studied English writing.

3.3 Variables in the Research

3.3.1 Independent variable was the use of a blended learning approach to teach English writing.

3.3.2 Dependent variables were as follows:

3.3.2.1 English writing proficiency

3.3.2.2 The students' English writing strategies in the blended learning approach

3.3.2.3 The students' opinions toward the blended learning approach

3.4 Research Procedures of the Study

This study has two phases as follows:

(1) The development phase of the English writing instruction framework with the blended learning approach.

(2) The experiment phase of employ instruction, collect data of pre-test and post-test and attribute questionnaire.

3.4.1 Phase 1: the development phase of English writing instruction framework with the blended learning approach

Phase 1 (step 1): Study theories, review literature, and related researches that related to teaching English writing skills and blended learning approach.

The researcher studied theories, review literature, and related researches related to writing skills, second-language writing, L2 learners, blended learning approach, and technology in a blended learning approach. The researcher gathered data and information from books, journals, and websites.

Phase 1 (step 2): Design the English writing instruction module in the blended learning approach instructional framework.

The researcher designed the English writing instruction framework in the blended learning approach based on the literature review theories.

Table 5: English writing instruction framework in blended learning approach

Blended learning model (50/50)	The instructional phase	The instructional method
Face-to-Face Instruction 3 hours each week (50 percent)	In-class phase	<p>Face-to-Face Instruction</p> <ol style="list-style-type: none"> 1. Teaching English writing instruction in the form of direct lecture in the classroom. 2. Adopting the instructional model of the model of teaching and learning cycle approach. There are three stages of writing in this approach as follows: <ol style="list-style-type: none"> 2.1 Modeling a text 2.2 Joint construction of a text 2.3 Independent construction of a text 3. Using the online websites as supported tools in teaching and learning process.
Online Instruction 3 hours each week (50 percent)	Pre-class phase / Post-class phase	<p>Self-learning</p> <p>To study about English writing independently.</p> <hr/> <p>Self-writing</p> <p>To write and revise the writing tasks independently.</p>

The researcher designed the English writing instruction phases in the blended learning approach by adopting the instructional framework, theories, and related useful information.

In this study, there were three phases of English writing instruction in the blended learning approach as follows:

- 1) Pre-class phase (online instruction)
- 2) In-class phase (face-to-face instruction)
- 3) Post-class phase (online instruction)

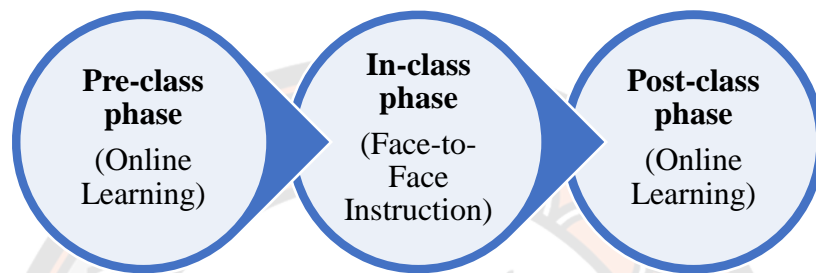


Figure 12: English writing instruction in blended learning approach diagram

Phase 1 (step 3): Create and validate all the instruments to implement English writing instruction in the blended learning approach.

The researcher developed all the instruments following the objectives of the study. There were lesson plans, pre-test, post-test, lesson materials, online instruction platform, rubrics writing scale, and questionnaire.

All the instruments need to validate by three experts whether the instruments are appropriate or not. The experts provided suggestions and comments for further revisions. The data received was analyzed by using Mean and Standard deviation. The experts' opinion was analyzed by using the item-objective congruence index (IOC).

Phase 1 (step 4): Carry out the pilot study before doing the implementation phase.

The pilot study implementation aimed to analyze the effectiveness of the English writing instruction the lesson plan in the blended learning approach, pre-test, post-test, and questionnaire.

4.1) The pilot study of lesson plan was conducted with second-year students from the same major who were not in the sample group. The try-out group had similar English writing competency compare with the sample group.

4.2) The pilot study of pre-test and post-test was conducted with ten third-year students that studied in the same major. The try-out group studied this course already.

4.3) The pilot study of the appropriateness of the questionnaire was conducted with the ten students that were not in the sample group. In order to investigate the understanding and ambiguity of the questions. Students were asked to report the unclear and ambiguous questions to the researcher. Then, the research revised the questionnaire further.

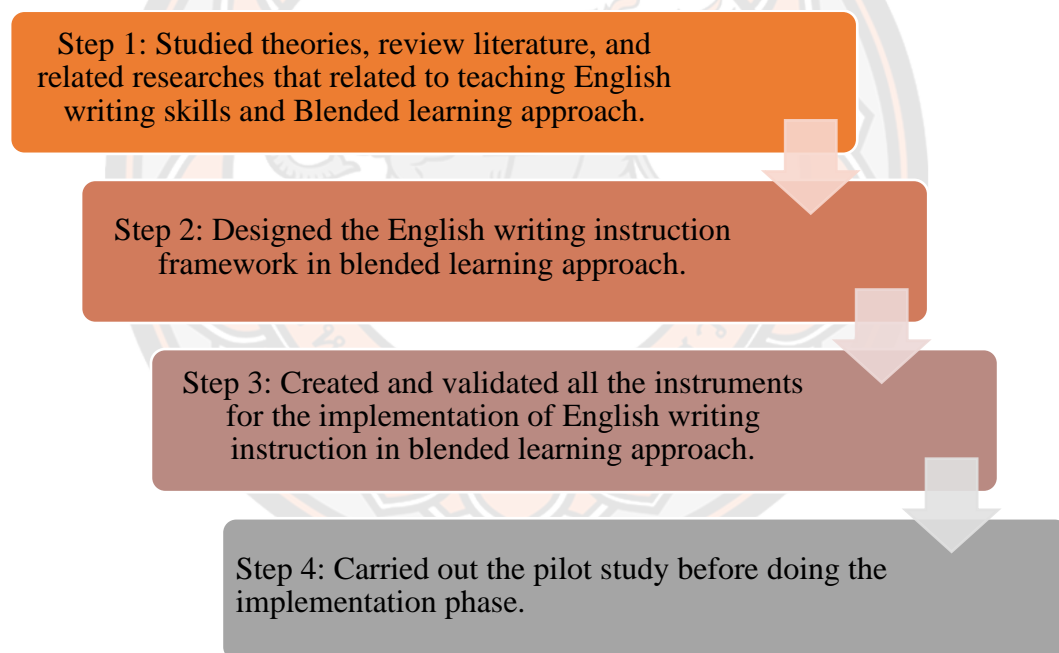


Figure 13: Phase 1 the development phase of English writing instruction framework in blended learning approach

3.4.2 Phase 2: The experiment phase

Phase 2 (step 1): Assessment of participants' English writing skills before studying by using a pre-test at the beginning.

Phase 2 (step 2): Implemented the English writing instruction in the blended learning approach for five sessions.

Phase 2 (step 3): After the finished instruction method, assessed participants' English writing skills after studying by using a post-test.

Phase 2 (step 4): Participants did the students' writing strategies in the blended learning approach questionnaire after finish the post-test.

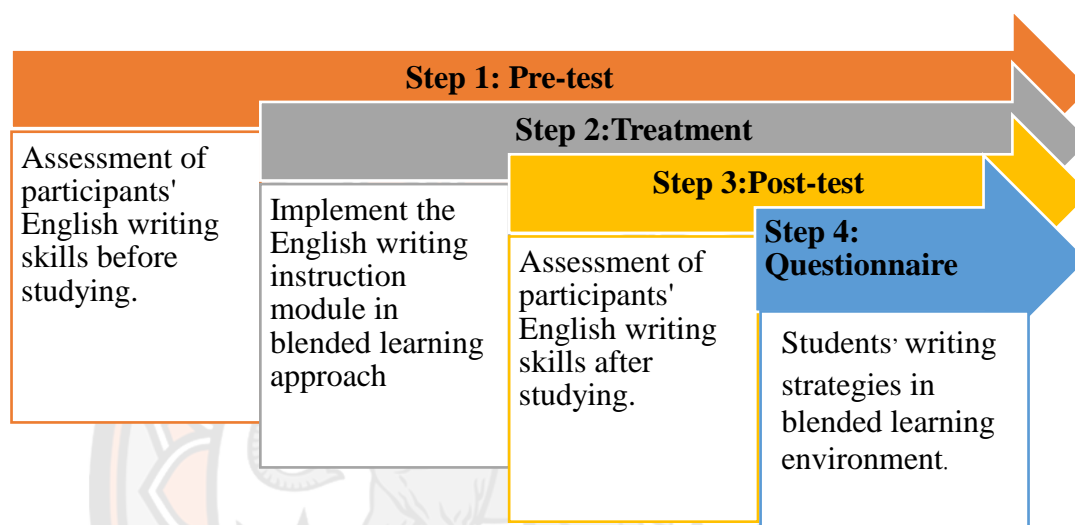


Figure 14: Phase 2 the experiment phase

3.5 Research Instruments

3.5.1 Lesson plan

There were five lesson plans designed based on the English writing instruction framework with the blended learning approach. There were five lesson plans for five weeks of teaching. There were three phases of lesson structure which are pre-class phase (online), in-class phase (face-to-face), and post-class phase (online).

In the pre-class phase, students learned through Google Classroom before coming to class.

In the in-class phase, the researcher conducted direct face-to-face instruction in the classroom. Using the online media and websites as supported tools in teaching activity. Students had time to practice to write the texts individually.

In the post-class phase, Learners learned and reviewed previous lessons after class. And also submitted the assignments through Google Classroom.

3.5.1.1 The validation of lesson plan

To evaluate the level of appropriateness and completeness of English writing instruction in a blended learning lesson plan. The lesson plan needed to validate by three experts. The evaluation was evaluated using a checklist on the Likert scale.

To evaluate the congruent of appropriateness and completeness of English writing instruction in a blended learning lesson plan. The lesson plan needed to validate by three experts. The three experts' specializations are curriculum and instruction, educational technology and communications, and educational research and evaluation, respectively. The evaluation was evaluated by using Item Objective Congruence (IOC) criteria. IOC is higher than or equal to 0.50, it means that the lesson plan is accurate. However, if the IOC is less than 0.50, it means that the lesson plan isn't accurate (Visser, 2017).

There were six areas of evaluation in the followings:

1. Lesson plan
2. Objectives
3. Use of language
4. Format
5. Instructional Procedures
6. Period of time

Therefore, the experts' comments and suggestions were required to correct the lesson plan to be more appropriateness and completeness.

Table 6: The Item Objective Congruence (IOC) of lesson plan

Items	Evaluator			IOC
	E1	E2	E3	
1. Lesson Plan				
1.1 The lesson plan is appropriate.	+1	+1	+1	1.00
2. Objectives				
2.1 The objectives are clear.	+1	+1	+1	1.00
3. The use of language				

Items	Evaluator			IOC
	E1	E2	E3	
3.1. The use of language is clear and understandable.	+1	+1	+1	1.00
4. Format				
4.1 The format of lesson plan is appropriate.	+1	+1	+1	1.00
4.2 The layout of the lesson is understandable.	+1	+1	+1	1.00
5. Instructional Procedures				
5.1 The teaching instruction steps are appropriate.	+1	+1	+1	1.00
5.2 The instructional steps are easy to follow.	+1	+1	0	0.67
5.3 The instructional steps are compatible with objectives.	+1	+1	+1	1.00
5.4 The arrangement of teaching instruction steps helps the students to develop English writing.	+1	+1	0	0.67
6. Period of Time				
6.1 The appropriate period of time for teaching and learning.	0	+1	+1	0.67

3.5.2 Pre-test

The process began with the pre-test administration in the first session. The test aimed at finding the students' English writing background proficiency. The test duration was two hours to compose an English paragraph at least the 100-word paragraph with 20 scores.

3.5.3 Post-test

The test aimed at finding the students' English writing proficiency after study all the lessons. The test duration was two hours to compose an English paragraph at least the 100-word paragraph with 20 scores.

3.5.3.1 The validation of pre-test and post-test

To evaluate the congruent of appropriateness and completeness of pre-test and post-test. Pre-test and post-test need to validate by three experts. The evaluation was evaluated by using Item Objective Congruence (IOC) criteria. IOC is higher than or equal to 0.50, it means that the lesson plan is accurate. But, if the IOC is less than 0.50, it means that the lesson plan isn't accurate (Visser, 2017).

Therefore, the experts' comments and suggestions were required in order to correct the lesson plan to be more appropriateness and completeness.

The evaluation was evaluated by three experts to check the appropriateness and completeness. The three experts' specializations are curriculum and instruction, educational technology and communications, and educational research and evaluation, respectively.

Table 7: The Item Objective Congruence (IOC) of pre-test and post-test

Objective	Test	Evaluator			IOC
		E1	E2	E3	
Students are able to write in academic English in order to describe and compare the information	Pre-test	+1	+1	+1	1.00
	Post-test	+1	+1	+1	1.00

3.5.4 Rubric writing scale

The researcher designed the writing evaluation rubric scale by adapting from Brown Douglas (2004) and Catlin Tucker (2012).

There were five major areas that use to evaluate the writing as follows (Douglas, 2004; Tucker, 2012):

1. Organization
2. Content
3. Grammatical accuracy
4. Mechanics
5. Conclusion

The total score was twenty scores which each area contained four scores.

This evaluation rubric was verified by three experts to check the appropriateness and completeness. The three experts' specializations are curriculum and instruction, educational technology and communications, and educational research and evaluation, respectively.

Table 8: The Item Objective Congruence (IOC) of Rubric writing scale

Criteria	Evaluator			IOC
	E1	E2	E3	
1. Organization	1	1	1	1.00
2. Content	1	1	1	1.00
3. Grammatical Accuracy	1	1	1	1.00
4. Mechanics	1	1	1	1.00
5. Conclusion	1	1	1	1.00

3.5.5 Questionnaire

There were two parts of questionnaire.

First part, the questionnaire was developed in order to explore the students' English writing strategies in the blended learning approach. The questionnaire was adapted by two writing strategy questionnaires.

- 1) The Petric and Czarl's writing strategy questionnaire (2003). This questionnaire was based on Flower and Hayes's writing process model, including three main phases of the writing process (Petric & Czarl, 2003).
- 2) Writing strategy questionnaire by He Xiao (2016). This questionnaire was designed for Chinese EFL learners, which are L2 learners (He, 2016).

The researcher designed and developed the questionnaire according to the objective of the study. Then, to construct the questionnaire, the researcher designed the questions to suit L2 learners in the Thai context and English writing in a blended learning approach. The evaluation was evaluated by using a checklist on the Likert scale as follows:

- 1 = Never or almost never true of me
- 2 = Rarely true of me (less than half of the time)

3 = Sometimes true of me (about half of the time)

4 = Often true of me (more than half of the time)

5 = Always or almost always true of me

Second part, the questionnaire was developed to explore the students' opinions toward the blended learning approach.

This part included 2 parts as follows:

The first part was rating students' opinions toward the writing skills with a blended learning approach with eight questions. The evaluation was evaluated by using a checklist on the Likert scale as follows:

5 = Strongly agree

4 = Agree

3 = Undecided

2 = Disagree

1 = Strongly Disagree

The second part was the comment section about students' opinions toward the writing skills with a blended learning approach.

This questionnaire was verified by three experts to check the appropriateness and completeness. The three experts' specializations are curriculum and instruction, educational technology and communications, and educational research and evaluation, respectively.

Table 9: The Item Objective Congruence (IOC) of questionnaire

Item	Evaluator			
	E1	E2	E3	IOC
The writing strategies questionnaire				
Stage I: Before I start writing an essay in English				
1. Before I start writing, I try to gather ideas through online website.	+1	+1	+1	1.00
2. Before I start writing, I have written outline.	+1	+1	+1	1.00
3. Before I start writing, I reread the requirements.	+1	+1	+1	1.00

Item	Evaluator			
	E1	E2	E3	IOC
4. Before I start writing, I look at a model written by native speakers or more proficient writers through online website.	+1	+1	+1	1.00
5. Before I start writing, I note down words and short notes related to the topic.	+1	+1	+1	1.00
Stage II: When writing in English				
6. I use an online English-Thai dictionary or a Thai-English dictionary.	+1	+1	+1	1.00
7. I stop after each sentence to read it again.	+1	+1	+1	1.00
8. I stop after a whole paragraph to get an idea.	+1	+1	+1	1.00
9. I reread what I have written to get ideas how to continue.	+1	+1	+1	1.00
10. I go back to my outline and make changes in it.	+1	+1	+1	1.00
11 I write in Thai and then translate them into English.	+1	+1	+1	1.00
12. I make sure that there is no grammar and vocabulary mistakes by searching the Internet.	+1	+1	+1	1.00
13. If I don't know how to express my thoughts in English, I simplify what I want to write by searching the Internet.	+1	+1	+1	1.00
14. If I don't know a word in English, I stop writing and look up the word in the online dictionary or searching the Internet.	+1	+1	+1	1.00
15. If I don't know a word in English, I find a similar English word that I know.	+1	+1	+1	1.00
16. I ask somebody to help out when I have problems while writing.	+1	+1	+1	1.00
Stage III: When revising				
17. I check if my essay matches the requirements.	+1	+1	+1	1.00
18. I only revise when I have finished the whole paper.	+1	+1	+1	1.00

Item	Evaluator			
	E1	E2	E3	IOC
19. When I have written my paper, I hand it in without checking it again.	+1	+1	+1	1.00
20. I use an online dictionary and the Internet when revising.	+1	+1	+1	1.00
21. I check my mistakes before I hand in my paper by using the Internet.	+1	+1	+1	1.00
22. I look for more ideas and information by using the Internet when I revise my paper.	+1	+1	+1	1.00
23. I make changes in the content or ideas.	+1	+1	+1	1.00
24. I drop my first draft and start writing another draft.	+1	+1	+1	1.00
25. I leave my paper aside for a couple of days and then I can see it in a new perspective.	+1	+1	+1	1.00
26. I show my paper to somebody and ask for his/her opinion.	+1	+1	+1	1.00
27. I compare my paper with the essays written by my friends on the same topic or model essays.	+1	+1	+1	1.00
28. I compare my paper with the same topic essays written by native speakers or more proficient writers through online website.	+1	+1	+1	1.00
29. I check my mistakes after I get back the paper with feedback from the teacher and try to learn from them.	+1	+1	+1	1.00
Students' opinions toward the blended learning approach				
30. Blended learning helped me to achieve learning objective.	+1	+1	+1	1.00
31. Blended learning helped me to access the learning activities at time convenient to me.	+1	+1	+1	1.00
32. Blended learning was flexible for me in terms of practice writing time.	+1	+1	+1	1.00
33. Blended learning enhanced self-learning.	+1	+1	+1	1.00

Item	Evaluator			
	E1	E2	E3	IOC
34. I enjoyed learning English writing in this environment.	+1	+1	+1	1.00
35. I am satisfied with the learning resources and materials that I learned in the blended learning.	+1	+1	+1	1.00
36. I am satisfied with the learning activities that I completed in the blended learning.	+1	+1	+1	1.00
37. I am satisfied with the English writing that I completed in the blended learning.	+1	+1	+1	1.00

3.6 Data Collection

The researcher gathered data collection through the teaching period. In the beginning, conducting a pre-test in order to collect the writing score of participants before studying. At the end of the course, conducting a post-test in order to collect the writing score of participants after study. Also, attributed questionnaires at the end of the course in order to collect data of the students' English writing strategies in the blended learning approach.

3.7 Data Analysis

In this research, the researcher analyzed data and calculated values collected from the participants by using SPSS statistics program. The researcher analyzed pre-test and post-test by mean (\bar{X}), standard deviation (S.D.), and paired-samples t-test. Additionally, the researcher analyzed questionnaire by mean (\bar{X}) and standard deviation (S.D.).

CHAPTER 4

RESULTS

4.1 Introduction

This study aimed to study the development of L2 writing skills blended learning approach. In this chapter, the results of the study were reported according to the three research objectives.

1. To examine the Thai undergraduate students' writing proficiency after implementing the writing instruction in a blended learning approach.
2. To explore the students' English writing strategies in the blended learning approach.
3. To investigate the students' opinions toward the blended learning approach.

4.2 The findings of Thai undergraduate students' writing proficiency before and after implementing the writing instruction in a blended learning approach

To obtain the results of Thai undergraduate students' writing proficiency before and after implementing the writing instruction in a blended learning approach, the samples were assigned to do pre-test with total twenty scores on their English writing proficiency before the implementation. They also were assigned to do post-test with total twenty scores after the implementation. In this part, the findings were presented in mean score, standard deviation, and paired samples t-test.

Table 10: Thai undergraduate students' writing proficiency pre-test and post-test score

Test	n	Mean	Std. Deviation	Std. Error Mean	t-test	df	Sig.
Pre-test	35	10.66	2.41	0.41	17.2*	34	0.015
Post-test	35	17.37	1.66	0.28			

* (p < 0.05) Significant level at 0.05

Table 10 presents that the mean score of pre-test and post-test. The pre-test mean score was ($\bar{X} = 10.66$, S.D. = 2.41), while the post-test mean score was ($\bar{X} = 17.37$, S.D. = 1.66). The findings indicated the post-test mean score was higher than the pre-test mean score, then there was a significant difference ($p < 0.05$).

Table 11: The pre-test and post-test mean score of organization aspect

Test	n	Mean	Std. Deviation	Std. Error Mean	t-test	df	Sig.
Pre-test	35	2.34	0.68	0.12	12.91*	34	0.025
Post-test	35	3.77	0.43	0.07			

* ($p < 0.05$) Significant level at 0.05

Table 11 presents that the mean score of post-test of organization aspect was higher than pre-test. The mean score of pre-test was 2.34 (S.D. = 0.68), while the mean score of post-test was 3.77 (S.D. = 0.43). The point increase was 1.43 points, so it is the second rank aspect that students improved. The findings indicated that there was a significant difference at 0.05 level ($p < 0.05$) between pre-test score and post-test mean scores. It could be concluded that Thai undergraduate students' writing proficiency was improved in organization aspect after implementing the writing instruction in a blended learning approach.

Table 12: The pre-test and post-test mean score of content aspect

Test	n	Mean	Std. Deviation	Std. Error Mean	t-test	df	Sig.
Pre-test	35	2.46	0.74	0.13	12.57*	34	0.003
Post-test	35	3.83	0.38	0.06			

* ($p < 0.05$) Significant level at 0.05

Table 12 presents that the mean score of post-test of content aspect was higher than pre-test. The mean score of pre-test was 2.46 (S.D. = 0.74), while the

mean score of post-test was 3.83 (S.D. = 0.38). The point increase was 1.37 points, so it is the fourth rank aspect that students improved. The findings indicated that there was a significant difference at 0.05 level ($p < 0.05$) between pre-test score and post-test mean scores. It could be concluded that Thai undergraduate students' writing proficiency was improved in content aspect after implementing the writing instruction in a blended learning approach.

Table 13: The pre-test and post-test mean score of grammatical accuracy aspect

Test	n	Mean	Std. Deviation	Std. Error Mean	t-test	df	Sig.
Pre-test	35	2.00	0.59	0.10	12.73*	34	0.014
Post-test	35	3.40	0.60	0.10			

* ($p < 0.05$) Significant level at 0.05

Table 13 presents that the mean score of post-test of grammatical accuracy aspect was higher than pre-test. The mean score of pre-test was 2.00 (S.D. = 0.59), while the mean score of post-test was 3.40 (S.D. = 0.60). The point increase was 1.40 points, so it is the third rank aspect that students improved. The findings indicated that there was a significant difference at 0.05 level ($p < 0.05$) between pre-test score and post-test mean scores. It could be concluded that Thai undergraduate students' writing proficiency was improved in grammatical accuracy aspect after implementing the writing instruction in a blended learning approach.

Table 14: The pre-test and post-test mean score of mechanics aspect

Test	n	Mean	Std. Deviation	Std. Error Mean	t-test	df	Sig.
Pre-test	35	2.23	0.97	0.08	10.30*	34	0.003
Post-test	35	3.71	0.46	0.16			

* ($p < 0.05$) Significant level at 0.05

Table 14 presents that the mean score of post-test of mechanics aspect was higher than pre-test. The mean score of pre-test was 2.23 (S.D. = 0.97), while the mean score of post-test was 3.71 (S.D. = 0.46). The point increase was 1.48 points, so it is the first rank aspect that students improved. The findings indicated that there was a significant difference at 0.05 level ($p < 0.05$) between pre-test score and post-test mean scores. It could be concluded that Thai undergraduate students' writing proficiency was improved in mechanics aspect after implementing the writing instruction in a blended learning approach.

Table 15: The pre-test and post-test mean score of conclusion aspect

Test	n	Mean	Std. Deviation	Std. Error Mean	t-test	df	Sig.
Pre-test	35	1.63	0.81	0.14	9.17*	34	0.000
Post-test	35	2.66	0.73	0.12			

* ($p < 0.05$) Significant level at 0.05

Table 15 presents that the mean score of post-test of conclusion aspect was higher than pre-test. The mean score of pre-test was 1.63 (S.D. = 0.81), while the mean score of post-test was 2.66 (S.D. = 0.73). The point increase was 1.03 points, so it is the fifth rank aspect that students improved. The findings indicated that there was a significant difference at 0.05 level ($p < 0.05$) between pre-test score and post-test mean scores. It could be concluded that Thai undergraduate students' writing proficiency was improved in conclusion aspect after implementing the writing instruction in a blended learning approach.

4.3 The findings of students' English writing strategies toward the writing instruction in a blended learning approach.

The researcher designed questionnaire of the students' English writing strategies toward the writing instruction in a blended learning approach. To explore the students' English writing strategies toward the writing instruction in a blended learning approach.

The questionnaire included the different three stages of writing in English: stage I: before I start writing an essay in English, stage II: when writing in English, and stage III: when revising.

In this part, the findings were presented in mean score, and standard deviation.

4.3.1 The findings of students' English writing strategies in stage I: before I start writing an essay in English

Table 16: The students' English writing strategies in stage I: before I start writing an essay in English

Items	n	Mean	S.D.	Rank
1. Before I start writing, I try to gather ideas through online website.	35	4.40	0.60	1
2. Before I start writing, I have written outline.	35	4.11	0.76	4
3. Before I start writing, I reread the requirements.	35	3.86	0.77	5
4. Before I start writing, I look at a model written by native speakers or more proficient writers through online website.	35	4.17	0.75	3
5. Before I start writing, I note down words and short notes related to the topic.	35	4.31	0.72	2

Table 16 shows the mean and standard deviation of students' English writing strategies in stage I: before I start writing an essay in English. The highest rank strategy was item1 (mean = 4.40 and S.D. = 0.60). The second rank strategy was item5 (mean = 4.31). The third rank strategy was item4 (mean = 4.17 and S.D. = 0.75). The fourth rank strategy was item2 (mean = 4.11 and S.D. = 0.76), and the lowest rank strategy was item3 (mean = 3.86 and S.D. = 0.77).

4.3.2 The findings of students' English writing strategies in stage II: when writing in English

Table 17: The students' English writing strategies in stage II: when writing in English

Items	n	Mean	S.D.	Rank
6. I use an online English-Thai dictionary or a Thai-English dictionary.	35	4.74	0.44	1
7. I stop after each sentence to read it again.	35	4.69	0.47	3
8. I stop after a whole paragraph to get an idea.	35	4.74	0.44	1
9. I reread what I have written to get ideas how to continue.	35	4.60	0.55	5
10. I go back to my outline and make changes in it.	35	4.51	0.61	6
11. I write in Thai and then translate them into English.	35	4.71	0.52	2
12. I make sure that there is no grammar and vocabulary mistakes by searching the Internet.	35	4.74	0.44	1
13. If I don't know how to express my thoughts in English, I simplify what I want to write by searching the Internet.	35	4.71	0.52	2
14. If I don't know a word in English, I stop writing and look up the word in the online dictionary or searching the Internet.	35	4.71	0.52	2
15. If I don't know a word in English, I find a similar English word that I know.	35	4.71	0.52	2
16. I ask somebody to help out when I have problems while writing.	35	4.66	0.48	4

Table 17 shows the mean and standard deviation of students' English writing strategies in stage II: when writing in English. The highest strategies were item6 (mean = 4.74 and S.D. = 0.44), item8 (mean = 4.74 and S.D. = 0.44), and item12 (mean = 4.74 and S.D. = 0.44). The second rank strategies were item11 (mean = 4.71

and S.D. = 0.52), item13 (mean = 4.71 and S.D. = 0.52), item14 (mean = 4.71 and S.D. = 0.52), and item15 (mean = 4.71 and S.D. = 0.52). The third rank strategy was item7 (mean = 4.69 and S.D. = 0.47). The fourth rank strategy was item16 (mean = 4.66 and S.D. = 0.48). The fifth rank strategy was item9 (mean = 4.60 and S.D. = 0.55). The lowest strategy was item10 (mean = 4.51 and S.D. = 0.61).

4.3.3 The findings of students' English writing strategies in stage III: when revising

Table 18: The students' English writing strategies in stage III: when revising

Items	n	Mean	S.D.	Rank
17. I check if my essay matches the requirements.	35	4.71	0.52	4
18. I only revise when I have finished the whole paper.	35	4.69	0.47	5
19. When I have written my paper, I hand it in without checking it again.	35	4.09	0.74	9
20. I use an online dictionary and the Internet when revising.	35	4.83	0.38	2
21. I check my mistakes before I hand in my paper by using the Internet.	35	4.86	0.36	1
22. I look for more ideas, and information by using the Internet when I revise my paper.	35	4.71	0.52	4
23. I make changes in the content or ideas.	35	4.66	0.48	6
24. I drop my first draft and start writing another draft.	35	4.54	0.61	7
25. I leave my paper aside for a couple of days and then I can see it in a new perspective.	35	4.40	0.65	8
26. I show my paper to somebody and ask for his/her opinion.	35	4.80	0.41	3

Items	n	Mean	S.D.	Rank
27. I compare my paper with the essays written by my friends on the same topic. or model essays.	35	4.71	0.52	4
28. I compare my paper with the same topic essays written by native speakers or more proficient writers through online website.	35	4.80	0.41	3
29. I check my mistakes after I get back the paper with feedback from the teacher, and try to learn from them.	35	4.83	0.38	2

Table 18 indicates the mean and standard deviation of students' English writing strategies in stage III: when revising. The highest rank strategy was item21 (mean = 4.86 and S.D. = 0.36). The second rank strategies were item20 (mean = 4.83 and S.D. = 0.38), and item29 (mean = 4.83 and S.D. = 0.38). The third rank strategies were item26 (mean = 4.80 and S.D. = 0.41), and item28 (mean = 4.80 and S.D. = 0.41). The fourth rank strategies were item17 (mean = 4.71 and S.D. = 0.52), item22 (mean = 4.71 and S.D. = 0.52), and item27 (mean = 4.71 and S.D. = 0.52). The fifth rank strategy was item18 (mean = 4.69 and S.D. = 0.47). The sixth rank was item23 (mean = 4.66 and S.D. = 0.48). The seventh rank strategy was item24 (mean = 4.54 and S.D. = 0.61). The eighth rank was item25 (mean = 4.40 and S.D. = 0.65). The lowest rank strategy was item19 (mean = 4.09 and S.D. = 0.74).

4.4 The findings of Thai undergraduate students' opinions toward the writing skills in the blended learning approach

The researcher designed questionnaire of the students' English opinions toward the writing skills in the blended learning approach. In order to explore the students' opinions toward the writing skills in the blended learning approach.

The questionnaire included two parts.

The first part was rating students' opinions toward the writing skills in the blended learning approach with eight questions. In this part, the findings were presented in mean score, and standard deviation.

The second part was the comment section about students' opinions toward the writing skills in the blended learning approach.

4.4.1 Students' opinions toward the writing skills in the blended learning approach

Table 19: Students' opinions toward the writing skills in the blended learning

Items	n	Mean	S.D.	Meaning
1. Blended learning helped me to achieve learning objective.	35	4.80	0.41	Strongly Agree
2. Blended learning helped me to access the learning activities at time convenient to me.	35	4.77	0.43	Strongly Agree
3. Blended learning was flexible for me in terms of practice writing time.	35	4.71	0.52	Strongly Agree
4. Blended learning enhanced self-learning.	35	4.74	0.44	Strongly Agree
5. I enjoyed learning English writing in this environment.	35	4.83	0.38	Strongly Agree
6. I am satisfied with the learning resources and materials that I learned in the blended learning.	35	4.74	0.44	Strongly Agree
7. I am satisfied with the learning activities that I completed in the blended learning.	35	4.83	0.38	Strongly Agree
8. I am satisfied with the English writing that I completed in the blended learning.	35	4.86	0.36	Strongly Agree
Overall mean score			4.79	

Table 19 indicates that Students were rated item37 with the highest mean score (mean = 4.86 and S.D. = 0.36). It indicated that students were strongly satisfied with the English writing that they completed with blended learning. Moreover, the second-highest mean scores were item34 and item36 (mean = 4.83 and S.D. = 0.38). From these results, it could interpret that students were strongly satisfied with

learning activities and the environment in a blended learning approach. The third-highest mean score was item30 (mean = 4.80 and S.D. = 0.41). The fourth-highest mean score was item31 (mean = 4.77 and S.D. = 0.43). Additionally, the fifth highest-mean scores were item33 and item35 (mean = 4.74 and S.D. = 0.44). Lastly, the lowest mean score was item32 (mean = 4.71 and S.D. = 0.52). In conclusion, the overall mean score of students' opinions toward the writing skills with blended learning shows that students were strongly agree with all questions (mean = 4.79).

4.4.2 The students' comments about their opinions toward the writing skills in the blended learning approach

According to the second part of the questionnaire was the comment section, some students provided their comments about their opinions toward the writing skills in the blended learning approach.

In this part, students could write their opinions about their learning of writing skills in a blended learning approach.

There were two groups of comments

- 1) negative comments that they complained about their problems during the study
- 2) positive comments

4.4.2.1 Students' negative comments

Student A: "I could not catch up with the lesson during the learning in class."

Student B: "I had problems with the Internet connection sometimes when I had to study through online."

4.4.2.2 Students' positive comments

Student C: "I liked to study with blended learning because it helped me to study more at time convenient to me.

Student D: "learning with online website supported me to study English better."

Student E: “Studying in this class helped me to developed my English writing skills.”

Student F: “I liked the learning activities. It helps me to be able to write in English better.”

From the students’ comments above, it can be concluded that studying in blended learning by helped students to develop their English writing. Moreover, using online platforms and online tools also helped students to study English writing better and increase their self-learning. Most of the students positively enjoyed studying in a blended learning approach.

Expert comment

Expert A: “Blended learning approach is the appropriate teaching method to teach in the 21st century era. Technology and online tools can support teaching and learning effectively.”

From the expert comment above, it can be concluded that teaching and learning in blended learning help promote students’ knowledge, skills, and abilities positively and support teaching methods to be more effective in this era.

CHAPTER 5

CONCLUSION

This chapter has consisted of four parts. The first part presented a summary of the study, and the second part discussed the findings. In the third part presented the conclusion. Finally, the fourth part described recommendations for future research.

5.1 Summary of the study

This study is about the study of L2 writing skills in blended learning. The objectives of this study were 1) to examine the Thai undergraduate students' writing proficiency after implementing the writing instruction in a blended learning approach; 2) to explore the students' English writing strategies toward the writing instruction in a blended learning approach; 3) to investigate the students' opinions toward the writing skills in a blended learning. The study sample was a group of thirty-five second-year undergraduate students of the academic year 2019-2020. This study was conducted in English for Physical Education Teacher course for second-year undergraduate students from Physical Education major at the faculty of Education at Buriram Rajabhat University.

The study was conducted in the form of purposive one group pre-test and post-test design. The experiment was teaching English writing in a blended learning approach. The duration of this study was conducted for five weeks with 3 hours each week of face to face classroom and 3 hours each week of the online classroom. This study had two phases, phase one was the development phase of English writing instruction framework in blended learning approach, and phase two was the experiment phase of employ instruction, collect data of pre-test and post-test, and attribute questionnaire. In phase one, there were four steps involved in 1) step 1: study theories, review literature, and related researches that related to teaching English writing skills and blended learning approach; 2) step 2: design the English writing instruction module in blended learning approach instructional framework; 3) step 3: create and validate all the instruments for the implementation of English writing

instruction in blended learning approach; 4) step 4: carry out the pilot study before doing the implementation phase. In phase two, there four were steps involved in 1) step 1: assessment of participants' English writing skills before studying by using pre-test at the beginning; 2) step 2: implement the English writing instruction in blended learning approach for five sessions; 3) step 3: after finish instruction method, assess participants' English writing skills after studying by using post-test; step 4: participants do the students' writing strategies in blended learning approach questionnaire after finish the post-test.

The results were reported in three parts according to the objectives. First, the findings of Thai undergraduate students' writing proficiency before and after implementing the writing instruction in a blended learning approach. The findings were presented in the mean score, standard deviation, and paired samples t-test. Second, the students' English writing strategies toward the writing instruction in a blended learning approach. The findings were presented in the mean score and standard deviation. Third, the students' opinions toward writing skills in blended learning. The findings were presented in the mean score and standard deviation. Students also presented their opinions toward writing skills with blended learning in the comment section. The findings of this study are discussed in the following section.

5.2 Discussion

Based on this study, the findings were presented in three main parts.

5.2.1 The findings of Thai undergraduate students' writing proficiency before and after implementing the writing instruction in a blended learning approach

The findings of Thai undergraduate students' writing proficiency before and after implementing the writing instruction in a blended learning approach presented in the comparison of pre-test and post-test mean scores. In the study, the findings revealed that there was a significant difference ($p < 0.05$) between the pre-test score and the post-test. The pre-test mean score was ($\bar{X} = 10.66$, S.D. = 2.41), while the post-test mean score was ($\bar{X} = 17.37$, S.D. = 1.66). The findings of pre-test and post-test mean score of five writing comprehension aspects could be concluded that the

highest mean score of post-test was content aspect with 3.83 (S.D. = 0.38). It could be concluded that students were able to write paragraph at least four sentences that support the main idea. The second-highest mean score of post-test was organization with 3.77 (S.D. = 0.43). Students were able to improve the progression and connection of ideas from beginning to end. The third-highest mean score of post-test was mechanics with 3.71 (S.D. = 0.46). Students made fewer errors in capitalization, punctuation, or spelling that distract the reader from the content. The fourth-highest mean score of post-test was grammatical accuracy with 3.40 (S.D. = 0.60). Students made less errors in grammatical accuracy with less errors in the content compared with the pre-test mean score. The fifth-highest mean score of post-test was conclusion with 2.66 (S.D. = 0.73).

In terms of improvement, mechanics was the highest improvement aspect with 1.48 points of improvement. Students mostly improved their writing in vocabulary. The second improvement aspect was organization with 1.43 points of improvement. Students highly improved their progression of ideas from beginning to end. Also, wrote at least two parts of introduction, main body, or conclusion. The third improvement aspect was grammatical accuracy with 1.40 points of improvement. Students developed their writing in the grammar area with fewer errors. The fourth improvement aspect was content with 1.37 points of improvement. Students could write paragraph contains at least four or five sentences that support the main idea with details or facts. The least developed aspect was the conclusion with 1.03 points of improvement. It could be concluded that Thai undergraduate students' writing proficiency was improved by the writing instruction in a blended learning approach. These were similarly supported by Visser (2017) that there was a significant improvement of the participants' in English writing ability of Thai undergraduate students' after implementing the writing instruction in a blended learning approach. Also, similarly supported by Yao (2019) that blended learning helped to improve Chinese undergraduate students' English writing ability (Yao, 2019). In addition, there were the supported findings from Bostanci & Çavuşoğlu (2018) that the writing course integrated with the blended learning approach helped to significantly develop L2 participants' English writing (Bostanci & Çavuşoğlu, 2018).

5.2.2 The findings of students' English writing strategies toward the writing instruction in a blended learning approach

The findings of students' English writing strategies toward the writing instruction in a blended learning approach were presented in three main parts. First, stage I: before I start writing an essay in English. Second, stage II: when writing in English. Third, stage III: when revising. In the first stage, the findings showed that students' English writing strategies toward the blended learning approach in stage I mainly used the online website as a tool in order to gather ideas and support their writing strategies (mean = 4.40 and S.D. = 0.60). While requirements were the lowest things that students focused on in stage I: before I start writing an essay in English. In the second stage, the results indicated that students' English writing strategies toward blended learning approach in stage II highly used the online website or English-Thai dictionary or a Thai-English dictionary in order to translate the meaning of vocabulary and make sure that there are no grammar and vocabulary mistakes during the writing stage (mean = 4.74 and S.D. = 0.44). While making changes in their outline was the lowest thing that they did (mean = 4.51 and S.D. = 0.61). In the third stage, the results presented that students' English writing strategies toward the blended learning approach in stage III highly used the Internet and online dictionary, also feedbacks to revise their writing with the highest mean score (mean = 4.86 and S.D. = 0.36). While, submitting writing tasks without checking it again was the least strategy used by students (mean = 4.09 and S.D. = 0.74). From these results, it can conclude that students highly used online websites and online dictionary as supporting in their English writing production process. As related to the study of Aljumah & Profile (2019), the blended learning approach significantly improved the L2 students' English writing in both the control group and experimental group (Aljumah & Profile, 2019). Moreover, the similarly supported study of Albiladi & Alshareef (2019), the study of a review of the blended learning current literature, presented that blended learning helped improve English language skills and promoted students' motivation to study language effectively (Albiladi & Alshareef, 2019).

5.2.3 The findings of Thai undergraduate students' opinions toward the writing skills in blended learning

The findings of Thai undergraduate students' opinions toward the writing skills with blended learning presented that students' opinions toward the writing skills with blended learning were strongly positive. Students were strongly satisfied with their English writing that they completed in the blended learning with the highest mean score. Additionally, they are also strongly satisfied with the learning activity, resources, and materials that they learned with blended learning. The blended learning also helped to increase self-learning and achieved their learning objective.

As related to the study of Muhtia, Suparno, & Sumardi (2019), that integrated blended learning activities in an English paragraph writing course. The findings indicated that students were highly satisfied with learning activities in face-to-face instruction and online instruction. Teaching and learning activities in a blended learning environment positively improved students' English paragraph writing (Muhtia, Suparno, & Sumardi, 2019).

In the students' opinions, their comments were categorized into two groups. The first group was negative opinions about studying in a blended learning environment. Some students had problem with learning in the classroom that students could not catch up with the lesson and understand clearly. Also, students might have some barriers to using the Internet. The second group was positive opinions about the learning environment and instructional method that helped them develop their English writing skills.

These findings similarly supported by Sriwichai (2020), the study of students' readiness and problems in learning English through blended learning. The findings revealed that learning English through a blended learning environment encouraged students to establish their own English learning plans and goals, also motivated them to study by themselves. However, they also mentioned the problems of learning English through a blended learning environment that they lose focus on learning sometimes, also had the difficulty in online interaction with teachers and friends (Sriwichai, 2020).

5.3 Conclusion

Today, technology becomes a supportive tool in our lives. Integrating technology in teaching methods is suitable for teachers' and students' characteristics. According to this study, the instruction of writing skills in a blended learning environment successfully developed L2 students' English writing skills. The model of teaching and learning cycle approach guides students to write step by step, which is suitable for L2 learners who are not familiar with the English language. After completing the experimental phase, students improved their English writing skills positively. Teaching English writing with a blended learning approach can be an innovative and effective instructional method to improve not only English writing skills but also learners' autonomy. Moreover, students were highly satisfied with the writing skills instruction with blended learning.

5.4 Limitation of the study

This study is limited due to time constraints. As the study was conducted with five weeks experiment, the students had only a short period to study in academic English writing. The extension of time should be considered for future studies.

5.5 Recommendations

According to this study, the following recommendations were recommended for future studies.

1. The duration of the study was recommended to be extended in terms of experimental procedures. In this study, it was conducted only five weeks due to the limitation of the researcher time constraint. It might be more beneficial for students to study and practice English writing with more time experiments.

2. The study might be conducted with more than one group of students, which are the control group and experimental group, in order to find the differences between the traditional teaching and learning method and studying in a blended learning approach.

3. The study might be conducted future experiments with variety of learners in another context. For example, elementary students, junior high school students, or high school students.

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Appendix A: English Writing Lesson Plan
By Ms. Sudarat Phosa
Faculty of Education, Naresuan University

Year Level: Undergraduate Year 2

Duration: 5 periods (3 hours each)

Technical Requirements:

- At least one computer with the Internet access. (In classroom)
- Free educational website available online. (<https://classroom.google.com>)
- A multimedia projector or any broadcasting system that could project images/sounds. (In classroom)

Aims: The key learning area aims to develop the English writing skills of L2 learners by using online class and face-to-face methods to teach students to write academic writing focuses describe, classify, and summarize the factual information.

Time allocation: 3 hours of face-to-face learning and 3 hours of online learning each week

Introduction:

The lesson plan is based on 50/50 blended-learning teaching approach. The lesson plan is divided into three phases

1. Pre-class phase: google classroom (online)

1.1 Before studying, list all the links, and forward them to students. Also, give some notes on topics, lessons, and assignments that could be further explored.

1.2 Instruct the students to read and answer the questions posted on the website.

2. In-class phase: in classroom (face-to-face)

2.1 Warm-up

2.2 Lecture

2.3 Practice

2.4 Review and discussion

3. Post-class phase: google classroom (online)

3.1 Students do the assignments and submit it through Google classroom.

3.2 Students follow up and do self-learning.

Note:

It is necessary to give clear instructions to students on what to do, provide the necessary URL links (or websites) where they could do self-online learning. This activity requires online work, ideal to give as an assignment. This will also give students sufficient time to prepare their work.



Lesson plan 1: Orientation

Unit/Topic: English writing about charts, graphs and tables

Key Learning Area: Orientation

Lesson Objective: Students will be able to understand lesson objectives, study method, regulations and requirements.

Phases	Learning Environment	Instruction Procedures	Time	Materials
In-class phase	Face to Face	Introduction: Warm-up	30 minutes	Course syllabus
		- Explain about lesson objectives, study method, regulations and requirements.		
	Face to Face	Lecture: Pre-test	120 minutes	Pre-test exam
		- Students do the pre-test exam.		
Face to Face and Online	- Teachers tell students to log in Google Classroom step-by-step.	20 minutes	URL link: https://classroom.google.com/u/1/c/NTAyNjU2Nzg1NjRa	
Face to Face	Review and Closing: Discussion and Homework	10 minutes	Assignment 1	
	- Review and discuss the important part again. - Answer students' question.			

		- Give homework to students		
Post-class	Online	Self-online learning	3 hours	<ul style="list-style-type: none"> - Powerpoint presentation - Assignment 1 - URL link: https://classroom.google.com/u/1/c/NTAyNjU2Nzg1NjRa
		- Students watch the video teaching about format and how to write the introduction part.		
		- Students do the assignment short answers worksheet.		



Lesson plan 2: English writing (Introduction)

<p>Unit/Topic: English writing about charts, graphs and tables</p> <p>Key Learning Area: English writing (Introduction)</p> <p>Lesson Objective: Students will be able to write the introduction part</p> <p>Year Level: Undergraduate Year 2</p>

1. PRE-CLASS PHASE: Online / 1.50 hours	
Learning Area	Writing the introduction part
Learning Environment	Online
Time	Self-online learning (1.50 hours)
Learning Method	1. Students watch the video teaching about format and how to write the introduction part. They have to prepare themselves before study in the classroom through the online platform which is Google classroom.
Teaching Material	1. Powerpoint presentation about format and how to write the introduction part.
	2. Video teaching about format and how to write the introduction part. 2.1 Must-know 5 Types of Essay Topics for A+ Essay Writing Lisa Tran: https://www.youtube.com/watch?v=rN5WsktaxYo 2.2 Introduction Paragraph: https://www.youtube.com/watch?v=4WDclqoGouY

2. IN-CLASS PHASE: In classroom (face-to-face) / 3 hours			
Time	Learning Environment	Introduction: Warmer	Teaching Material
10 minutes	Face-to-face	<ul style="list-style-type: none"> - Explain today's class that students will study about introduction part. - Tell students that today they will learn about the format of essay writing, and how to write the introduction part. 	
Time	Learning Environment	Lecture: Writing the introduction part	Teaching Material
60 minutes	Face-to-face	Lecture about format and how to write the introduction part.	<ul style="list-style-type: none"> - Powerpoint presentation about format and how to write the introduction part. - English writing worksheet
60 minutes	Face-to-face and online	Lecture about format and how to write the introduction part by using online website.	<ul style="list-style-type: none"> - Video teaching about format and how to write the introduction part. - Must-know 5 Types of Essay Topics for A+ Essay Writing Lisa Tran: https://www.youtube.com/watch?v=rN5WsktaxYo - Introduction Paragraph: https://www.youtube.com/watch?v=4WDclqoGouY

Time	Learning Environment	Practice: Writing the introduction part	Teaching Material
40 minutes	Face-to-face and online	<ul style="list-style-type: none"> - Students practice to write the introduction. - Teacher advice and observe. 	Writing practice worksheet Source: https://learnenglishteens.britishcouncil.org/sites/teens/files/writing_about_a_bar_chart_-_exercises.pdf
Time	Learning Environment	Review and Closing: Discussion and Homework	Teaching Material
10 minutes	Face-to-face	<ul style="list-style-type: none"> - Review and discuss the important part again. - Answer students' question. - Give homework to students to rewrite their work. 	

3. POST-CLASS PHASE: Google Classroom (Online) / 1.50 hours	
Learning area	Rewriting the introduction part.
Learning Environment	Online
Time	Self-online learning (1.50 hours)
Learning Method	Students rewrite their work and submit it through the online platform which is Google classroom.
Teaching Material	Writing practice worksheet. (Rewrite) - URL link: https://classroom.google.com/u/1/c/NTAyNjU2Nzg1NjRa



Lesson Plan 3: English writing (Body)

<p>Unit/Topic: English writing about charts, graphs and tables</p> <p>Key Learning Area: English writing (Body)</p> <p>Lesson Objective: Students will be able to write the body part</p> <p>Year Level: Undergraduate Year 2</p>

1. PRE-CLASS PHASE: Online / 1.50 hours	
Learning Area	Writing the body part
Learning Environment	Online
Time	Self-online learning (1.50 hours)
Learning Method	1. Students watch the video teaching about format and how to write the body part. They have to prepare themselves before study in the classroom through the online platform which is Google classroom.
Teaching Material	1. Powerpoint presentation about format and how to write the body part.
	2. Video teaching about format and how to write the body part. 2.1 Body Paragraphs: https://www.youtube.com/watch?v=Op_KrcnqCo4 2.2 Write text about visual information in the IELTS writing test: https://icte.uq.edu.au/blog/2017/09/write-text-about-visual-information-ielts-writing-test

2. IN-CLASS PHASE: In classroom (face-to-face) / 3 hours			
Time	Learning Environment	Introduction: Warmer	Teaching Material
10 minutes	Face-to-face	<ul style="list-style-type: none"> - Explain today's class that students will study about body part. - Tell students that today they will learn about the format of essay writing, and how to write the body. 	
Time	Learning Environment	Lecture: Writing the body part	Teaching Material
60 minutes	Face-to-face	Lecture about format and how to write the body part.	<ul style="list-style-type: none"> - Powerpoint presentation about format and how to write the body part. - English writing worksheet
60 minutes	Face-to-face and online	Lecture about format and how to write the body part by using online website.	<ul style="list-style-type: none"> - Video teaching about format and how to write the body part. - Body Paragraphs: https://www.youtube.com/watch?v=Op_KrcnqCo4 - Write text about visual information in the IELTS writing test: https://icte.uq.edu.au/blog/2017/09/write-text-about-visual-information-ielts-writing-test

Time	Learning Environment	Practice: Writing the body part	Teaching Material
40 minutes	Face-to-face and online	- Students practice to write the body. - Teacher advice and observe.	Writing practice worksheet Source: https://learnenglishteens.britishcouncil.org/sites/teens/files/writing_about_a_bar_chart_-_exercises.pdf
Time	Learning Environment	Review and Closing: Discussion and Homework	Teaching Material
10 minutes	Face-to-face	- Review and discuss the important part again. - Give homework to students to rewrite their work.	

3. POST-CLASS PHASE: Google Classroom (Online) / 1.50 hours	
Learning area	Rewriting the body part.
Learning Environment	Online
Time	Self-online learning (1.50 hours)
Learning Method	Students rewrite their work and submit it through the online platform which is Google classroom.
Teaching Material	Writing practice worksheet. (Rewrite) - URL link: https://classroom.google.com/u/1/c/NTAyNjU2Nzg1NjRa

Lesson Plan 4: English writing (Conclusion)

<p>Unit/Topic: English writing about charts, graphs and tables</p> <p>Key Learning Area: English writing (Conclusion)</p> <p>Lesson Objective: Students will be able to write the conclusion part</p> <p>Year Level: Undergraduate Year 2</p>

1. PRE-CLASS PHASE: Online / 1.50 hours	
Learning Area	Writing the conclusion part
Learning Environment	Online
Time	Self-online learning (1.50 hours)
Learning Method	1. Students watch the video teaching about format and how to write the conclusion part. They have to prepare themselves before study in the classroom through the online platform which is Google classroom.
Teaching Material	1. Powerpoint presentation about format and how to write the conclusion part.
	2. Video teaching about format and how to write the conclusion part. 2.1 Quick and easy guide to writing a conclusion!: https://www.youtube.com/watch?v=Zd0tP2undNo

2. IN-CLASS PHASE: In classroom (face-to-face) / 3 hours			
Time	Learning Environment	Introduction: Warmer	Teaching Material
10 minutes	Face-to-face	<ul style="list-style-type: none"> - Explain today's class that students will study about conclusion part. - Tell students that today they will learn about the format of essay writing, and how to write the conclusion. 	
Time	Learning Environment	Lecture: Writing the conclusion part	Teaching Material
60 minutes	Face-to-face	Lecture about format and how to write the conclusion part.	<ul style="list-style-type: none"> - Powerpoint presentation about format and how to write the conclusion part. - English writing worksheet
60 minutes	Face-to-face and online	Lecture about format and how to write the conclusion part by using online website.	<ul style="list-style-type: none"> - Video teaching about format and how to write the conclusion part. - Quick and easy guide to writing a conclusion!: https://www.youtube.com/watch?v=Zd0tP2undNo

Time	Learning Environment	Practice: Writing the conclusion part	Teaching Material
40 minutes	Face-to-face and online	- Students practice to write the conclusion. - Teacher advice and observe.	Writing practice worksheet Source: https://learnenglishteens.britishcouncil.org/sites/teens/files/writing_about_a_bar_chart_-_exercises.pdf
Time	Learning Environment	Review and Closing: Discussion and Homework	Teaching Material
10 minutes	Face-to-face	- Review and discuss the important part again. - Give homework to students to rewrite their work.	

3. POST-CLASS PHASE: Google Classroom (Online) / 1.50 hours	
Learning area	Rewriting the conclusion part.
Learning Environment	Online
Time	Self-online learning (1.50 hours)
Learning Method	Students rewrite their work and submit it through the online platform which is Google classroom.
Teaching Material	Writing practice worksheet. (Rewrite) - URL link: https://classroom.google.com/u/1/c/NTAyNjU2Nzg1NjRa

Lesson plan 5: Conclusion and Assessment

Unit/Topic: English writing about charts, graphs and tables

Key Learning Area: Conclusion and assessment

Lesson Objective: Post-test assesment

Year Level: Undergraduate Year 2

Phases	Learning Environment	Instruction Procedures	Time	Materials
Pre-class	Online	Self-online learning - Students study all lessons and prepare themselves before doing post-test through the online website and Google classroom.	3 hours	- Powerpoint presentation - URL link: https://classroom.google.com/u/1/c/NTAyNjU2Nzg1NjRa
		Introduction: Warm-up - Explain about today's class. - Review and discuss the important. - Answer students' question.		
In-class phase	Face to Face	Lecture: Review - Review the previous topic about the introduction part of the essay.	35 minutes	- Powerpoint presentation - URL link: https://classroom.google.com/
	Face to Face and online			

		<ul style="list-style-type: none"> - Review the previous topic about the body part of the essay. 		u/1/c/NTAyNj U2Nzg1NjRa
		<ul style="list-style-type: none"> - Review the previous topic about the conclusion part of the essay. 		
		<ul style="list-style-type: none"> - Review and discuss the important part again. - Answer students' question. 		
	Face to Face	<p>Post-test</p> <ul style="list-style-type: none"> - Students do post-test exam 	120 minutes	Post-test exam
	Face to Face	<p>Questionnaires</p> <ul style="list-style-type: none"> - Students do questionnaires. 	15 minutes	Questionnaires

Appendix B: The validation of lesson plan (Experts)

Instructions:

This evaluation form is designed for the experts to evaluate the congruent of appropriateness and completeness of English writing instruction in blended learning lesson plan.

In the evaluation form, there are two main parts:

Part one is evaluate the congruent of appropriateness and completeness of lesson plan by using Item Objective Congruence (IOC) criteria.

+1 = that question is consistent/appropriate

0 = that question is undecided

-1 = that question is developed.

Part two is open-ended forms for the experts to evaluate the congruent of the appropriateness and completeness of the lesson plans.

In part two, more comments and suggestions were required.

The validation of lesson plan is indicated in table below:

Items	Evaluator			IOC
	E1	E2	E3	
1. Lesson Plan				
1.1 The lesson plan is appropriate.	+1	+1	+1	1.00
2. Objectives				
2.1 The objectives are clear.	+1	+1	+1	1.00
3. The use of language				
3.1 The use of language is clear and understandable.	+1	+1	+1	1.00
4. Format				
4.1 The format of lesson plan is appropriate.	+1	+1	+1	1.00
4.2 The layout of the lesson is understandable.	+1	+1	+1	1.00
5. Instructional Procedures				
5.1 The teaching instruction steps are appropriate.	+1	+1	+1	1.00
5.2 The instructional steps are easy to follow.	+1	+1	0	0.67
5.3 The instructional steps are compatible with objectives.	+1	+1	+1	1.00
5.4 The arrangement of teaching instruction steps helps the students to develop English writing.	+1	+1	0	0.67
6. Period of Time				
6.1. The appropriate period of time for teaching and learning.	0	+1	+1	0.67

*content validity: (IOC = 0.50–1.00) = reserved / (IOC = 0.00 – 0.49) = modified

Part two: Please give comments and recommendations for the level of congruent of the appropriateness and completeness of *A Study of English Writing Skills of L2 Students with Blended Learning Approach*.

(_____)

_____ / _____ / _____

Evaluator

Appendix C: Rubric for scoring writing

Criteria	Scores			
	4	3	2	1
Organization	<ul style="list-style-type: none"> - Logical progression of ideas from beginning to end. - Have three parts of introduction, main body and conclusion. - Strong connections among ideas. 	<ul style="list-style-type: none"> - Inadequate progression of ideas from beginning to end. - Have at least two parts of introduction, main body, or conclusion. - Loosely organized connections among ideas. 	<ul style="list-style-type: none"> - Confusing progression of ideas from beginning to end. - Have at least one part of introduction, main body, or conclusion. - Weak connections among ideas. 	<ul style="list-style-type: none"> - Missing progression of ideas from beginning to end. - Missing introduction, main body, and conclusion. - No connections among ideas.
Content	The paragraph contains at least five sentences that support the main ideas with details, or facts.	The paragraph contains at least four sentences that support the main idea with details or facts.	The paragraph contains at least three supporting sentences that support the main idea with details or facts.	The paragraph contains at least two supporting sentences that support the main idea with details or facts.
Grammatical Accuracy	Writer makes no errors in grammar from the content.	Writer makes 1-10 errors in grammar from the content.	Writer makes 11-15 errors in grammar from the content.	Writer makes more than 15 errors from the content.
Mechanics	Writer makes no errors in capitalization, punctuation or	Writer makes 1-10 errors in capitalization, punctuation or	Writer makes 11-15 errors in capitalization, punctuation or	Writer makes more than 15 errors in capitalization,

	spelling that distract the reader from the content.	spelling that distract the reader from the content.	spelling that distract the reader from the content.	punctuation or spelling that distracts the reader from the content.
Conclusion	The conclusion ties up the paragraph without repeating the topic sentence. A though comparing concludes the paragraph.	The conclusion wraps up the paragraph and refers to the main idea without repeating it.	The conclusion wraps up the paragraph fairly well and refers to the main idea.	The conclusion repeats the introduction.



Appendix D: The validation of rubric for scoring writing (Experts)

Instructions:

This evaluation form was designed for the experts to evaluate the congruent of appropriateness and completeness of rubric for scoring writing.

In the evaluation form, there are two main parts:

Part one is evaluate the congruent of appropriateness and completeness of rubric for scoring writing by using Item Objective Congruence (IOC) criteria.

+1 = that question is consistent/appropriate

0 = that question is undecided

-1 = that question is developed

Part two is open-ended forms for the experts to evaluate the congruent of the appropriateness and completeness of rubric for scoring writing.

In part two, more comments and suggestions were required.

The validation of rubric for scoring writing is indicated in table below:

Criteria	Scores	Evaluated Items	Evaluator			IOC
			E1	E2	E3	
1. Organization	4	<ul style="list-style-type: none"> - Logical progression of ideas from beginning to end. - Have three parts of introduction, main body and conclusion. - Strong connections among ideas. 	1	1	1	1.00
	3	<ul style="list-style-type: none"> - Inadequate progression of ideas from beginning to end. - Have at least two parts of introduction, main body, or conclusion. - Loosely organized connections among ideas. 	1	1	1	1.00
	2	<ul style="list-style-type: none"> - Confusing progression of ideas from beginning to end. - Have at least one part of introduction, main body, or conclusion. - Weak connections among ideas. 	1	1	1	1.00
	1	<ul style="list-style-type: none"> - Missing progression of ideas from beginning to end. - Missing introduction, main body, and conclusion. - No connections among ideas. 	1	1	1	1.00

2. Content	4	The paragraph contains at least five sentences that support the main ideas with details, or facts.	1	1	1	1.00
	3	The paragraph contains at least four sentences that support the main idea with details or facts.	1	1	1	1.00
	2	The paragraph contains at least three supporting sentences that support the main idea with details or facts.	1	1	1	1.00
	1	The paragraph contains at least two supporting sentences that support the main idea with details or facts.	1	1	1	1.00
3. Grammatical Accuracy	4	Writer makes no errors in grammar from the content.	1	1	1	1.00
	3	Writer makes 1-10 errors in grammar from the content.	1	1	1	1.00
	2	Writer makes 11-15 errors in grammar from the content.	1	1	1	1.00
	1	Writer makes more than 15 errors in grammar from the content.	1	1	1	1.00
4. Mechanics	4	Writer makes no errors in capitalization, punctuation or spelling that distract the reader from the content.	1	1	1	1.00
	3	Writer makes 1-10 errors in capitalization, punctuation or spelling that distract the reader	1	1	1	1.00

		from the content.				
	2	Writer makes 11-15 errors in capitalization, punctuation or spelling that distract the reader from the content.	1	1	1	1.00
	1	Writer makes more than 15 errors in capitalization, punctuation or spelling that distracts the reader from the content.	1	1	1	1.00
5. Conclusion	4	The conclusion ties up the paragraph without repeating the topic sentence. A though comparing concludes the paragraph.	1	1	1	1.00
	3	The conclusion wraps up the paragraph and refers to the main idea without repeating it.	1	1	1	1.00
	2	The conclusion wraps up the paragraph fairly well and refers to the main idea.	1	1	1	1.00
	1	The conclusion repeats the introduction.	1	1	1	1.00

*content validity: (IOC = 0.50–1.00) = reserved / (IOC = 0.00 – 0.49) = modified

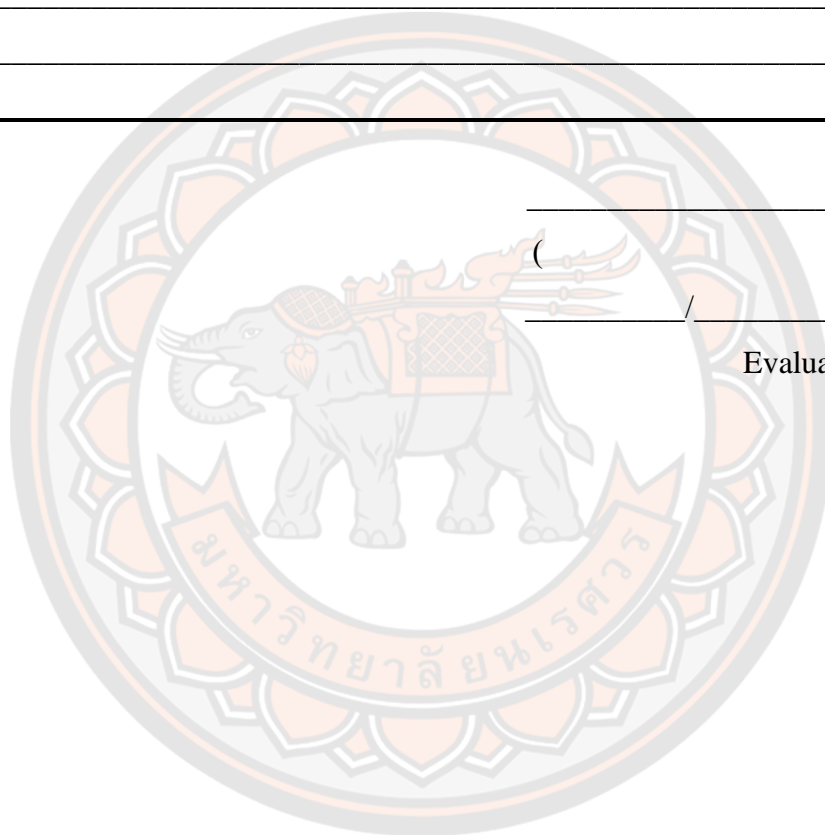
Part two:

Please give comments and recommendations for the congruent of appropriateness and completeness of the rubric for scoring writing of *A Study of English Writing Skills of L2 Students with Blended Learning Approach*.

(_____)

_____ / _____ / _____

Evaluator



Appendix E: The pre-test of English writing

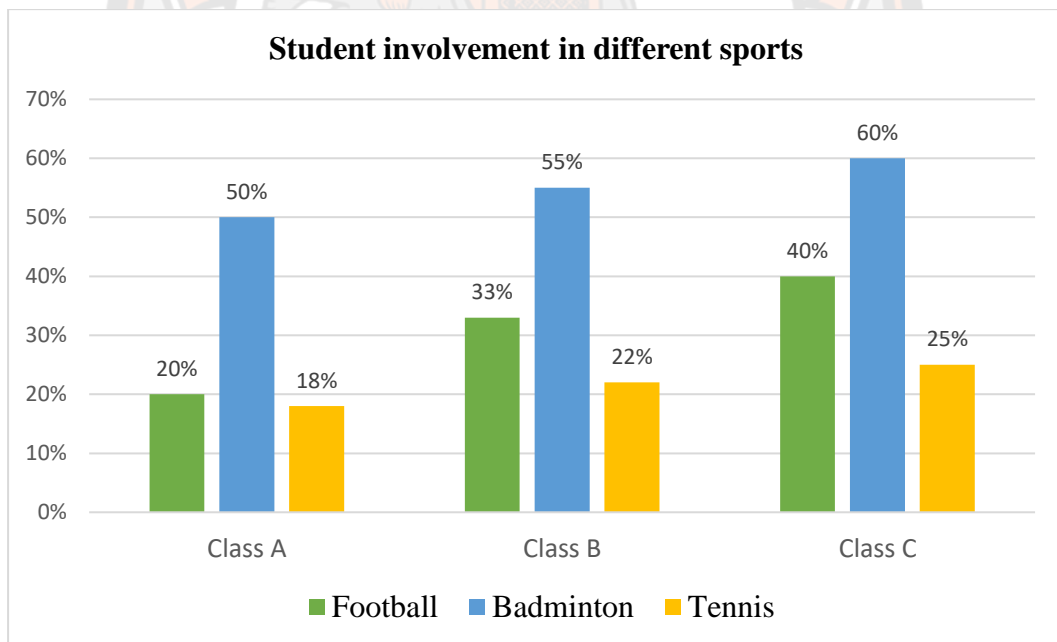
Name: _____ Student ID: _____

Pre-test

Directions: Describing a bar chart information below and make comparisons where relevant.

- The text includes 3 parts: introduction, body, and conclusion
- At least 100 words

The graph below shows the student involvement in three sports in a school based on which classes they are studying in.



Appendix F: The validation of pre-test (Experts)

Instructions:

This evaluation form was designed for the experts to evaluate the congruent of appropriateness and completeness of pre-test.

In the evaluation form, there are two main parts:

Part one is evaluate the congruent of appropriateness and completeness of rubric for pre-test by using Item Objective Congruence (IOC) criteria.

+1 = that question is consistent/appropriate

0 = that question is undecided

-1 = that question is developed

Part two is open-ended forms for the experts to evaluate the congruent of the appropriateness and completeness of pre-test.

In part two, more comments and suggestions were required.

The validation of pre-test is indicated in table below:

Objective	Item	Pre-test	Evaluator			IOC																
			E1	E2	E3																	
Students are able to write in academic English in order to describe and compare the information	1	<p>Directions: Describing a bar chart information below and make comparisons where relevant.</p> <ul style="list-style-type: none"> ○ The text includes 3 parts: introduction, body, and conclusion <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>The graph below shows the student involvement in three sports in a school based on which classes they are studying</p> </div> <ul style="list-style-type: none"> ○ At least 100 words <div style="text-align: center;"> <p>Student involvement in different sports</p> <table border="1" style="margin: 0 auto;"> <caption>Student involvement in different sports</caption> <thead> <tr> <th>Class</th> <th>Football (%)</th> <th>Badminton (%)</th> <th>Tennis (%)</th> </tr> </thead> <tbody> <tr> <td>Class A</td> <td>20%</td> <td>50%</td> <td>18%</td> </tr> <tr> <td>Class B</td> <td>33%</td> <td>55%</td> <td>22%</td> </tr> <tr> <td>Class C</td> <td>40%</td> <td>60%</td> <td>25%</td> </tr> </tbody> </table> </div>	Class	Football (%)	Badminton (%)	Tennis (%)	Class A	20%	50%	18%	Class B	33%	55%	22%	Class C	40%	60%	25%	+1	+1	+1	1.00
Class	Football (%)	Badminton (%)	Tennis (%)																			
Class A	20%	50%	18%																			
Class B	33%	55%	22%																			
Class C	40%	60%	25%																			

*content validity: (IOC = 0.50–1.00) = reserved / (IOC = 0.00 – 0.49) = modified

Part two:

Please give comments and recommendations for the appropriateness and completeness of the pre-test of *A Study of English Writing Skills of L2 Students with Blended Learning Approach*.

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(_____)

_____ / _____ / _____

Evaluator

Appendix G: The post-test of English writing

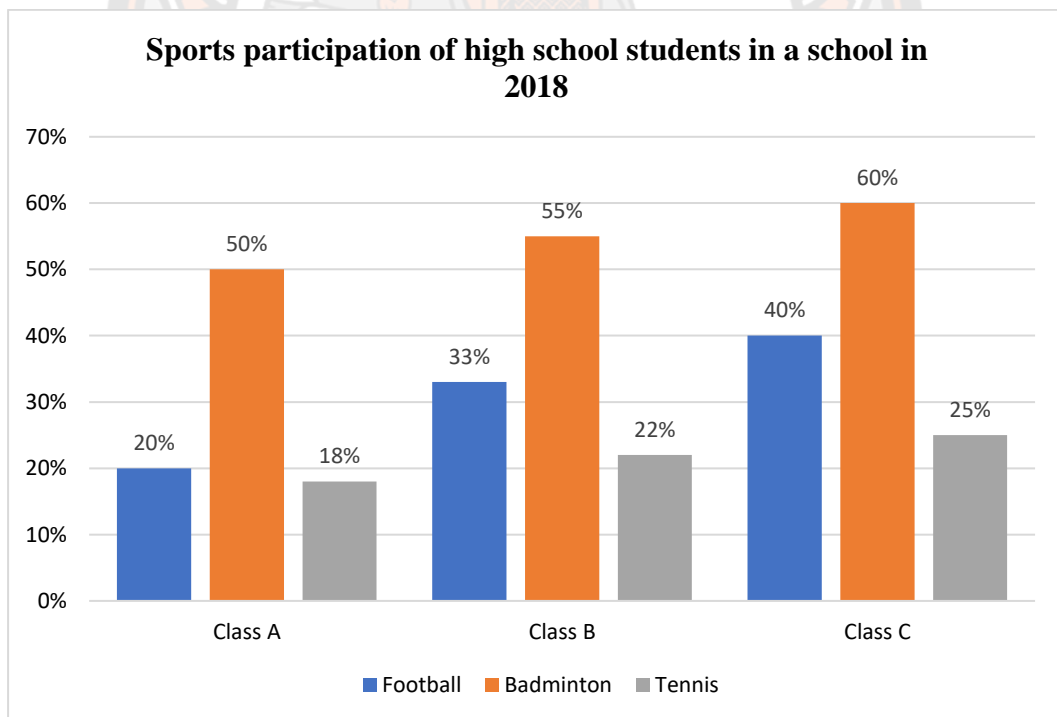
Name: _____ Student ID: _____

Post-test

Directions: Describing a bar chart information below and make comparisons where relevant.

- The text includes 3 parts: introduction, body, and conclusion
- At least 100 words

The graph below shows the student involvement in three sports in a school based on which classes they are studying in.



Appendix H: The validation of post-test (Experts)

Instructions:

This evaluation form was designed for the experts to evaluate the congruent of appropriateness and completeness of post-test.

In the evaluation form, there are two main parts:

Part one is evaluate the congruent of appropriateness and completeness of rubric for post-test by using Item Objective Congruence (IOC) criteria.

+1 = that question is consistent/appropriate

0 = that question is undecided

-1 = that question is developed

Part two is open-ended forms for the experts to evaluate the congruent of the appropriateness and completeness of post-test.

In part two, more comments and suggestions were required.

The validation of post-test is indicated in table below:

Objective	Item	Post-test	Evaluator			IOC																
			E1	E2	E3																	
Students are able to write in academic English in order to describe and compare the information	1	<p>Directions: Describing a bar chart information below and make comparisons where relevant.</p> <ul style="list-style-type: none"> ○ The text includes 3 parts: introduction, body, and conclusion ○ At least 100 words <p>The graph below shows the student involvement in three sports in a school based on which classes they</p> <div style="text-align: center;"> <p>Sports participation of high school students in a school in 2018</p> <table border="1"> <caption>Sports participation of high school students in a school in 2018</caption> <thead> <tr> <th>Class</th> <th>Football (%)</th> <th>Badminton (%)</th> <th>Tennis (%)</th> </tr> </thead> <tbody> <tr> <td>Class A</td> <td>20%</td> <td>50%</td> <td>18%</td> </tr> <tr> <td>Class B</td> <td>33%</td> <td>55%</td> <td>22%</td> </tr> <tr> <td>Class C</td> <td>40%</td> <td>60%</td> <td>25%</td> </tr> </tbody> </table> </div>	Class	Football (%)	Badminton (%)	Tennis (%)	Class A	20%	50%	18%	Class B	33%	55%	22%	Class C	40%	60%	25%	+1	+1	+1	1.00
Class	Football (%)	Badminton (%)	Tennis (%)																			
Class A	20%	50%	18%																			
Class B	33%	55%	22%																			
Class C	40%	60%	25%																			

*content validity: (IOC = 0.50–1.00) = reserved / (IOC = 0.00 – 0.49) = modified

Part two:

Please give comments and recommendations for the appropriateness and completeness of the post-test of *A Study of English Writing Skills of L2 Students with Blended Learning Approach*

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(_____)

_____ / _____ / _____

Evaluator

Appendix I: The writing strategies questionnaire

In this part, you will find statements about the different writing strategies in 3 stages of writing in English: before writing, while writing, and when revising.

INSTRUCTIONS:

1 = Never or almost never true of me

2 = Rarely true of me (less than half of the time)

3 = Sometimes true of me (about half of the time)

4 = Often true of me (more than half of the time)

Please read each statement and circle the number indicating how true of you the statement is.

1. BEFORE I START WRITING AN ESSAY IN ENGLISH

Before I start writing an essay in English	Rating Scale				
	Never true	Rarely true	Sometime s true	Often true	Always true
1. Before I start writing, I try to gather ideas through online website.	1	2	3	4	5
2. Before I start writing, I have written outline.	1	2	3	4	5
3. Before I start writing, I reread the requirements.	1	2	3	4	5
4. Before I start writing, I look at a model written by native speakers or more proficient writers through online website.	1	2	3	4	5
5. Before I start writing, I note down words and short notes related to the topic.	1	2	3	4	5

2. WHEN WRITING IN ENGLISH

When writing in English	Rating Scale				
	Never true	Rarely true	Sometimes true	Often true	Always true
6. I use an online English-Thai dictionary or a Thai-English dictionary.	1	2	3	4	5
7. I stop after each sentence to read it again.	1	2	3	4	5
8. I stop after a whole paragraph to get an idea.	1	2	3	4	5
9. I reread what I have written to get ideas how to continue.	1	2	3	4	5
10. I go back to my outline and make changes in it.	1	2	3	4	5
11. I write in Thai and then translate them into English.	1	2	3	4	5
12. I make sure that there is no grammar and vocabulary mistakes by searching the Internet.	1	2	3	4	5
13. If I don't know how to express my thoughts in English, I simplify what I want to write by searching the Internet.	1	2	3	4	5
14. If I don't know a word in English, I stop writing and look up the word in the online dictionary or searching the Internet.	1	2	3	4	5

15. If I don't know a word in English, I find a similar English word that I know.	1	2	3	4	5
16. I ask somebody to help out when I have problems while writing.	1	2	3	4	5

3. WHEN REVISING

When revising	Rating Scale				
	Never true	Rarely true	Sometimes true	Often true	Always true
17. I check if my essay matches the requirements.	1	2	3	4	5
18. I only revise when I have finished the whole paper.	1	2	3	4	5
19. When I have written my paper, I hand it in without checking it again.	1	2	3	4	5
20. I use an online dictionary and the Internet when revising.	1	2	3	4	5
21. I check my mistakes before I hand in my paper by using the Internet.	1	2	3	4	5
22. I look for more ideas and information by using	1	2	3	4	5

the Internet when I revise my paper.					
23. I make changes in the content or ideas.	1	2	3	4	5
24. I drop my first draft and start writing another draft.	1	2	3	4	5
25. I leave my paper aside for a couple of days and then I can see it in a new perspective.	1	2	3	4	5
26. I show my paper to somebody and ask for his/her opinion.	1	2	3	4	5
27. I compare my paper with the essays written by my friends on the same topic or model essays.	1	2	3	4	5
28. I compare my paper with the same topic essays written by native speakers or more proficient writers through online website.	1	2	3	4	5
29. I check my mistakes after I get back the paper with feedback from the teacher and try to learn from them.	1	2	3	4	5

Appendix J: Students' opinions toward the blended learning questionnaire

This part is evaluation of students' opinions toward the blended learning.

Please rate level of agreement of your opinions toward the blended learning by check (✓) in the most appropriate answer.

INSTRUCTIONS: 5 = Strongly agree, 4 = Agree, 3 = Undecided,
2 = Disagree, 1 = Strongly Disagree

Questions	Rating Scale				
	5	4	3	2	1
1. Blended learning helped me to achieve learning objective.					
2. Blended learning helped me to access the learning activities at time convenient to me.					
3. Blended learning was flexible for me in terms of practice writing time.					
4. Blended learning enhanced self-learning.					
5. I enjoyed learning English writing in this environment.					
6. I am satisfied with the learning resources and materials that I learned in the blended learning.					
7. I am satisfied with the learning activities that I completed in the blended learning.					
8. I am satisfied with the English writing that I completed in the blended learning.					

Comment:

.....

.....

.....

Thank you very much for your kind cooperation

Appendix K: The validation of Questionnaire (Experts)

Instructions:

This evaluation form is designed for the experts to evaluate the congruent of appropriateness and completeness of questionnaire.

In the evaluation form, there are two main parts:

Part one is evaluate the congruent of appropriateness and completeness of questionnaire by using Item Objective Congruence (IOC) criteria.

+1 = that question is consistent/appropriate

0 = that question is undecided

-1 = that question is developed

Part two is open-ended forms for the experts to evaluate the congruent of the appropriateness and completeness of questionnaire.

In part two, more comments and suggestions were required.

The validation of the writing strategies questionnaire is indicated in table below:

Item	Evaluator			
	E1	E2	E3	IOC
The writing strategies questionnaire				
Stage I: Before I start writing an essay in English				
1. Before I start writing, I try to gather ideas through online website.	+1	+1	+1	1.00
2. Before I start writing, I have written outline.	+1	+1	+1	1.00
3. Before I start writing, I reread the requirements.	+1	+1	+1	1.00
4. Before I start writing, I look at a model written by native speakers or more proficient writers through online website.	+1	+1	+1	1.00
5. Before I start writing, I note down words and short notes related to the topic.	+1	+1	+1	1.00
Stage II: When writing in English				
6. I use an online English-Thai dictionary or a Thai-English dictionary.	+1	+1	+1	1.00
7. I stop after each sentence to read it again.	+1	+1	+1	1.00
8. I stop after a whole paragraph to get an idea.	+1	+1	+1	1.00
9. I reread what I have written to get ideas how to continue.	+1	+1	+1	1.00
10. I go back to my outline and make changes in it.	+1	+1	+1	1.00
11 I write in Thai and then translate them into English.	+1	+1	+1	1.00
12. I make sure that there is no grammar and vocabulary mistakes by searching the Internet.	+1	+1	+1	1.00
13. If I don't know how to express my thoughts in English, I simplify what I want to write by searching the Internet.	+1	+1	+1	1.00
14. If I don't know a word in English, I stop writing	+1	+1	+1	1.00

and look up the word in the online dictionary or searching the Internet.				
15. If I don't know a word in English, I find a similar English word that I know.	+1	+1	+1	1.00
16. I ask somebody to help out when I have problems while writing.	+1	+1	+1	1.00
Stage III: When revising				
17. I check if my essay matches the requirements.	+1	+1	+1	1.00
18. I only revise when I have finished the whole paper.	+1	+1	+1	1.00
19. When I have written my paper, I hand it in without checking it again.	+1	+1	+1	1.00
20. I use an online dictionary and the Internet when revising.	+1	+1	+1	1.00
21. I check my mistakes before I hand in my paper by using the Internet.	+1	+1	+1	1.00
22. I look for more ideas and information by using the Internet when I revise my paper.	+1	+1	+1	1.00
23. I make changes in the content or ideas.	+1	+1	+1	1.00
24. I drop my first draft and start writing another draft.	+1	+1	+1	1.00
25. I leave my paper aside for a couple of days and then I can see it in a new perspective.	+1	+1	+1	1.00
26. I show my paper to somebody and ask for his/her opinion.	+1	+1	+1	1.00
27. I compare my paper with the essays written by my friends on the same topic or model essays.	+1	+1	+1	1.00
28. I compare my paper with the same topic essays written by native speakers or more proficient writers through online website.	+1	+1	+1	1.00
29. I check my mistakes after I get back the paper with feedback from the teacher and try to learn from them.	+1	+1	+1	1.00

The validation of the students' opinions toward the blended learning questionnaire is indicated in table below:

Item	Evaluator			
	E1	E2	E3	IOC
Students' opinions toward the blended learning				
1. Blended learning helped me to achieve learning objective.	+1	+1	+1	1.00
2. Blended learning helped me to access the learning activities at time convenient to me.	+1	+1	+1	1.00
3. Blended learning was flexible for me in terms of practice writing time.	+1	+1	+1	1.00
4. Blended learning enhanced self-learning.	+1	+1	+1	1.00
5. I enjoyed learning English writing in this environment.	+1	+1	+1	1.00
6. I am satisfied with the learning resources and materials that I learned in the blended learning.	+1	+1	+1	1.00
7. I am satisfied with the learning activities that I completed in the blended learning.	+1	+1	+1	1.00
8. I am satisfied with the English writing that I completed in the blended learning.	+1	+1	+1	1.00

*content validity: (IOC = 0.50–1.00) = reserved / (IOC = 0.00 – 0.49) = modified

Part two:

Please give comments and recommendations for the congruent of appropriateness and completeness of questionnaire of *A Study of English Writing Skills of L2 Students with Blended Learning Approach*.

(_____)

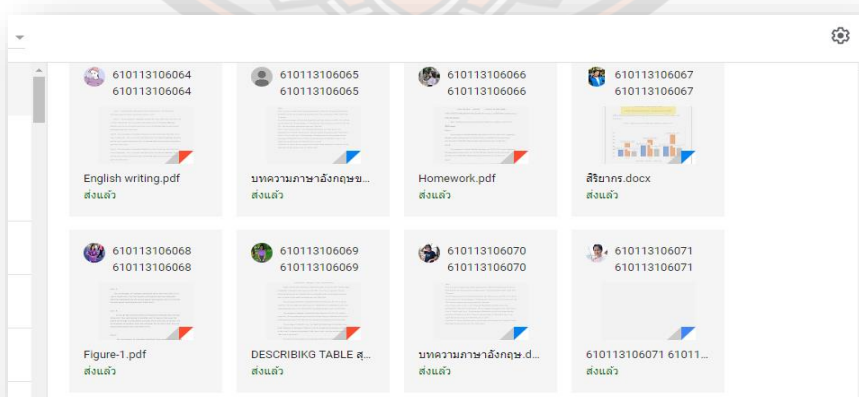
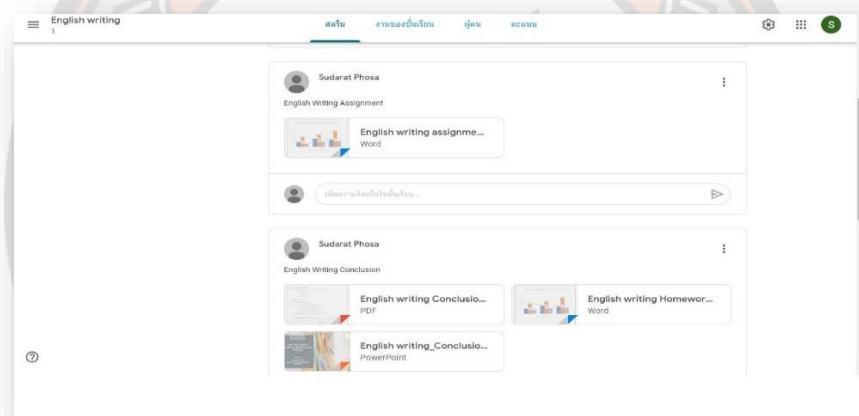
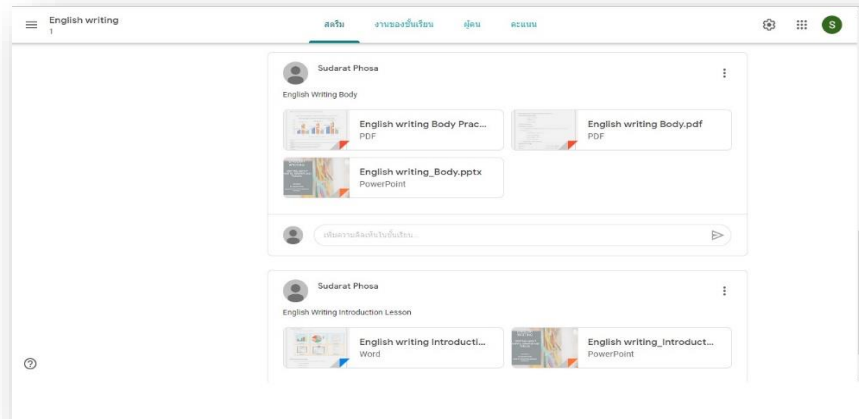
_____ / _____ / _____

Evaluator

Appendix L: Face-to-face instruction



Appendix M: Online learning (Google Classroom)



Appendix N: Post-Test

Figure 1 presents sports participation of high school students in a school in 2018.

The percentages of badminton, football and tennis were 50%, 20%, 15% in class A respectively. The most popular participation sport was badminton. Moreover, the second popular participation sport was football. On the other hand, the least popular participation sport was tennis.

The percentages of badminton, football and tennis were 55%, 33%, 22% in class B respectively. The most popular participation sport was badminton. Moreover, the second popular participation sport was football. On the other hand, the least popular participation sport was tennis.

The percentages of badminton, football and tennis were 60%, 40%, 25% in class C respectively. The most popular participation sport was badminton. Moreover, the second popular participation sport was football. On the other hand, the least popular participation sport was tennis.

The percentage of badminton in class C was bigger than the percentages of badminton in class A and class B. However, the percentage of football in class C was higher than the percentages of football in class A and class B. On the other hand, the percentage of tennis in class A was smaller than the percentages of tennis in class B and class C. On the other hand, the percentage of badminton in class A was lower than the percentages of badminton in class B and class C.

In conclusion, the most popular sport of high school was badminton. Also, the second popular sport of high school was football. However, the least popular sport of high school was tennis.