

**THE DEVELOPMENT OF A WEBLOG-BASED ENGLISH
WRITING INSTRUCTIONAL MODEL FOR
UNIVERSITY STUDENTS**

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**A Thesis Submitted in Partial Fulfillment of the Requirements for
the Degree of Doctor of Philosophy in English Language Studies**

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การพัฒนารูปแบบการสอนการเขียนภาษาอังกฤษโดยใช้เว็บบล็อก
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Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

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วัตถุประสงค์ของงานวิจัย คือ 1) เพื่อพัฒนาแบบจำลองการสอนการเขียนภาษาอังกฤษผ่าน
ทางเว็บบล็อกให้มีประสิทธิภาพตามเกณฑ์ 75/75 2) เพื่อเปรียบเทียบผลสัมฤทธิ์ทางการเรียนของ
นักศึกษาหลังการทดลอง และ 3) เพื่อศึกษาความพึงพอใจของนักศึกษาที่มีต่อการเรียนด้วยแบบ
จำลองการสอนการเขียนภาษาอังกฤษผ่านทางเว็บบล็อก

หลังจากได้พัฒนาแบบจำลองการสอนการเขียนภาษาอังกฤษผ่านทางเว็บบล็อก ชื่อแบบจำลอง
Surakhai WEWI ขึ้นแล้ว ผู้วิจัยได้ใช้แบบจำลองนี้ในการสอนการเขียนภาษาอังกฤษ จากนั้นทำการ
ตรวจสอบประสิทธิภาพของแบบจำลอง ด้วยรูปแบบการวิจัยแบบหนึ่งกลุ่มทดสอบก่อน-หลังการ
ทดลอง

กลุ่มตัวอย่างได้แก่นักศึกษาชั้นปีที่ 1 กลุ่ม 1 จำนวน 30 คน ที่ลงทะเบียนเรียนในรายวิชา
ภาษาอังกฤษเพื่อพัฒนาทักษะการเรียน ในภาคการศึกษาที่ 2 ปีการศึกษา 2554 ที่มหาวิทยาลัย
ราชภัฏวไลยอลงกรณ์ เครื่องมือที่ใช้ในการวิจัยประกอบด้วยแบบจำลอง Surakhai WEWI
แบบทดสอบก่อนเรียน แบบทดสอบหลังเรียน แนวคำถามสำหรับการเขียนบันทึกแสดงความคิด
เห็น และแบบสอบถาม หลังจากได้ทำการทดสอบก่อนเรียนแล้ว นักศึกษาฝึกการเขียนนอก
ห้องเรียนผ่านทางเว็บบล็อกโดยใช้แบบจำลอง Surakhai WEWI เมื่อทำงานเขียนเสร็จแต่ละครั้ง
กำหนดให้นักศึกษาเขียนบันทึกแสดงความคิดเห็นต่อการเขียนผ่านทางเว็บบล็อก หลังการทดลอง
ให้นักศึกษาทำแบบทดสอบหลังเรียนและตอบแบบสอบถาม ข้อมูลที่เก็บรวบรวมได้ นำมา
วิเคราะห์ทั้งเชิงปริมาณและเชิงคุณภาพ ข้อมูลเชิงปริมาณวิเคราะห์ด้วยสถิติ คือ ความถี่ ร้อยละ
ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน สถิติทดสอบทีแบบกลุ่มตัวอย่างเป็นอิสระกัน และการวิเคราะห์
ความแปรปรวน ส่วนข้อมูลเชิงคุณภาพวิเคราะห์ด้วยการวิเคราะห์เนื้อหา

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1. แบบจำลองการสอนการเขียนภาษาอังกฤษผ่านทางเว็บบล็อกประกอบด้วย 11 ขั้นตอน
ได้แก่ 1) รับคำแนะนำพื้นฐานในการเขียน 2) ระดมสมองก่อนการเขียน 3) ให้เพื่อนในกลุ่ม
ตรวจสอบ 4) เขียนฉบับร่างหนึ่ง 5) ให้เพื่อนในกลุ่มตรวจสอบ 6) เขียนฉบับร่างสอง 7) เพื่อนใน
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11) เผยแพร่งานเขียนฉบับสมบูรณ์ไว้บนเว็บบล็อก

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3. นักศึกษามีผลสัมฤทธิ์ทางการเรียนหลังการทดลองสูงกว่าก่อนการทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

4. ความพึงพอใจของนักศึกษา ที่มีต่อการเรียนด้วยแบบจำลองการสอนการเขียนภาษาอังกฤษผ่านทางเว็บบล็อกที่พัฒนาขึ้น อยู่ในระดับสูง



LAKMUNIN SURAKHAI : THE DEVELOPMENT OF A WEBLOG-BASED ENGLISH WRITING INSTRUCTIONAL MODEL FOR UNIVERSITY STUDENTS. THESIS ADVISOR : DHIRAWIT PINYONATTHAGARN, Ph.D. 280 PP.

SURAKHAI WEWI MODEL/WEBLOG-BASED WRITING/WRITING

The objectives of this research were to (1) to develop a weblog-based English writing instructional model based on the efficiency criterion determined at 75/75, (2) to compare students' learning achievement after learning with the weblog-based English writing instructional model, and (3) to study students' satisfaction towards learning with the developed weblog-based English writing instructional model.

After developing a weblog-based English writing instructional model entitled Surakhai WEWI Model, the model was used as a plan for teaching writing. Then the efficiency of the model was examined using a single group pretest-posttest research design.

The subjects were 30 first-year students enrolled in a course called the English for Study Skills Development during the second semester of 2011 at Valaya Alongkorn Rajabhat University, Pathum Thani, Thailand. The students performed writing practice through the developed weblog-based English writing instructional model beyond the classroom. The instruments consisted of the Surakhai WEWI Model, a pretest, a posttest, a guide for reflective journal writing, and a questionnaire. After giving a pretest, the students were taught with the Surakhai WEWI Model. When having completed each writing task, the students were required to write a

reflective journal. Then, they were asked to do a posttest and respond to the questionnaire.

The data collected from different instruments were analyzed quantitatively and qualitatively. The frequency, percentage, mean, standard deviation (S.D.), and independent sample t-test were used to analyze the quantitative data and content analysis was used to analyze the qualitative data.

The results of this research were as follows:

1. The components of the developed weblog-based English writing instructional model consisted of eleven logical steps: (1) conduct an introductory session, (2) conduct a pre-writing session, (3) conduct a peer group review, (4) write the first draft, (5) conduct a peer group review, (6) write the second draft, (7) conduct a peer group review, (8) write the third draft, (9) receive the teacher feedback, (10) finalize the writing product, and (11) publish the final writing product on the weblog.

2. The efficiency of the instruction through the developed weblog-based English writing instructional model was $77.03/75.53$, which corresponded to the efficiency criterion determined at $E_1/E_2 = 75/75$.

3. The students' learning achievement after the treatment was significantly higher than their learning achievement before the treatment at the .05 level.

4. The students expressed levels of satisfaction towards learning with the developed weblog-based English writing instructional model at the high level.

School of Foreign Languages

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Student's Signature _____

Advisor's Signature _____

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TABLE OF CONTENTS

| | Page |
|---------------------------------------|-------------|
| ABSTRACT (Thai)..... | I |
| ABSTRACT (English)..... | III |
| ACKNOWLEDGEMENTS..... | V |
| TABLE OF CONTENTS..... | VII |
| LISTS OF TABLES..... | XII |
| LISTS OF FIGURES..... | XIII |
| CHAPTER | |
| 1. INTRODUCTION..... | 1 |
| 1.1 Background..... | 1 |
| 1.2 Research Objectives..... | 4 |
| 1.3 Research Questions..... | 4 |
| 1.4 Research Hypothesis..... | 5 |
| 1.5 Scope of the Study..... | 5 |
| 1.5.1 Population..... | 5 |
| 1.5.2 Samples..... | 5 |
| 1.5.3 Variables..... | 5 |
| 1.5.4 Weblog-Based Writing Tasks..... | 6 |
| 1.5.5 Writing Qualities..... | 6 |
| 1.5.6 Period of the Study..... | 6 |

TABLE OF CONTENTS (Continued)

| | Page |
|---|-----------|
| 1.6 Research Framework..... | 7 |
| 1.7 Definitions of Key Terms..... | 8 |
| 1.8 Significance of the Study..... | 9 |
| 1.9 Summary of the Chapter..... | 11 |
| 2. LITERATURE REVIEW..... | 12 |
| 2.1 Learning Theory..... | 12 |
| 2.1.1 Constructivism..... | 12 |
| 2.1.2 Interaction Hypothesis..... | 14 |
| 2.2 Weblog-Based Language Learning..... | 17 |
| 2.2.1 Introduction to Weblogs..... | 17 |
| 2.2.2 Types of Weblogs..... | 18 |
| 2.2.3 Weblogs in Language Classrooms..... | 19 |
| 2.2.4 Weblogs in Writing Classrooms..... | 20 |
| 2.3 Peer Review in Language Learning..... | 23 |
| 2.3.1 Effectiveness of Peer Review in Language Learnin..... | 24 |
| 2.3.2 Advantages of Online Peer Review..... | 24 |
| 2.3.3 Peer Review Training..... | 28 |
| 2.3.4 Disadvantages of Peer Review..... | 31 |
| 2.4 Writing Instruction..... | 33 |

TABLE OF CONTENTS (Continued)

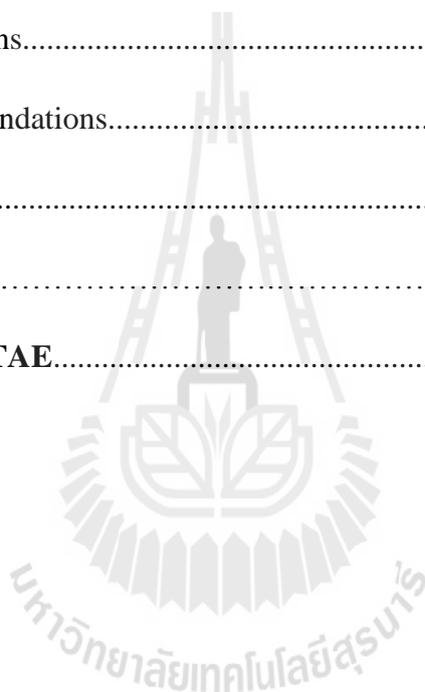
| | Page |
|---|-------------|
| 2.4.1 The Process Writing Approach..... | 34 |
| 2.4.2 Stages of the Process Writing Approach..... | 35 |
| 2.4.3 Principles for Writing Instruction..... | 36 |
| 2.4.4 Technology in Writing Instruction..... | 37 |
| 2.5 Models for Weblog-Based Writing Instruction..... | 42 |
| 2.5.1 The Weblog Text-image Transmission Model | 42 |
| 2.5.2 The Blogging Chinese Language Composition Instructional Model..... | 44 |
| 2.6 Related Studies..... | 47 |
| 2.7 Summary of the Chapter..... | 54 |
| 3. RESEARCH METHODOLOGY..... | 55 |
| Step 1 Study the Body of Knowledge about the Prototype..... | 56 |
| Step 2 Survey Needs for the Prototype..... | 56 |
| Step 3 Develop a Conceptual Framework of the Prototype..... | 57 |
| Step 4 Secure Experts' Opinions and Suggestions..... | 57 |
| Step 5 Draft the Prototype..... | 58 |
| Step 6 Verify the Efficiency of the Prototype..... | 63 |
| Step 7 Finalize the Prototype..... | 76 |
| Summary of the Chapter..... | 77 |

TABLE OF CONTENTS (Continued)

| | Page |
|---|-------------|
| 4. RESULTS OF DATA ANALYSES..... | 78 |
| Step 1 Results of Studying the Body of Knowledge about the Prototype | 78 |
| Step 2 Results of Surveying Needs for the Prototype..... | 79 |
| Step 3 Results of Developing a Conceptual Framework of the Prototype..... | 81 |
| Step 4 Results of Securing Experts’ Opinions and Suggestions..... | 84 |
| Step 5 Results of Drafting the Prototype..... | 85 |
| Step 6 Results of Verifying the Efficiency of the Prototype..... | 86 |
| Step 7 Results of Finalizing the Prototype..... | 112 |
| Summary of the Chapter..... | 112 |
| 5. RESULTS: THE WEBLOG-BASED ENGLISH WRITING INSTRUCTIONAL MODEL..... | 113 |
| 5.1 Introduction..... | 113 |
| 5.2 The Developed Weblog-Based English Writing Instructional Model: Surakhai WEWI Model..... | 116 |
| 5.3 Implementation of the Model..... | 125 |
| 5.4 Summary of the Chapter..... | 127 |

TABLE OF CONTENTS (Continued)

| | Page |
|---|-------------|
| 6. CONCLUSIONS, DISCUSSIONS, AND | |
| RECOMMENDATIONS..... | 128 |
| 6.1 Conclusion..... | 128 |
| 6.2 Discussions..... | 130 |
| 6.3 Recommendations..... | 149 |
| REFERENCES..... | 154 |
| APPENDICES..... | 169 |
| CURRICULUM VITAE..... | 280 |



LIST OF TABLES

| Table | Page |
|--|-------------|
| 3.1 Quality of the questionnaire..... | 63 |
| 3.2 The steps of data collection..... | 66 |
| 3.3 Acceptance of the efficiency value in the study..... | 69 |
| 3.4 Criteria for examining the levels of students' satisfaction..... | 71 |
| 3.5 Criteria for the levels of students' satisfaction | 72 |
| 3.6 The ESL composition profile of Jacobs et al..... | 74 |
| 4.1 The efficiency of the model from the three tryouts..... | 87 |
| 4.2 Efficiency of the instruction through the developed model..... | 87 |
| 4.3 Comparison of the pretest and posttest of students | 88 |
| 4.4 The level of students' satisfaction..... | 89 |
| 4.5 Students' satisfaction towards writing via a weblog in accordance with the developed weblog-based English writing instructional model | 93 |

LIST OF FIGURES

| Figure | Page |
|---|-------------|
| 1.1 Research Framework..... | 7 |
| 2.1 Weblog text-image transmission model..... | 43 |
| 2.2 The blogging Chinese language composition instructional model..... | 46 |
| 3.1 Design of the study..... | 65 |
| 3.2 The steps of data collection..... | 67 |
| 4.1 The relationship between the developed conceptual framework and other parts of this study..... | 83 |
| 5.1 The developed weblog-based English writing instructional model..... | 118 |

CHAPTER 1

INTRODUCTION

This study concerns the development of a weblog-based English writing instruction model for teaching English writing beyond the classroom. This chapter is an introduction to the present study providing background of the study, research objectives, research questions, research hypothesis, scope and delimitations of the study, definitions of key terms and expected results.

1.1 Background

Learning to write is a complex and demanding process. It involves much more than simply just adding special knowledge and skills to already existing oral language abilities. Difficulties are caused in the initial stages of the writing process when one has to analyze the assignment topic, collect the writing material, and plan the process of writing (Rimka, 2004). The ability to write is not a naturally acquired skill but it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. It involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description or to transform information into new texts, as in expository or argumentative writing (Hadley, 1993). Thus, writing skills must be practiced and learned through the experience.

In the Thai educational context, English writing is a difficult and complicated skill since it takes place in an English as a foreign language (EFL) environment where students have a limited opportunity to use English in authentic situations or in their daily lives (Kitjaroonchai, 2006). Further more, it requires the ability to produce correct and meaningful information, together with the ability to organize ideas logically (Loha, 2004). Thus, writers need knowledge and intelligence in order to convey ideas into a form of printed text which should be understandable and communicative to readers.

Although writing skills are difficult and require more practice, the English curriculum at Valaya Alongkorn Rajabhat University has inadequate times for writing instruction, which affects times for practicing writing. This may be that writing is integrated into other skills in one course and the limited amount of class hours set in the curriculum for writing part is only one-fourth of total times in a semester. Thus the students should be provided with sufficient times for practice in order to enhance their writing skills. As Ferris and Hedgcock (2005) recommend for writing instruction that the teacher should allocate adequate time in writing classes in terms of multi-draft assignments and revision of papers. Extra class periods are necessary for discussing preliminary drafts, demonstrating and practicing peer response techniques, and revising assignments in class or in computer labs. They also propose that the teacher should create sufficient timetables for both teacher and students to read assigned texts, practice pre-writing and drafting techniques, including peer response tasks. Moreover, the teacher should allow as much time between sessions as practicable to make multi-drafts approach worthwhile if multi-drafting is a central feature of the course.

One way to provide students with more opportunities to practice writing is to use a weblog for writing activities. The weblog or blog can be used as a tool for developing students' writing skills (Armstrong and Retterer, 2008; Bloch, 2007; Campbell, 2003; Lee, 2010; Noytim, 2010; Sun, 2009), facilitate the development of an L2 writing community (Sollars, 2007), develop a sense of voice (Bloch, 2007; Rezaee and Oladi, 2008), and foster critical and synthesizing skills (Lee, 2010; Mynard, 2007; Noytim, 2010). Additionally, the archiving feature available at many blog hosts can also facilitate the recording of learners' learning experiences (Noytim, 2010), and serves as voice blog portfolios to archive learning progress and provide alternative speaking assessment (Huang and Hung, 2009).

Many studies have proven that weblogs have positive advantages in language learning. Tu et al. (2007) used blogs to keep students practicing English in English courses at junior high schools. They point out that it is almost an impossible mission to learn listening, speaking, reading, and writing in such a short time. If the teacher can make their students spend more time at home on English learning, they can enhance students' English proficiency. In Blood's study (2002) also revealed that the practice of writing as online daily journal entries can positively enhance writing skills.

Moreover, Jones (2006) investigated the significance of weblogs used for the process writing approach and examined ESL students' and teachers' perceptions regarding the implementation of blogs in the ESL writing class. Students in the class used blogs for four specific aspects of the process writing approach, peer responding (feedback), editing, revising, and publishing their writing assignments. The results of this study found that blogging, or using blogs proved to be an effective tool for the process writing approach. Blogging also affected the writing quality of students,

including providing the examples of feedback and entries for the students to read, as well as model and form which facilitated meaningful learning for students. This assisted students to have a purpose for writing, motivation to write, and interaction by publishing for an authentic audience.

Based on the problems and advantages of the weblogs for writing instruction, the researcher, therefore, is interested in investigating an effective way to teach writing via a weblog by developing of a model for English writing instruction. This study seeks to develop a weblog-based English writing instructional model for first-year students enrolled in the English for Study Skills Development course in the second semester of 2011 at Valaya Alongkorn Rajabhat University, Pathum Thani.

1.2 Research Objectives

1.2.1 To develop a weblog-based English writing instructional model based on the efficiency criterion determined at 75/75

1.2.2 To compare students' learning achievement after learning with the weblog-based English writing instructional model

1.2.3 To study students' satisfaction towards learning with the developed weblog-based English writing instructional model

1.3 Research Questions

1.3.1 What were the components of the developed weblog-based English writing instructional model?

1.3.2 Was the instruction through the developed weblog-based English writing instructional model effective based on the efficiency criterion determined at $E_1/E_2 = 75/75$?

1.3.3 Was there any significant difference in students' learning achievement after learning with the weblog-based English writing instructional model?

1.3.4 What was students' satisfaction towards learning with the weblog-based English writing instructional model?

1.4 Research Hypothesis

The students' learning achievement after the treatment was significantly higher than their learning achievement before the treatment at the .05 level.

1.5 Scope of the Study

1.5.1 Population

The population in this study was 712 first-year students at Valaya Alongkorn Rajabhat University in Pathum Thani. These students were divided into 18 sections (classes) from different programs of study. These students enrolled in the "English for Study Skills Development" in the second semester of the academic year 2011.

1.5.2 Samples

The samples in this study were 30 first-year students enrolled in the "English for Study Skills Development" course in the second semester of the academic year 2011 at Valaya Alongkorn Rajabhat University (VRU). These students were purposively selected for a class which was the Section 1 students. This section, the researcher taught as assigned by the university.

1.5.3 Variables

1.5.2.1 Independent Variable

The independent variable was the writing instruction through the

developed weblog-based English writing instructional model.

1.5.2.2 Dependent Variables

Dependent variables includes students' learning achievement and expressed opinions towards learning with the developed weblog-based English writing instructional model.

1.5.4 Weblog-Based Writing Tasks

In the study, the students were required to complete three writing tasks related to describing (1) places, (2) activities, and (3) topics of students' interest in accordance with the objectives of the English for Study Skills Development course. For the free-topic task, the students were free to choose the topics in which they were interested for writing a paragraph with at least 200 words in length. The students were also recommended to type their writing products with a word processing program and post them to the weblog; the Notes section of each student's Facebook page, which was used as the weblog in this study, for developing the writing according to the model developed in this study.

1.5.5 Writing Qualities

The qualities of students' writing products were rated in accordance with the ESL Composition Profile (Jacobs et al., 1981) focusing on five aspects: (1) content, (2) organization, (3) vocabulary, (4) language use, and (5) mechanics.

1.5.6 Period of the Study

Research procedure started from the second semester of the academic year 2010 to the second semester of the academic year 2011 at Valaya Alongkorn Rajabhat University, Pathum Thani.

1.6 Research Framework

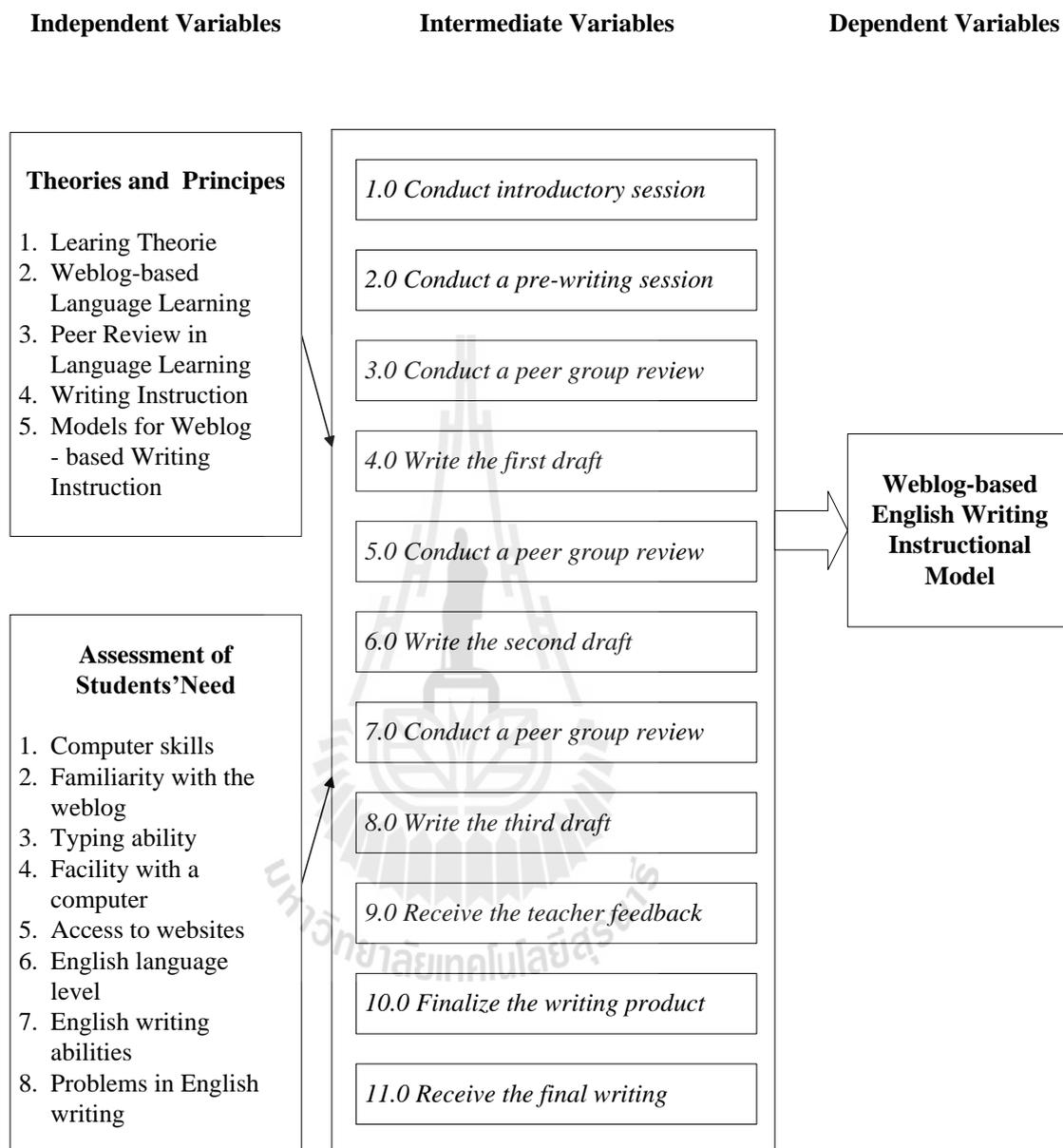


Figure 1.1 Research Framework

1.7 Definitions of Key Terms

1.7.1 Weblog-based English writing instructional model means the model for teaching English writing in the form of process writing via the weblog. The model comprises three major stages (e.g. input, process, and output), which includes eleven logical steps: (1) conduct introductory session, (2) conduct a pre-writing session (3) conduct a peer group review, (4) write the first draft, (5) conduct a peer group review, (6) write the second draft, (7) conduct a peer group review, (8) write the third draft, (9) receive the teacher feedback, (10) finalize the writing product, and (11) receive the final writing product on the weblog.

1.7.2 Weblog in this study means the Notes section of Facebook, a social network website. Each student has their own Facebook “page” and is able to post their writing products to the Notes section of their pages. The Facebook members who are in students’ contact are able to read, offer and receive comments or feedback about their writing.

1.7.3 Efficiency of the model means the model that effectively assists students to create a quality writing product via a weblog. The efficiency criterion in this study is set at 75/75.

1.7.4 Efficiency criterion means the criterion implemented to decide whether or not the developed weblog-based English writing instructional model is effective. In this study, the efficiency criterion is set to $E_1/E_2 = 75/75$, which indicates as follows (Brahmawong, Netprasoet, and Sinsakun, 1977, p. 51).

The first 75 (E_1) means the percentage of mean scores that students gain from doing three writing tasks during the treatment.

The second 75 (E_2) means the percentage of mean scores that students gain from doing a posttest after the treatment.

1.7.5 Learning achievement means the progress in students' learning in terms of writing skills. The learning achievement is based on the students' writing qualities according to the ESL Composition Profile (Jacobs et al., 1981), which is rubric scoring for students writing products in this study.

1.7.6 Satisfaction means the students' opinions or feelings towards learning with the developed weblog-based English writing instructional model.

1.7.7 Peer review means the process of providing feedback about students' writing products posted on the weblog by their peers. The peer review is done in group, so it is also called "peer group review".

1.7.8 Teacher review means providing feedback about students' writing products posted on the weblog by the teacher (researcher).

1.8 Significance of the Study

1. The Surakhai WEWI model might contribute to a significant change in the perspectives of EFL teachers and learners in Thailand, especially those involved with teaching and learning writing skills. The use of weblog-based English writing instructional Surakhai WEWI model to teach writing in the English for Study Skills Development course can establish an interactive English learning environment for students to practice English writing more outside the classroom with the teacher's assistance via a weblog which uses a pre-existing and widely known social network website.

2. The most important significance of the study was to develop and construct a weblog-based English writing instructional model through the combination of constructivist learning theory, writing instruction, peer review and teacher feedback including employing a weblog as a tool facilitating the online English writing activity. The findings of this research will be directly beneficial to other teachers aiming the development of an instructional model for English writing instruction with assistance of the weblog. Specifically, this study is essential to English for Study Skills Development course for its practical significance. It contributes to teacher to improve understanding how to use weblogs, a type of technology and a popular worldwide social network to practice English writing skills beyond the classroom. It will also provide the teachers with a more effective technique for teaching English writing via a weblog both and inside and beyond the classroom.

3. This study is a useful research on the shift from a traditional classroom instructional technique to a web-blog based English writing instruction where educational technology will be the main part for enhancing English writing skills outside the classroom. In doing so, it is possible to replace the inadequate class times set by the educational institution where this study took place. Therefore, the result of this study might recommend other instructors who are facing the same problem of time restrictions; to employ this method and model to extend their writing classroom beyond class times.

4. The Surakhai Model (WEWI) might help motivate learners in learning and practicing English writing on their own paces beyond the classroom. The Surakhai Model (WEWI) makes use of the extremely popular social network program Facebook, so students could spend their times more valuably since many students waste a lot of

times on this world wide social network. Hence, the result of this study might motivate learners to spend more times practicing English writing via this social worldwide network through the Surakhai WEWI Model on their own.

5. Since global technologies play the important roles in human's life, this study therefore responds to this situation in using this popular worldwide social network academically within the Surakhai WEWI Model to practicing writing beyond the classroom. This method of teaching might attract, motivate and encourage both teachers and students in using this world wide social network for academic purposes.

1.9 Summary of the Chapter

This chapter provides the introduction to the study by describing the background, objectives, questions, and hypotheses. Then it presents the scope, delimitation, and definitions of key terms. Lastly, the expected results are described. The following chapter will review the related theories used as a conceptual framework for designing and developing the model, as well as previous studies related studies in both Thailand and abroad.

CHAPTER 2

LITERATURE REVIEW

The intent of this research is to develop a weblog-based English writing instructional model called Surakhai WEWI Model, which will be used as a guideline for teaching English writing via a weblog in the context of a course in English as a foreign language. The following discussion will focus on the theories and principles related to the model development. It covers all the important components of the model, consisting of the process writing approach, peer review, and weblog as an effective tool for the weblog-based writing activity with peer review. Thus, the related literature which is used as a conceptual framework for developing the model will be explained. This chapter is divided into six topics: (1) learning theory, (2) weblog-based language learning, (3) peer review in language learning, (4) writing instruction, (5) models for writing instruction, and (6) related studies.

2.1 Learning Theory

2.1.1 Constructivism

Constructivism is psychological and philosophical perspective contending that individuals form or construct much of what they learn and understand (Brunig et al, 1995). The basic assumption of constructivism is that people are active learners and must construct knowledge for themselves (Geary, 1995). Aytakin et al. (2005, p. 3 cited in Trask, 2008) states that “constructivists believe that learning is an active

process of constructing, rather than acquiring knowledge, and that the goal of instruction is to support that construction rather than trying to transmit knowledge". Hofer and Pintrch (1997) mentions that constructivism learning theory is a branch of philosophy that tries to understand how learners construct knowledge (Hofer and Pintrch, 1997). This is similar to Jonassen (1991) who posits that basically constructivists believe that learners construct their own reality or at least interpret it based on their perceptions of experiences, so an individual's knowledge is a function of one's prior experiences, mental structures and beliefs that are used to interpret objects and events (Jonassen, 1991).

Constructivism has become one of the major conceptual frameworks to shape contemporary education reforms and practices since 1980 (Brooks and Brooks, 1993; Wilson, 1996). According to the constructivist perspective, knowledge is temporary, developmental, and socially and culturally mediated (Brooks and Brooks, 1993), so learning is an active development of knowledge through learners' experiences, personal goals, curiosities, and beliefs (Cole, 1992; Yakimovicz and Murphy, 1995). The constructivist approach consists of two strands: cognitive constructivism and social constructivism (Cobb, 1994). Cognitive constructivism takes into consideration how individuals understand things and construct knowledge discovered by interactions with the environment, while the social constructivism approach focuses on the knowledge emerging from social interaction, dialogues, and collaboration (Bonk and Cunningham, 1998).

Murray and Hourigan (2008) further proposed expressivist and socio-cognitivist theories to describe two approaches that target and serve distinct aspects of weblog-based learning. Expressivism promotes fluency, personal writings, and

development of writers' voices, whereas socio-cognitivism encourages a more process-oriented, problem-solving approach and the importance of higher-order thinking skills. The expressivism is effective in the establishment of individual blogs, whereas the socio-cognitivism is effective in collaborative group blogs. The social interaction in learning is also supported by Vygotsky (1978) and his concept that scaffolding, the assistance received from a more capable person, can enhance one's learning.

In language learning contexts, collaborative learning based on the constructivist approach occurs when learners work together to solve linguistic problems and/or co-construct a language or knowledge about language (Brooks, and Tocalli-Beller, 2002). It scaffolds learners to be able to perform at a higher level than their individual competence (Swain, 2000). This collaborative interaction has been found to assist L2 learners in writing, especially when they were asked to co-construct texts and peer-edit (Swain and Lapkin, 1998; Storch, 1999; Tang and Tithecott, 1999). Furthermore, with the aid of communication technology, weblogs can be used as a learning site that allows collaborative interaction. Learners or the blog users can make a two-way conversation and scaffold multiple writers in co-constructing a language.

2.1.2 Interaction Hypothesis

The Interaction Hypothesis of second language acquisition (SLA) focuses on the joint contributions of the linguistic environment and the learners' internal mechanisms in language development. It also focuses on the necessity of meaningful and comprehensible input to the learner and the discourse, which learners and their interlocutors jointly construct. When learners engage in interaction with their interlocutors, they are compelled to negotiate meaning to arrive at a mutual

understanding for comprehensible input, test hypotheses related to their developing interlanguage system, have access to feedback related to their output and produce comprehensible output (Long, 1996; Swain & Lapkin, 1995).

Krashen's Input Hypothesis states that in order for input to be available for acquisition, it must be comprehensible (Krashen, 1982). However, although Krashen maintains that comprehensible input is all that is needed for language acquisition to happen, Long (1983) claims that it is necessary but not sufficient. Long argues that input shaped through interaction contributes directly and powerfully to acquisition, and that modify to the interactional structure of conversation are important to make input comprehensible. This is because they help to make unfamiliar linguistic input comprehensible.

Swain (1985) stresses the crucial role for language production in L2 development apart from comprehensible input. According to Swain's (1985) Output Hypothesis, second language learners need opportunities for what she calls "pushed output" such as speech or writing. Through meaningful use of a learner's linguistic resources, interlanguage development can be enhanced as learners focus their attention on linguistic features of the target language. This does not seem to be acquired simply by comprehending input alone.

Second language (L2) learners may benefit from the feedback they receive based on their output. This includes positive evidence, direct negative evidence and indirect negative evidence. Positive evidence can be in the form of either modified input or models of the target language provided to the language learner. Negative evidence is information to the learner about what is inappropriate or not possible in the target language (Long, 1996). It can be provided pre emptively to prevent learner

error (for example, by providing grammar rules) or reactively (to repair errors after they occur). Reactive negative evidence highlights differences between the target language and a learner's output, and as such, is often described as negative feedback.

Negative feedback may be either explicit or implicit. Explicit negative feedback is in the form of overt error correction. Implicit negative feedback includes negotiation for meaning in the form of clarification requests, confirmation or comprehension checks, repetitions, or attempts to repair communication breakdowns. It may also be in the form of recasts, defined by Long (1996) as utterances which are rephrased by changing one or more sentence components while still maintaining the central meaning of the message. Through negotiation, interlocutors work cooperatively to resolve problematic aspects in the discourse, be it in form or meaning in order to successfully convey message meaning. At the same time, negotiation fosters modified target language output as learners stretch their linguistic ability to convey their message meaning more precisely.

Closely related to feedback is 'focus on form', a term introduced by Long (1996) to reflect the approach that induces a learner to attend to linguistic form while maintaining an overall emphasis on communication and meaning within a meaningful context. Long argues that instruction that specifically draws learners' attention to linguistic form in some meaningful contexts has a more positive effect on the level of attainment in second language proficiency and ultimately, on the rate of acquisition. Some kind of attention to form is necessary for students to notice structures in incoming messages and to allow students to stretch their interlanguage abilities to the maximum. Schmidt (1990) claims that what learners notice in input is what becomes intake for learning. It is further hypothesized that this noticing of input is necessary for input to

become intake that is available for further mental processing in SLA (Tomlin & Villa, 1994). Noticing thus pushes learners into a more syntactic processing mode that will help them to pay closer attention to form or grammatical features of the language.

Therefore, constructivism promotes the learners to construct their knowledge through interactions with the environment and society. They learn collaboratively for the active construction of knowledge at their own paces. This constructivist learning environment can also be supported by the weblogs providing the learners with the opportunity to develop their language skills through social interaction. With regards to the interaction based on the Interaction Hypothesis of SLA, when learners interact with their interlocutors, they have opportunity (1) to negotiate meaning for making input comprehensible, (2) to test hypotheses about their interlanguage, and (3) to get feedback related to their output and modify their output for making it comprehensible.

2.2 Weblog-Based Language Learning

2.2.1 Introduction to Weblogs

Weblogs are web sites where the users can post their writings to share with the readers in public or in groups. In this way, weblogs provide the readers with the opportunities to read the posts. Bloggers who own the blog are able to post photos, pictures, audio, video clips, or any materials including links to other websites and the readers are sometimes allowed to give comments to the posts. The bloggers can edit or delete their posts whenever they need. They are also able to search and add other bloggers to their contacts list in order to share their writings. Since weblogs are both synchronous and asynchronous, the users can access weblogs to read the posts whenever convenient.

Weblogs have changed the way to use the Internet from consumers to creators and contributors of information (Du and Wagner, 2007). Weblogs allow users to share, create, and interact by commenting on each other's posts in order to generate knowledge (Richardson, 2006; Warlick, 2005). According to Fellner and Apple (2006), weblogs were used in language teaching and learning providing valuable advantages and meet seven criteria of task appropriateness as follows; (1) providing students with real learning opportunities, (2) corresponding with students' interests and at various language levels, (3) focusing students on meaning of the posts, (4) providing students with authentic tasks, (5) providing opportunities to acquire new vocabulary, (6) imposing no extra financial burden, and (7) enhancing students' writing practice. Compared to the traditional classroom settings, weblogs can be very effective in many ways. Firstly, students can communicate and collaborate with each other in the target language outside of the classroom. Secondly, students are free to choose where and when they want to work. Thirdly, students can express their thoughts their own pace and in their own space. Fourthly, students' cooperative and autonomous learning are supported. Finally, students are encouraged to be the owner and responsible for their part by self-publishing (Godwin-Jones, 2003; Edwards and Mehring, 2005; Anderson, 2006; Jones, 2006; Mynard, 2007; Sun, 2009).

2.2.2 Types of Weblogs

There are three types of weblogs used in language classroom: (1) tutor blog, (2) learner blog, and (3) class blog. The tutor blog is created by the teacher. It provides information about the course syllabus, assignments, useful links, etc. This type of blog aims to provide students with daily reading and writing practice, websites for language learning, links to related articles, syllabus information, assignments,

discussions or reflections about the course. The learner blog is created by individual students or groups of students. Students own a weblog where they can frequently practice writing and exchange ideas by posting comments on others' blogs. The class blog is the public blog for both the teacher and students. This blog is shared to the teacher and all students in order to freely post writing assignments, images, links, questions, comments, suggestions or any reflections (Campbell, 2003; Stanley, 2004).

2.2.3 Weblogs in Language Classrooms

Several studies reported the advantages of weblogs integrated in foreign language classrooms. In a recent study, Namvar et al. (2009) studied the effect of weblog-based learning by problem solving approach on reflective thinking of English Literature students. The results showed that weblog-based learning positively affected the development of student's reflective thinking. Doris (2009) investigated the extent to which weblogs can facilitate peer review in an advanced German language class. Results indicated that weblogs are potentially valuable tools for peer review. Jones (2006) examined the significance of weblog use for the process writing approach. Results showed that blogging proved to be an effective tool for the process writing approach as evidenced by the numerous benefits for its use that outweighed the drawbacks. Blogging facilitated the students' critical thinking skills; affected the quality of students' writing; provided examples of feedback and entries for the students to read, model, and from which to learn; facilitated meaningful learning for students; gave students a purpose for writing; and motivated students' writing and interaction by publishing for an authentic audience. In addition, Fellner and Apple (2006) utilized student blogs in an integrated CALL program for low proficiency, low motivation university language learners. Learners gain in writing fluency was

described by comparing the number of words and word frequency levels in student blogs at the beginning and at the end of the program. Results indicated that blog-based learning positively affected students' writing fluency.

2.2.4 Weblogs in Writing Classrooms

Weblogs have been utilized by some scholars in writing classrooms. Nelson and Fernheimer (2003) explored whether weblogs were effective for collaborative writing within a small group of students. They pointed out that because blogs consist of brief and frequent posts, they could be very useful for helping students work through the writing process. They also indicated that a writing group blog was useful for students to share individual work because it facilitated revisions negotiated between the writer and readers. Instructors could see the writing projects evolved and followed along as the writer made changes based on collective feedback from readers. Besides, weblogs also inspired self reflection because students can post their observations, and thereby they provided a source of evidence for students' self-assessments. They even maintained that blogs helped students developed a sense of audience in writing process.

Jones (2006) studied on how a weblog was used in L2 process writing classroom. The benefits of weblogs for the process writing were found in this study revealing that blogging served as an appropriate vehicle for the process writing approach for ESL learners. Jones identified specific aspects of blogging that aids the instructional goals, including easy word processing for writing, editing, and revising. Weblogs could be used as tools in writing process class for several purposes; 1) commenting as a source for critical thinking through suggestions for editing; 2) public access of blogs for a broader audience and reader interaction; 3) a platform to create a

discourse community and content ownership; and 4) a web page format for text and visual expression for publishing. Jones also mentioned the other aspects of weblogs that had an impact on a process writing classroom. First, blogs allowed the students to focus on the content of writing and not on creating web pages. Blogging provided easy access for a student to write, edit, revise, and publish papers because blogs did not require an HTML editor or any web page program. Second, public access and the commenting aspect of blogging supported the writing process approach because students provided and received feedback and critiques in order to revise their work. The public access nature of weblogs made the students in the class aware of their audience, which informed their writing decisions. Because of the public nature of blogs, the students received feedback from threaded comments not only from peers within the classroom, but also from other classrooms and readers from other countries.

Tu, Ching, and Lee (2007) explored the effect of the application of a weblog to cultivate EFL students' English writing competency. This empirical study included a guided-writing instruction and a questionnaire survey. The participants of this study were 34 eighth graders at a junior high school. Yahoo! Blog was the platform used and series of setting up procedures was introduced first. Web-based guided-writing tasks are offered to students. After having finished the writing drafts, the participants received the corrections from peer review and teacher review. Then, students were asked to fill out a questionnaire to understand EFL learners' attitudes of these students toward the employment of their weblogs, writing experience and their strategies for Web-based guided writing. The finding showed that this weblog poses a positive impact on the teaching of EFL writing.

Dujsik (2012) employed weblogs to support the writing process of Thai EFL students and provided an opportunity for them to participate in a Thai-Japanese weblog exchange project. The results showed that student bloggers (1) enjoyed blogging due to the perceived reading and writing incentives, the exchange of cultural knowledge, and networking; and (2) employ the writing process to complete their written assignments. These findings suggested that weblogs could foster EFL learners' motivation, development of reading and writing skills, and development of cultural knowledge, and facilitate their writing process via cyberspace.

Sun and Chang (2012) examined how blogs and their interactive and collaborative features helped academically-advanced graduate students' process academic writing knowledge and made sense of their writer identities as writers. Seven graduate students undertaking Master's level study in TESOL and Linguistics participated.

The results suggested that the blog activity not only encouraged these students to actively and reflectively engage in knowledge sharing, knowledge generation, and the development of numerous strategies to cope with difficulties encountered in the learning process. Blogs also endowed students with a sense of authorship as the writers of blog entries and, at the same time, provided a space for them to sort out what being an author entails, their purposes of writing, and their authority in writing.

Drexler, Dawson, and Ferdig (2013) examined a K-12/university blogging collaboration between preservice teachers and third grade students. Research assistance and writing feedback was provided to help third graders complete a five-paragraph essay and online presentation of a Native American tribe. Results suggested that collaborative blogging improved students' attitudes toward writing. Motivation

was seemingly increased by the feedback generated from the collaboration, rather than the use of technology itself. Collaborative blogging, they found, improved students' writing and supported development of related skills and knowledge. In addition to these intended outcomes, a number of unintended benefits emerged from the project. Students transferred knowledge learned during the collaborative project to other academic and social facets of the classroom. Students' technology skills improved even though official technology-related instruction was not provided. Students developed visual literacy skills as they transformed the essays into online presentations. Finally, collaborative blogging enabled differentiated instruction while ensuring success for each student.

It could be seen that weblogs allowed students to post their writings to share with the others in public or in groups. Applying weblogs in a language classroom, students could share, create, and interact with others by discussing or commenting on the posts in order to acquire knowledge or develop language skills. The weblogs provided valuable advantages and meet the criteria of task appropriateness which were deemed facilitative for language learning. They could also be an effective tool for language learning in many ways, especially in writing classrooms. According to several studies, weblogs have been found effective in language classrooms and they have been found to enhance students' reflective thinking, writing skills, writing fluency, and interaction through peer review. They were effective for the process writing approach and collaborative writing. In addition, they seem to improve students' attitudes towards writing and increased students' motivation to write.

2.3 Peer Review in Language Learning

Peer review or peer feedback, in which students exchange their work and comment on each other's writing, offers the opportunity for students to learn from each other and provides a learning experience which is qualitatively different from the usual teacher-student interactions (Saunders, 2005). It also plays an important role in motivating students as it informs them about the degree of their learning and it enable them to distinguish between accepted and unaccepted forms of communication in the target language (Alavi and Kaivanpanah, 2007).

2.3.1 Effectiveness of Peer Review in Language Learning

The peer review approach has important role in language teaching and learning as seen from various studies. Gielen et al. (2010) examined whether peer review can be a substitute for teacher review and which measures can be taken to improve its effectiveness. The results revealed that there is no significant difference between peer review and teacher review; both are of the same importance for the development of students' writing skills. Lin and Chien (2009) investigated the effectiveness of peer review on the writing of English majors from communal, cognitive, cooperative and pedagogical perspectives. The results indicated that most participants stated that peer review positively assisted their English writing. Lundstrom (2006) studied the benefits of peer review to the reviewer, or the student giving the feedback, in the field of second language writing whether it was beneficial to improving student writing and receiving or giving peer review. The results showed that the treatment groups, which focused solely on reviewing peers' writing, made more significant gains in their writing than the control groups.

2.3.2 Advantages of Online Peer Review

In terms of Internet-based learning, online peer review has been demonstrated to have many advantages. Rourke et al. (2008) conducted two case studies, in which two approaches to using peer review to teach coursework to masters students on how to write a research paper in arts administration. The first case study used anonymous and random online calibrated peer review (CPR) while the second used computer mediated peer review (CMPR) within the discussion forum. The results indicated that online peer review proved to be a useful tool for assisting students towards writing a successful research paper, particularly when students are provided with specified assessment criteria, grade-ranking system and set deadlines. It helped them to take responsibility for their own learning process, to value the opinions of others, and to improve their time management as they worked collaboratively towards a common goal.

Ertmer et al. (2007) investigated the use of an innovative instructional approach for online learning peer review. This study examined students' perceptions of the perceived value of giving and receiving peer review, specifically related to the quality of discussion postings, in an online course. The results indicated that despite students' preferences for instructor feedback, the quality of students' postings was maintained through the use of online peer review.

Guardado and Shi (2007) reported an exploratory study of English as second language (ESL) students' experiences of online peer review. The study showed that online peer review, while eliminating the logistical problems of carrying papers around, retains some of the best features of traditional written feedback, including a text-only environment that pushes students to write balanced comments with an awareness of the audience's needs and with an anonymity that allows peers to make critical comments on

each other's writings. An intervention of face-to-face class discussion with teacher's guidance to clarify comments in question is suggested to maximize the effect of online peer review.

Lu and Bol's (2007) compared the effects of anonymous and identifiable electronic peer review on college students' writing performance and the extent of critical peer review. Results showed that students participating in anonymous e-peer review performed better on the writing performance task and provided more critical feedback to their peers than did students participating in the identifiable e-peer review.

Blackstone, Spiri, and Naganuma (2006) reported on an innovative approach to the implementation of a cycle of blogging activities within different levels of courses in an English for academic purposes composition program in an English medium university in Japan. The researcher concluded that regular blogging encouraged more autonomous learning. When a student's audience included his or her classmates, the teacher and potentially anyone with an internet connection, motivation to engage in meaningful written communication appeared to increase. At the same time, when a teacher utilizing blogs implements a "blogging buddy" system, which assigned each student a peer review partner to help with editing before a piece of writing (the blog post) is uploaded, the result can be an effective means of facilitating greater learner interaction and reflection on skills development. This study revealed that students expressed extremely positive attitudes toward both blogging and the blogging buddy system.

Wang (2009) investigated blog-based electronic feedback (e-feedback) with respect to linguistic characteristics, accuracy levels, and revision rates, in the hope of discussing possible pedagogical recommendations for a blog-based English writing

environment. Results showed that EFL students commented on writing in a rather unbalanced manner, highlighting micro-level and weakening macro-level components. Also, the accuracy level of comments provided did not significantly predict student revision. Considering the results, it was recommended that students be provided with peer-editing training before the outset of peer editing on CMC modes, and be encouraged to collaborate with peers in a moderate or large group size for weblog-based peer-editing.

Abidin, Pour-Mohammadi and Hamid (2011) investigated the use of a weblog incorporated into the teaching, learning process to make it meaningful where the construction of knowledge comes from students and the help from peers. This study employed a qualitative approach and triangulation along with thorough observations, informal interviews, and personal reflections. Learners were encouraged to collaborate more through sharing ideas, and write in the process of learning. The study depicts how blogging is beneficial to the learning of a foreign language where learners have to delve into a task which is totally different from the conventional writing task practiced within the classroom. The findings showed that respondents; active participation and contributing assistance were continuous throughout the process. They indicated obvious readiness, eagerness and satisfaction. This study also found that the promoting peer collaboration through blogging produced positive results even to students with average proficiency level.

Vurdien (2011) investigated the enhancing of writing skills through blogging in advanced English as a Foreign Language class in Spain. This study aimed to enhance writing skills in specific writing tasks, ascertain the effect of the learners' feedback and foster collaborative skills. This study argued that personal blogs can

motivate students to build their writing skills through self-reflection and peer review. The engagement in negotiation of meaning between peers led to better planning and the choice of the right register/style required in each task prior to writing and submitting their work. Collaborative skills were also fostered through students' regular interaction in the blogs. For meaningful learning to take place, pedagogical intervention could encourage students to take their peers' comments into account so that they can edit their own work with a view to enhancing their writing tasks and producing mistake free texts.

It could be seen that many studies have demonstrated the peer review has played an important role in language learning since it provides students with the feedback that they can utilize to improve their language skills, especially writing. Several studies also proved that peer review was effective for enhancing students' writing, including weblog-based writing. Several studies have found that both peer review and teacher review were of the same importance for the development of students' writing skills. Peer review was a useful tool for students' successful writing tasks. In particular online peer review assisted students to maintain the quality of their posts while retaining some of the best features of traditional written feedback. Participating in an online peer review, students performed better on the writing performance tasks since they utilized the feedback or comments to revise their tasks.

2.3.3 Peer Review Training

It is important that teachers train students to perform peer editing and model the process for students since it provides the opportunity to benefit the most from this task. Many scholars stated that without proper peer editing training, students are

unable to reach the desirable and profitable outcomes. The following studies revealed evidence on how peer review training conducted before students perform this task might be needed.

Zhu (1995) utilized a small group conference approach for training L1 peer responders in university freshman composition classes. Students in the experimental and control groups were provided a demonstration video to learn some fundamental concepts about peer response. The experimental group was allowed to meet the instructors in groups of three for three times during the semester. Each teacher–student conference consisted of two phases, a read aloud by a volunteer student of his/her essay with peers reading along, followed by a discussion of the essay and suggestions for revision. During the discussion session, the instructors not only encouraged responders to critically mull over the merits and shortcomings of the essay and to provide specific suggestions but also demonstrated tactics writers could employ to illicit feedback and seek clarifications from their responders. It was found in this study that the peer response training had a significant effect on both the quantity and quality of feedback.

Berg (1999) examined how trained peer response shapes ESL college students' revisions and revision quality. This study aimed to investigate on how trained peer response shapes ESL college students' revision and writing quality. This comparison showed that the trained peer response group made significantly more meaningful changes than the untrained group, and the quality of revisions made by the trained peer response group was significantly better than that of the untrained group, regardless of students' L2 language proficiency. In summary, training students in peer response led to positive effects on ESL students' revision types and writing quality.

There was a significant difference in revisions as a result of peer review before and after peer review training, so trained peer review did have a significantly higher impact on students' revisions after peer review training. Also, results show that trained peer review enhanced the quality of students' revisions. Moreover, most of the revisions post peer review training was improved in terms of idea development, unity, and organization.

Min, (2006) examined the impact of trained responders' feedback on EFL college students' revisions, both in terms of revision types and quality. After a 4-hour in-class demonstration and a 1-hour after-class reviewer-teacher conference with each student, the instructor or researcher collected students' first drafts and revisions, as well as reviewers' written feedback, and compared them with those produced prior to training. The results showed that students incorporated a significantly higher number of reviewers' comments into revisions post peer review training. The number of peer-triggered revisions comprised 90% of the total revisions, and the number of revisions with enhanced quality was significantly higher than that before peer review training. The researcher concluded that with extensive training inside and outside of class, trained peer review feedback can positively impact EFL students' revision types and quality of texts directly.

Shatila, S.A.S. (2010) conducted an action research investigating the effectiveness of trained peer response on ESL students' revision types and writing quality. The study lasted for two weeks and consisted of six stages; training and modeling, one-on-one ten- minute student-teacher conference, writing the first draft, peer- editing, writing the second draft, and one-on-one follow up interview with the students. The results of the study were triangulated and indicated that the students made more meaning changes than surface-level changes, and that their writing quality

of the second draft improved. These findings revealed an improvement in students' writing quality in an ESL context in favor of training in peer editing.

The studies mentioned above revealed the crucial role of peer revision training prior to the utilizing of peer review in writing classrooms in order that students have confidence to perform a qualified peer response activity. The evidences mentioned previously also revealed both quality and quantity in students' writing products. Besides, peer revision training yielded an improved quality of peer review performance, written text, ideas development, unity and organization of writing pieces. Moreover, peer review training enhances the improvement of students writing quality writing context as well.

2.3.4 Disadvantages of Peer Review

Although many studies showed evidence of the benefits in employing peer review in teaching writing, many scholars still maintain the discussion of its drawback. Mangelsdorf (1992), revealed both advantages and problems students perceived with peer review. This study investigated what 40 advanced students thought about peer review in a freshman composition course at an American university. On the one hand, the students considered peer review especially beneficial in improving the content of compositions. On the other hand, they did not trust peer review either due to student inability to critique peers' texts or to student disinterest in the texts. Hyland, (2000) found that many English teachers were still skeptical of peer review since the quality of feedback as well as its time consuming nature still make them unsure about using the technique. It might not worth spending time performing this activity since ESL/EFL students may think that their peers have the same or lower level of English proficiency as they do; therefore, they raised the question whether their peers review are really correct or not. Hence, students do not take

their peer review seriously or even ignore it. Similarly, Chong, (2010) mentioned that many teacher students in Hong Kong were hesitant in employing peer review activity in their writing classrooms. These teacher students mentioned that peer editing was time consuming and most students believe in teacher feedback, not classmates' feedback. Besides, the class size was too large which yielded consumption of time. Most students also did not trust their classmates' comments. In their opinion, they found that students did not have enough linguistic knowledge. The education authorities, school staff and English panel did not advocate the practice of peer review. In addition, Kinsella, (1996) mentioned that very few students liked using group or pair work editing activities based on grammar tasks. They preferred individual work rather than group or pair work since students wanted to practice grammatical skills on their own. Moreover, some other ESL students worried that they might learn wrong grammar from their peers. Some studies found other the disadvantages of peer review for example; Miao et al. (2006) examined a comparative study of peer and teacher feedback in a Chinese EFL writing class. It was found that students did not entirely rely on or accept the comments received from peers. However, this study suggested that this was a positive finding because the more students doubted the feedback, the more likely those students would develop their own independent ideas they had for the revision.

Kaufman, J.H & Schunn, C. D. (2008) investigated students' negative perceptions about an online peer assessment system for undergraduate writing across the disciplines. Specially, this study considered the nature of students' resistance to peer assessment; what factors influenced that resistance; and how students' perceptions impacted their revision work. The findings indicated that students sometimes regarded peer assessment as unfair and often believed that peers are not

qualified to review and assess students' work. Furthermore, students' perceptions about the fairness of peer assessment drop significantly following the students' experience in doing peer assessment.

In conclusion, although employing peer review yields both advantages and disadvantages, nevertheless; Hirose, 2001 mentioned that the use of peer review in writing classroom is becoming increasingly common. Similarly, Kulsirisawad, P. (2012) agreed that peer review had many benefits to students in developing their writing. It helped them enhance not only writing skills, but also reading skills, critical thinking skills, and self-evaluation skills. However, for the Asian cultures, it seems to be difficult to get all the benefits from the peer review technique since there might be cultural barriers which can be quite strong in the classroom. Teachers can find it hard to persuade students to give sincere feedback to their peers or accept and follow the feedback they receive. Nevertheless, regarding its benefits, the peer review technique is still worth using in the writing classroom. It becomes a teacher's responsibility to help and prepare students to be ready for this challenging technique.

2.4 Writing Instruction

Writing is not only the physical act of committing words or ideas to some medium but it also is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to the reader. It can be both a process and a product. To create a writing product (a paragraph, essay, letter, story, or report), the writer, generally, follows the process; aging, organizing, drafting, editing, reading, and rereading (Sokolik, 2003).

2.4.1 The Process Writing Approach

In 1911, writing instruction began to include the entire process of writing; invention, drafting, giving feedback, and revision, and not just the product. Writing instruction should be based on the process approach. Kroll (2001) points out that students engage in the writing tasks through the process approach rather than the single-shot approach. The process writing approach is in a cyclical fashion which encourages brainstorming, drafting, writing, feedback, revising, and editing. These activities support the idea that learning to write is more than creating a final product. That is, it is to learn a series of skills leading to that product.

The characteristics of the process writing approach are that writing process is learning how to write by writing. Its instruction focuses on the process of how students write rather than the end product that students write (Hyland, 2003). Kroll (2003) says that rather than the view of writing as a production of previously learned syntactic or discourse structures, the process based approach emphasized the view of writing as a process of developing organization as well as meaning (Kroll, 2003). Furthermore, writing is a complex, recursive and creative process or set of behaviors that is very similar in its broad outlines for most second language writers (Kroll, 1990). In addition, the teaching and learning of writing has recognized the importance of the process of creating a text. The instruction of process writing is generally led by the writing teacher focusing on a specific process to engage students from random thoughts to a well-organized and well-developed piece of writing. Students may move back and forth among these writing processes (Chao, 2008). However not all writers go through the same process, the basic outline of the various phases of writing include prewriting, drafting, revising, editing and publishing. Though L1 and L2

writers might follow a similar process, L2 writers also engage in translating from the native to the target language which occurs intermittently at various stages (Silva, 2009). Similarly, Hughey et al. (2011) mention that in writing process; writers do not follow a neat order of planning, organizing and writing procedures. It is recursive, a cyclical process during which writers move back and forth on a continuum, discovering, analyzing, and synthesizing ideas and ultimately editing for grammatical, mechanical accuracy, which should come in the final stage. In addition, the L2 writer in the writing process is seen as an active thinkers rather than a passive one to be supplied with or instructed in prespecified content or grammar rules. Teachers and learners should be collaboratively involved in discovering what written language is and how a piece of writing is produced (Hughey, et al., 2011).

2.4.2 Stages of the Process Writing Approach

L1 and L2 writers follow similar stages which consist of prewriting, drafting, revising, editing and publishing. According to Jones (2006), the general stages of the process writing approach are described as follows.

1. Prewriting: emerging thoughts are generated through talking, drawing, brainstorming, reading, free writing, note-taking, free-associating and questions in order to generate ideas and find topics.

2. Drafting: this is a rough, exploratory piece of writing in which ideas are organized and written up into a coherent draft; this stage of writing should not be evaluated, but supported. Topics and concepts are generated through “quick-writes”; free writing; graphic organizers; journals; learning logs.

3. Revising: this includes looking at the work though a different perspective through another reader, peer-response group, and oneself by rereading and

considering other people's questions and comments. Responses at this stage typically focus on meaning, not correctness. Activities include conferencing; getting feedback; sharing work; responding to comments, suggestions, reflecting on own writing (meta-writing). A variety of responses (as opposed to just the teacher's) promotes awareness of a diverse audience, which helps make the writing more complex and interesting.

4. **Editing:** students have teacher conferencing sessions, and/or form peer editing groups in which they do proof reading; spell checking; sentence structure, grammar, punctuation, and vocabulary corrections; and modifying and rearranging ideas. Teachers can also provide focused mini-lessons based on students errors in specific areas such as punctuation, mechanics and grammar.

5. **Publishing:** in this stage students share their final versions of writing with others.

2.4.3 Principles for Writing Instruction

Sokolick (2003) proposes the principles for writing instruction as follows.

1. Understand students' reasons for writing.

It is important to understand both the teacher's and student's goals for writing. The teacher's goals should match the student's or match those of the institution in which the student works. This helps the teacher to find a focus for the writing that is to be done in the class.

2. Provide many opportunities for students to write.

Since writing is also a physical activity, it requires lots of practice. The more students practice, the more their writing improves. Students should be provided with different types of writing practice such as short responses to a reading, journal entries, letter writing, summaries, poetry, etc. Writing instruction should be spent on practice

most of the time for.

3. Make feedback helpful and meaningful.

Feedback given on a student's writing should be clear so that students can use it to adjust their writing. Correcting a student's writing should not be done, but summary comments that instruct students to look for problems and correct them on their own should be provided.

4. Clarify how to evaluate students' writing.

A rubric; a kind of scoring grid elaborating the elements of writing that are to be evaluated, should be developed and clarified for both the teacher and students. This rubric should include the weight of grammar and mechanics in relationship to content and ideas, as well as other important features of writing. Generally, there are three types of rubrics: (1) non-weighted rubric, (2) weighted rubric, and (3) holistic rubric. The non-weighted rubric provides descriptions of writing quality by level across other writing criteria. The levels may be divided into excellent, adequate, and inadequate. While the weighted rubric breaks the writing skills into categories and sub-categories and a specific point value is assigned to each. In terms of the holistic rubric, it describes the overall qualities of writing assignments as excellent, good, fair, and unsatisfactory. These descriptions can be tied to grades (A, B, C, etc.). The teacher then choose the description that fits the assignment.

2.4.4 Technology in Writing Instruction

Technology has been applied to the teaching of languages for decades. Tape recorders, language laboratories and video have been in use since the 1960s, and are still used in the classrooms around the world (Dudeny and Hockly, 2007). After that during the 1980s, personal computers became widely available in North American

schools, colleges and universities (Feris and Hedgcock, 2005). Nowadays, with the advancement of computer technology, new ways of mediating language learning have emerged. Like language lab, Computer Assisted Language Learning (CALL) has a relatively long history in the teaching and learning of language (Saettler, 1990). Computer-based materials for language teaching typically required learners to respond to stimuli on the computer screen and to carry out tasks such as filling in gapped texts, matching sentence halves and doing multiple choice activities and text reconstruction in its early stage (Dudeny and Hockly, 2007). Today, a great number of these technologies are designed for and employed to develop language skills, especially writing skills. For example, drill and practice, automated essay scoring, and web-based peer reviews are widely used in personal and institutional language training (Kelley, 2008).

With the broad expansion of computer assisted language learning, writing teachers and researchers also expressed almost limitless optimism and enthusiasm about the potential of word processing and other computer-based writing tools to facilitate students' writing processes and improve their end products (Feris and Hedgcock, 2005). MacArthur (2006) claims that the benefits of technologies in English writing instruction has proceeded similarly to the integration of electronic technologies which engage students as writers or producers rather than just readers or consumers. From publication of class newsletters to e-mail project to hypermedia web-pages, to blogs and magazines, computers offer students opportunities to create new types of documents. At the same time they are changing the new ways in which traditional text is produced. New technologies promise to become increasingly important in schools as tools for inquiry and learning, as well as means for

communicating and composing (MacArthur, 2006). However, within a few short years, after this enthusiasm was tempered by caution, some researcher claimed that students planned less, revised less (or at least not more) and paid more attention to sentence-level concerns when composing with computers (Haas, 1989; Barker, 1987). Therefore, researcher in the early 1990s began to adopt a more moderate view of computer-assisted writing instruction and a judicious middle ground for technology in literacy instruction was established. It is now understood that computers cannot teach novice writers how to think, plan or revise nor can they magically transform inexperienced writers into proficient writers or replace teachers' roles in providing instruction and feedback. Nonetheless, computers can make many dimensions of the writing process easier, rendering writing more enjoyable, improving students' attitudes and reducing anxiety about writing, particularly among ESL writers (Feris and Hedgcock, 2005).

Later, by 1995, one of the most important developments of computer technology to impact education is the development of the Internet. It has subsequently caught on at schools allowing anyone with the right software to create their own website and complete research in a quick and efficient manner (Murdock, 2007). The advent of high bandwidth and powerful computers has produced a new form of knowledge which is based on the interaction of people, information, technology and new social organizations (Molnar, 1997). Writing teachers integrate the Internet into their writing classrooms by creating activities such as peer conferencing, one-on-one discussion with the teacher and buddy editing etc. Teachers are also able to take benefits from the Internet since it contains many valuable websites (Strangman, 2001). Kelley (2008) similarly says that as the depth and breath of the World Wide

Web expands potential access to authentic language resources in a multiplicity of forms exponentially. Never before have language teachers had so much teaching material at their disposal. Moreover, the connection to the Internet; allows students and students including students and teachers, help each other through the writing process, which means that through the use of the Internet, students are able to work collaboratively on writing with other students and the teacher to expand ideas, get feedback and learn about different perspective on writing (Strangman, 2001).

In addition, connection to the Internet provides opportunities for both students and teachers. Students are able to access online dictionaries for English and other languages, website for writing resources such as grammars, usage and style guides. For teachers, many excellent resources offer quick access to professional organizations such as TESOL, IATEFL, ERIC and TESL journal (Kroll, 2003). Kroll (2003) also emphasizes that all types of the Internet network arrangements have the potential for motivating L2 students to write and to revise in response to a real audience for helping them to experiment in their writing and for empowering them to seek out the resources they need for developing their ideas.

As the use of technology in language classrooms has increased dramatically over the past years, second language teachers have recognized and acknowledged its value for teaching and learning. The research therefore moved from its early stages which involved examining how to use it and see what happens in practice of using technology in writing classes in which glorious accounts of positive experiences of technology in the classroom or lab of early adopters were exemplified. These movements looked to the implementation of technology in using it pedagogically and effectively towards the practice of using technology to support pedagogical goals

(Jones, 2006). The research spotlight has been on implementing technology into classroom and curriculum design and on technology-enhanced language learning activities that are meaningful to students and compatible with pedagogical goals (clear and specific learning objectives). There remains an interest in examining the effects of writing technology on learning (Zhao, 2003). Most of the articles reviewed on technology focused on its impact on writing, while some focused on writing goals and objectives and how technology supports them. There are also some researchers who found the use of various technologies (e.g., word processing, telecommunication technology, e-mail, a project using a personal computer in the classroom to teach the writing process, computer writing systems, computer-assisted writing software) increased the quantity and quality of student writing more than with traditional instructional methods; additionally, students' attitudes toward writing on the computer improved (Jones, 2006). In addition, some researchers have also found that ESL and EFL writing skills improved significantly by those students who used word processing, a computer-mediated networked environment, and Web-based materials (Al-Jarf, 2004). However, there are still some ESL and EFL researchers who found some contradictory findings on different types of technology on student achievement. This group of researchers have failed to find significant differences in writing quality and students' attitudes towards the use of technology in writing class.

It could be seen that the writing instruction was primarily focused on the process approach which encourages students to learn a series of writing skills leading to the final product of writing. To teach writing using a process approach, the teacher should understand students' reasons for writing, provide them with more opportunities to write and opportunities for meaningful feedback, and a clear

predetermined rubric for evaluating their writing. Technology, especially weblogs, can be implemented to facilitate the process writing approach in the writing classroom. However the overall effectiveness the new technology to enhance students' writing skills still needed to be investigated further.

2.5 Models for Weblog-Based Writing Instruction

Some scholars who have proposed models for weblog-based writing instruction include some of the followings.

2.5.1 The Weblog Text-image Transmission Model

Chuang and Shih (2011) proposed the Weblog Text-image Transmission Model (WTTM) for a writing process model. These scholars explain that there are inner and outer circles in this model, the inner circle represents the process of writing and the outer one represents the task environment. The task environment includes the social and physical environment. Weblogs and pictures constitute the physical environment. The discussion and publishing records between peer pupils constitute the social environment. There is interaction between both these environments and the writer's cognitive process. This model focuses on guiding the participants through a series of photos and guiding questions to facilitate their writing of events and descriptions of familiar personnel through the use of interactive weblog features. This kind of easy text and graphic publishing has paved the way for convenient presentation of both verbal (text) and pictorial or graphic (non-verbal) media for participants to use in writing activities.

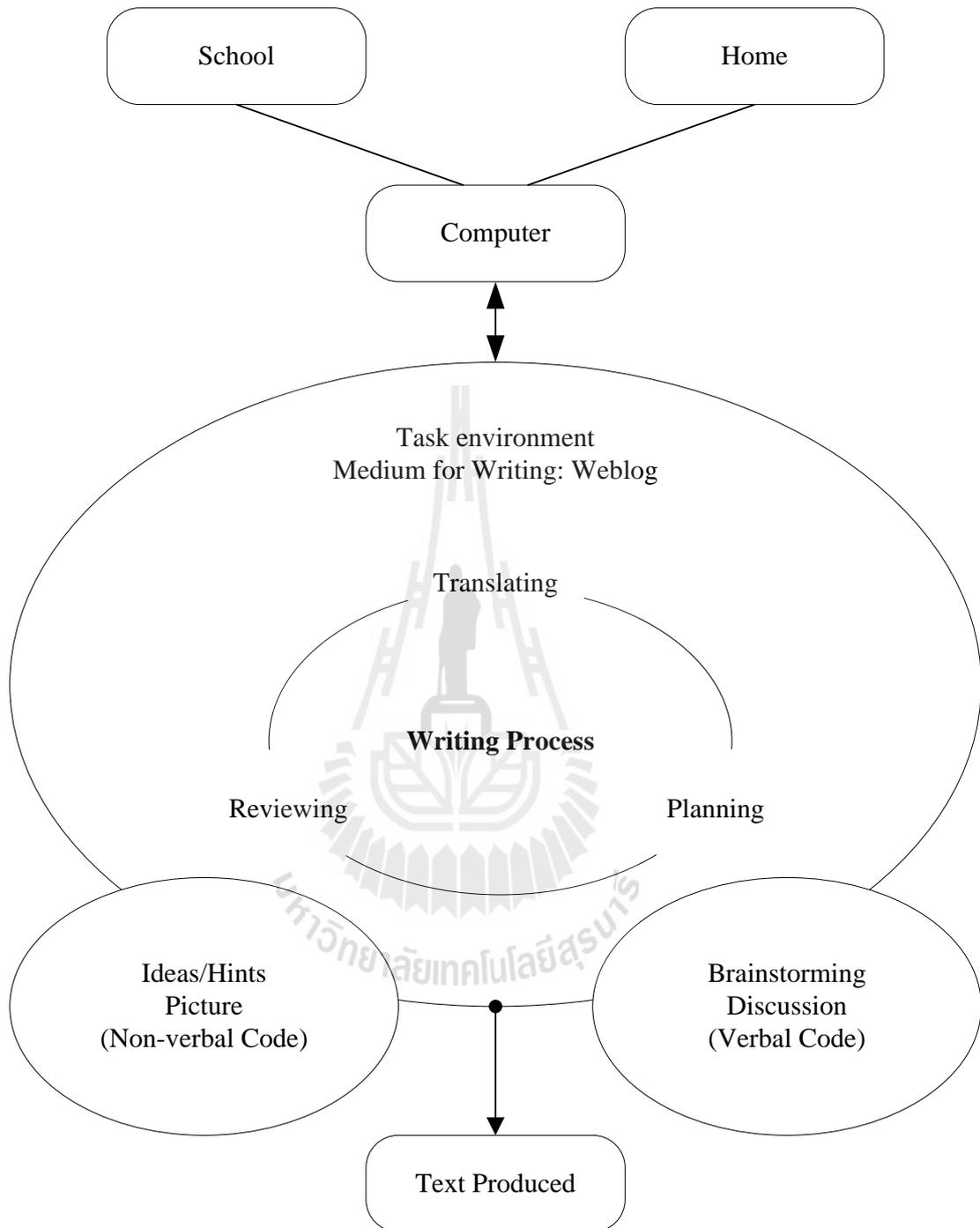


Figure 2.1 Weblog text-image transmission model

Note: From "Design and Implementation of a Model for Using Blogs in Writing Class for Schoolchildren" by H. Chuang, and C. Shih, 2009, p. 102.

2.5.2 The Blogging Chinese Language Composition Instructional Model

Lou, Wu, and Shih (2010) developed a model called the blogging Chinese language composition instruction model. In this model, students and instructors interacted in the blogging instruction based on the implementation of procedures and learning units. The model consists of the following steps.

Step 1: Construct a Chinese language composition instructional blog.

The blog included functions such as labels, a message board, connection, publication, RSS, and management. Students were able to leave messages and post articles, pictures, and videos. Features of the blog, such as large volume, fast, easy to manage, and free, made the blog suitable for instruction.

Step 2: Create files of students' personal information, teaching materials, and grades, a discussion forum, and practice area in the blog.

Step 3: Guide the participants on how to use the blog, submit assignments, and post materials on the forum and confirm that everyone could enter the blog to practice before the experiment.

Step 4: Have students take an initial writing test in a narrative or lyric genre to assess their composition ability pre-intervention before receiving blogging.

Participants were asked to finish one article of about 600 words in 50 minutes. After the test, the instructor and another Chinese language instructor scored the articles. The scoring standard was based on a composition ability index set by the Ministry of Education in Taiwan. The pre-test score was the average of the two raters' scores.

Step 5: Post the content of the experimental instruction on the blog on different weeks. Content areas included; wording and language cognition; the use of

rhetoric; the enhancement of sentences; the application of imagination; the logical organization of sentences; the cognition of key points in paragraphs; meaning analysis; and reading reflection.

Step 6: Ask students to finish the assigned reading each week, upload the assignments to their personal files, and upload learning reflection or comments on other classmates' works on the forum.

Step 7: Grade for students' assignments and post comments or modifications directly on each student's assignments on the webpage.

All students could browse both their own and each others' personal files to read the instructor's grades and comments. Grades for each weekly assignment were announced the following week. Students could learn their grade by checking the grade file.

Step 8: Have students take a second writing test with a similar writing style and grading process after the experimental instruction.

The average of the two raters' scores was treated as the post-test score. The degree of difficulty in the two tests was similar.

This model is shown on the next page.

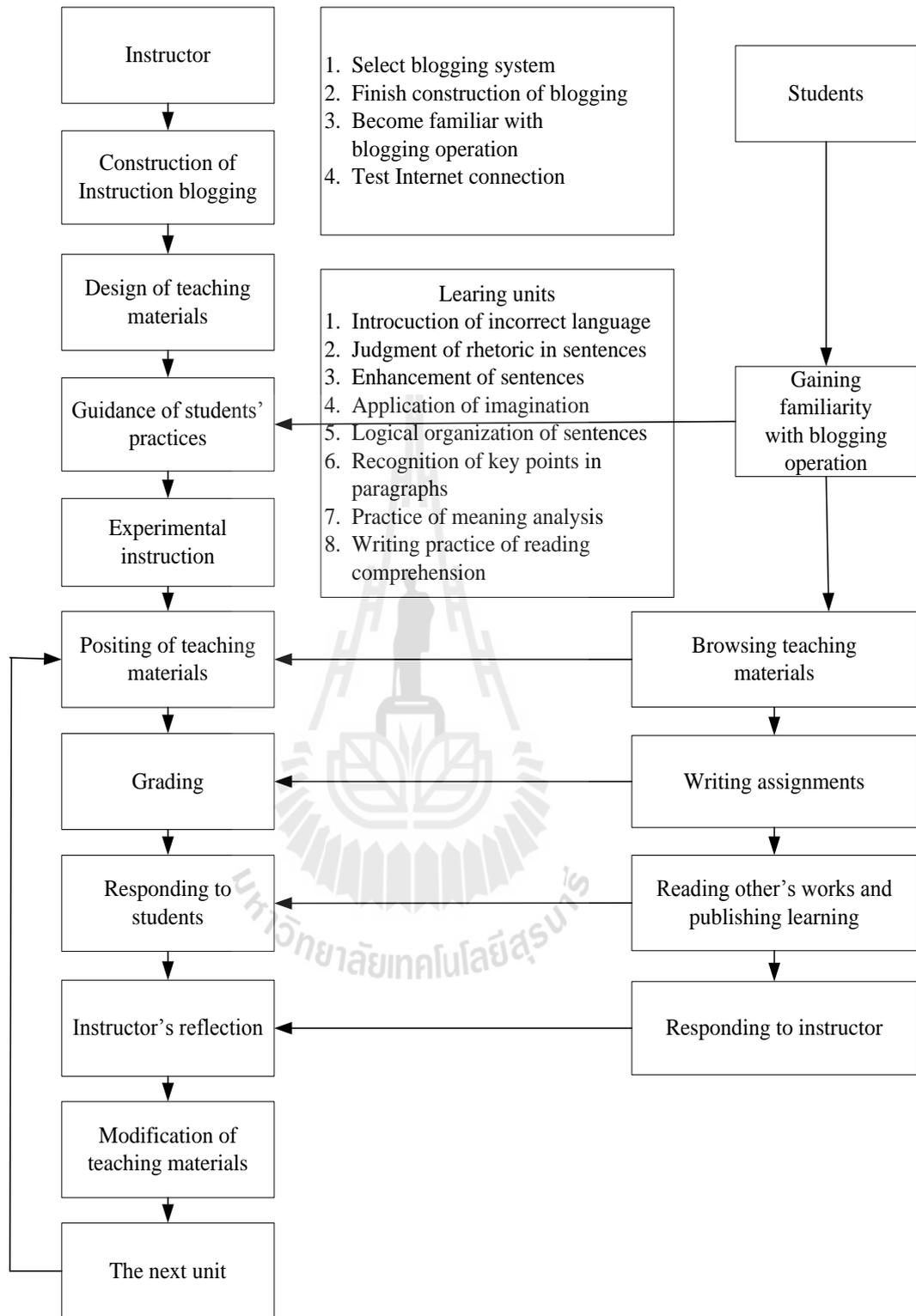


Figure 2.2 The blogging Chinese language composition instructional model

Therefore it could be seen that the Weblog Text-image Transmission Model focuses on providing the learners with photos and guiding questions to facilitate their writing through the use of interactive weblog features, whereas the blogging Chinese language composition instructional model focuses on the steps of writing, which assist the learners in planning of their writing and developing of their writing through the interaction with their peers and instructor.

2.6 Related Studies

There are a number of other published studies related to the utilizing of weblogs in a writing classroom that the researcher has reviewed which are as follows.

Holmes (2005) investigated the purposes of using weblogs in post-secondary writing courses from thirty-two college writing teachers across the country. It was found that several teachers used weblogs for many different purposes. They used weblogs (1) as a public space with a broad audience, (2) to post student works, (3) as a journal, (4) to reflect on course-related assignments, (5) for student discussion and interaction, (6) to explore and share ideas, as well as brainstorm, (7) to engage with and respond to assigned readings, (8) for collaborative projects, (9) to link to Web materials, (10) to ask and answer questions related to the course, and (11) to discuss topics not necessarily related to the course. The teacher also viewed that there were nearly endless uses for the space that have yet to be explored.

Bella (2005) examined whether weblogs enhanced students' writing abilities and writing skills or not. The subjects used in this study were two fifth grade classes who both used weblogs in their classrooms. They used weblogs as a daily log of class events. Each student took turn recording the events and posting them into the

weblogs. Results showed that weblogs did improve students' writing abilities and skills. There was an ample amount of evidences of both rich contents and author's crafts. The students included descriptions, explanations, analyses, inferences, and vocabulary in their blog entries. They wanted their audience to understand exactly what they were describing. They desired them to have a clear picture in their minds. They used critical thinking to make the writing deeper and more logical, and they enhanced it by adding advanced vocabulary. The use of advanced vocabulary in a student's writing piece showed evidences of high-quality writing. However, on the other hand, the data showed that weblogs did not improve the students' use of writing conventions. Both classes included a large amount of grammatical and spelling errors. The reason for this could be that the students are eager to finish their writing and get it published online for everyone to see and read. Therefore, they rushed or did not proofread and left many conventional errors.

Fellner and Apple (2006) examined the improvements of writing fluency achieved by using blog for free-writing among a group of low proficiency, low motivation students in a seven-day intensive CALL-based EFL program implemented at a four-year private university in western Japan in September 2004. Over the course of the program, student performed a variety of CALL tasks, including web listening, reading and vocabulary-building. Learners posted email messages to the class in the free writing blog during a 20-minute timed session every morning of the program, and in the process improved their writing fluency. The blog writing activity was chosen by the instructors as a suitable CALL tasks as it met the seven criteria to determine task appropriateness which consists of language learning potential, learner fit, meaning focus, authenticity, positive impact, practicality, and enhancement. The measurement

of writing fluency derived from a simple word count of the student's blog entries which showed an overall increase in numbers of words produced from the beginning of the seven-day program through the end of the program. It was found that the average word count for students email postings to the class blog was a mere 31.5 on the first day of the seven-day program. By the end of the program, this number had jumped dramatically to an average of 121.9 words, representing an overall increase of nearly 350%. The researchers mentioned that this was an astounding increase over such a short period, especially considering the low proficiency level and low motivation of the students involved. The highest individual student increase was from 31 to 185 words, or almost 600%, while the lowest word count increase was a mere nine words (from 53 to 62). The researchers also claimed that based on this data it seems logical to conclude that students' writing fluency improved significantly throughout the duration of the program.

Jones (2006) examined how ESL students would respond to the use of weblogs as a pedagogical tool for the process writing approach in an ESL writing class. This study sought to examine; 1) the aspects or characteristics of weblogs which are useful for the writing process approach, 2) students' perceptions or reactions and experiences in using weblogs for writing tasks, and 3) the researcher's perceptions and experiences in using weblogs to teach writing. The participants were high intermediate ESL writing class students at a community college in Southeastern Texas, the United States of America, whose ages ranged from 26-45 years old. The participants were selected by purposive sampling. There were 18 students who enrolled in the Spring 2005 ESL writing class, 5 males and 13 females. The class consisted of students from countries like; Cambodia, China, Colombia, Jordan, Korea,

Mexico, Panama, the Philippines, and from the United States where this study took place. Students in the ESL writing class were required to write eight assignments using a variety of writing styles and topics. The writing assignments included seven paragraphs writing and one essay. The result of this study revealed that the aspects of weblogs that aided the instructional goals such as (1) easy word processing for writing, editing and revising, (2) tools such as commenting as a source for critical thinking through suggestions for editing, (3) public access of weblogs for a broader audience and reader interaction, (4) a platform to create a discourse community and content ownership, and (5) a web page format for text and visual expression for publishing. Additionally, other aspects that served the instructional goal for the class included the fact that blogs allowed the students to focus on the content of writing and not on creating web pages. Moreover, it was found that all students liked the blogging aspect of the class for writing tasks. Students did what they were supposed to do such as writing, posting, commenting, editing, and revising. They also improved in their tasks as the semester progressed. However, the major drawbacks that the students encountered were also found. They dealt with issues of confidence and lack of trust for peer editing and group work. Ultimately, the students survived trials and tribulations with technology, blogging, and writing as evidenced by what they wrote in surveys, questionnaires, and journals. Overall, Jones concluded that blogging was a constructive learning experience for the ESL writing students. In term of the researcher's perceptions and experiences in using blogs for teaching ESL, Jones said that the class process of writing, editing, and providing feedback worked out well, even though there were a few minor obstacles. These obstacles were related to technology, peer editing, and audience participation. In contrast, there were

advantages points that involved audience awareness, blog site designing, and positive feelings as a result of receiving feedback from outside readers. The researcher of this study concluded it was satisfied with the accomplishment of using blogs for the process writing approach for ESL students in the high intermediate writing class.

Amstrong and Retterer (2008) examined the effects that weblogs might have on intermediate students of Spanish language. The students were assigned to write on their personal blogs for graded assignments and on the community blog discussion for ungraded assignments. The results revealed that students wrote more words for ungraded assignments on their personal blogs. In the nine graded assignments, students wrote an average of 1,300 words while students wrote for ungraded forums an average 1,775 words. The students wrote online more than 3,000 words a semester while the traditional classroom wrote fewer than 3,000 words a semester, between 250 under 3,000 words. It also showed that the sub group of students, who wrote significant amounts defined as at least 3,000 words of the class average, did improve their accuracy in the appropriate use of verb tense and aspect and increased the complexity of their sentences defined as increase in words. In addition, all 100% of the students responded that they felt somewhat or much more comfortable writing in Spanish at the end of the semester and 100% of students expressed that they felt somewhat or much more confident in their abilities to manipulate the verb forms in Spanish. In terms of students' reactions, it was found that over 76.9% of the students said that they liked writing on the blogs, and more than 7.6% indicated that they really liked it. However more than 15.3% indicated that they did not like it. Sixty-nine percent (69%) of the students indicated that they liked using the software to post their assignments. Sixty-nine percent (69%) indicated that they felt that they wrote more

because they were writing online. Ninety-two percent (92%) of the students felt that the software was moderately to very easy to use. This study concluded that by the end of the semester, 81.25% of the class had posted to the community blog at least twice a week. One hundred percent (100%) of them responded that they felt more comfortable writing in Spanish; and 100% indicated that they felt more confident in their ability to manipulate verbs forms in Spanish. The comparison between the experimental group and traditional class revealed that students the experimental group of students wrote online more than students in the traditional classroom.

Fageeh (2011) examined the effects of blogging on students' writing proficiency and attitudes in an intermediate level EFL College writing class. The participants were fourth-year students of the English Department (n = 25 for the experimental group, and 25 for the control group), King Khalid University in Abha, Saudi Arabia. They were enrolled in a writing English 217 (Writing IV) class during the Second Semester 2010. The findings indicated that the students perceived the weblog as a tool for the development of their English, in terms of their writing proficiency and attitudes towards writing. The students also expressed that the weblog gave them the opportunity and freedom for self-expression in English, writing for both a local and global audience, creating active and interactive social exchanges in blogs, and maintaining an interactive relationship with a real time readership. The researcher concluded that overall, students expressed positive attitudes towards the use of a weblog. These findings suggest that weblogs can provide learning motivation and opportunities for authorship and readership, as well as the development of writing skills in college writing syllabi.

Khampusaen (2012) also examined the outcomes of a blogging collaboration project among university students on their essay writing skills. Writing feedback was provided by peers and the instructor on the weblog to help students to write their essays. The findings suggested that collaborative blogging improved students' attitudes towards writing. Feedback increased students' motivation to write. Collaborative blogging improved students' writing and supported the development of related skills and knowledge. Students' writing skills were improved as a result of feedbacks gained from peers and the instructor. It appeared that collaboration, rather than the use of technology, encouraged students to improve their writing skills. In addition, students' technology skills improved even though direct instruction related to technology was not provided. Students developed clear literacy skills as they published their essays online. Blogging in writing class helped students to become autonomous learners. Finally, collaborative blogging enabled differentiated essay writing instruction while ensuring success for each student.

From the related studies, therefore, it could be seen that weblog have been seen as effective tools for enhancing students' writing abilities and skills as well as writing fluency since they provided students with language learning activities which facilitated an improvement in students' writing. The students also perceived that their learning experiences were good and expressed positively to experience of weblog-based writing. However, these studies did not provide a clear way how to apply weblogs in a writing classroom, since the outcomes of weblog use seemed to be emphasized more than the procedures of using it. The present study, thus, seeks to investigate an effective way how to use a weblog for teaching writing with primarily focus on developing a weblog-based English writing instructional model.

2.7 Summary of the Chapter

This chapter reviews the literature used as a conceptual framework for developing a weblog-based English writing instructional model. The reviewed literature includes (1) learning theory, (2) weblog-based language learning, (3) peer review in language learning, (4) writing instruction, (5) models for weblog-based writing instruction, and (6) related studies.



CHAPTER 3

RESEARCH METHODOLOGY

In order to achieve the research objectives as stated in Chapter 1, the researcher conducted this study based on the Seven-Step Model of Research and Development (Brahmawong, 2008). The seven steps are as follows.

Step 1 Study the Body of Knowledge about the Prototype

This step is to review documents and research related to the prototype in order to synthesize the theories and principles and construct the body of knowledge.

Step 2 Survey Needs for the Prototype

This step is to assess students' needs for the prototype

Step 3 Develop a Conceptual Framework of the Prototype

This step is to write the conceptual framework based on the theories, principles, and results of needs assessment from Step 1 and 2. It also includes the preliminary descriptions of the prototype, consisting of components with logical steps and specifications of the prototype.

Step 4 Secure Experts' Opinions and Suggestions

This step is to propose the developed conceptual framework of the prototype to a group of experts for examination of appropriateness.

Step 5 Draft the Prototype

This step is to develop a draft of the prototype by designing the prototype with descriptions.

Step 6 Verify the Efficiency of the Prototype

This step is to test the efficiency of the prototype by small-scale try-outs (individual testing, small group testing, and field testing) and the trial run (testing with the real samples).

Step 7 Finalize the Prototype

This step is to make final revisions of the prototype and arrive at conclusions.

According to the seven-step model mentioned above, the researcher conducted the research and development of the weblog-based English writing instructional model as follows.

Step 1 Study the Body of Knowledge about the Prototype

The researcher reviewed the literature based on the theories and principles related to the weblog-based English writing instructional model (prototype) that would be developed in this study in order to construct the body of knowledge about the prototype. The related theories and principles would be used as a conceptual framework for designing and developing a model in this study.

Step 2 Survey Needs for the Prototype

The researcher studied the needs of students using the questionnaire on student needs in developing English writing skills. This questionnaire was reviewed by the thesis supervisor and examined by three experts. The results of administering this questionnaire showed that the questionnaire as qualified in terms of possessing content validity and item-objective congruence ($IOC = 0.67 - 1.00$). The questionnaire was administered to the students ($n = 60$) during a regular class time on the first week of the semester 2/2010; it asked about student's background

information, computer skills, familiarity with weblogs, typing ability, facility with a computer, access to the web, English language level, writing abilities, and problems in English writing. The data collected from the questionnaire were analyzed using descriptive statistics and content analysis.

Step 3 Develop a Conceptual Framework of the Prototype

The researcher utilized the data from the literature review and the need survey from the previous steps to construct the conceptual framework of the weblog-based English writing instructional (WEWI) model consisting of the theories and principles and then create the preliminary design of the model. In addition, the researcher also constructed a preliminary design of the WEWI model prototype consisting of logical steps of weblog-based writing activities.

Step 4 Secure Experts' Opinions and Suggestions

In order to have experts examine the developed conceptual framework and the preliminary design of the WEWI model prototype in terms of its appropriateness. The researcher proceeded as follows.

4.1 Construct an evaluation form

The researcher constructed an evaluation form for or assessing the appropriateness of the conceptual framework and the preliminary design of the WEWI model prototype, then prepared the documents about the conceptual framework as reviewed in Chapter 2.

4.2 Examine the conceptual framework

The researcher submitted the evaluation form and documents to experts from three areas of study: educational technology, English language teaching and learning, and technology-enhanced language learning.

4.3 Analyze the experts' opinions

After collecting data from the evaluation form, the researcher analyzed the data consisting of comments and suggestions for revising the conceptual framework and the preliminary design of the WEWI model prototype.

4.4 Revise the conceptual framework

The researcher made revisions of the conceptual framework according to the comments and suggestions.

Step 5 Draft the Prototype

Based on the conceptual framework and the preliminary design of the WEWI model prototype developed in the previous step, the research drafted the prototype of the weblog-based English writing instructional model as follows.

5.1 Create a draft model

The researcher created a draft copy of the weblog-based English writing instructional model.

5.2 Have experts review

The researcher submitted the draft model with explanations and the evaluation form approved by the thesis advisor to the same experts from those three areas of studies, including educational technology, English language teaching and learning, and technology-enhanced language learning.

5.3 Construct the additional documents

Additional documents were produced to be used as instructional materials in accordance with the activities in the developed weblog-based English writing instructional model. The documents included the following contents:

- 1) *Guided Questions for Peer Review*

The researcher wrote guided questions for peer review according to the writing criteria emphasized in this study.

2) *Weblog-Based Writing Tasks*

There were three weblog-based writing tasks used in the writing activity through the weblog-based English writing instructional model.

When completing these documents, the researcher had the thesis advisor and the experts examine them in terms of content validity, accuracy, and appropriateness. Comments and suggestions obtained from the advisor and experts were utilized to revise the documents. For the guided questions for peer review, the results showed that their IOC was from 0.80 to 1.00, which was accepted.

5.4 Construct other instruments

5.4.1 Pretest and Posttest

The pretest and posttest were paper-based written tests. The two tests aimed to measure students' abilities to write a paragraph for describing places. The students were required to write a paragraph on the topic "My High School" for the pretest, and "My Hometown" for the posttest. A paragraph was to have about 200 words or at least 20 sentences and written within the allotted time of one and half hours. To construct the tests, the researcher followed these procedures.

- 1) Study the literature related to writing test construction
- 2) Determine the topic for each test in accordance with objectives of the English for Study Skills course.
- 3) Write the tests consisting of the title, directions, and duration.
- 4) Have experts examine the tests in terms of accuracy, content validity and item-objective congruence (IOC). For the IOC value, it was calculated

using the formula below.

$$IOC = \frac{\sum R}{N}$$

IOC = The index of item-objective congruence

$\sum R$ = Total score from the experts' responses.

N = Total number of the experts

5) Try out the tests

Actually, the pretest and posttest were tried out while conducting the three tryouts of the developed weblog-based English writing instructional model stated in the next session.

To try out the tests, each test was administered to 30 first-year students who enrolled on the English for Study Skills Development course in the second semester of the academic year 2010 at Valaya Alongkorn Rajabhat University. These students participated in writing via a weblog in accordance with the developed weblog-based English writing instructional model. The data in terms of problems faced while taking the tests, and times spent for taking the tests were also collected and used to improve the tests.

6) Make final revisions of the tests.

7) Create a complete copy of the tests.

5.4.2 Reflective Journal

The students were required to write a reflective journal using a series of guided questions in order to express their feelings and problems experienced during performing each weblog-based writing task. To construct the guided questions for writing the reflective journal, the researcher proceeded as follows.

1) Study related documents about writing a reflective journal.

2) Compile possible issues concerning writing via a weblog in accordance with the developed weblog-based English writing instructional model.

3) Write six questions based on the possible issues.

4) Have experts examine the questions in terms of accuracy, content validity, and item-objective congruence (IOC). The results showed that all the experts agreed that the questions were in accordance with the contents of the developed model and accurate in terms of language use. The IOC value was from 0.80 to 1.00, which was accepted. The experts also provided comments and suggestions which the researcher used to improve the guided questions.

5) Try out the guided questions

The guided questions for writing a reflective journal were also tried out while conducting the three tryouts of the developed weblog-based English writing instructional model with the same 30 first-year students who participated in the tryouts. on the English for Study Skills Development course in the second semester of the academic year 2010 at Valaya Alongkorn Rajabhat University. These students participated in writing via a weblog in accordance with the developed weblog-based English writing instructional model. The problems faced while using the guided questions to write a reflective journal were used to improve the guided questions.

6) Make final revisions of the guided questions for writing a reflective journal.

7) Create the final copy of the guided questions for writing a reflective journal.

5.4.3 Questionnaire

This questionnaire was developed for the experimental group (30 items) and used to explore students' satisfaction towards the experience of writing via a weblog. They contain two main parts: five-point rating scale questions using the Likert's rating scale and open-ended questions. The researcher constructed the questionnaires according to the following procedures:

1) Review related literature about constructing questionnaires based on Likert's scale.

2) Compile possible issues concerning writing via a weblog.

3) Write items based on the possible issues. Only 30 items that corresponded to the minimum criteria for accepting the questionnaire quality were selected as the questionnaire items. The rating scale for the positive statements is as follows:

5 means 'strongly agree'

4 means 'agree'

3 means 'uncertain'

2 means 'disagree'

1 means 'strongly disagree'

4) Have experts examine the questionnaires according to the issues: content validity and congruence between items and research objectives (i.e.,IOC). The results showed that all the experts agreed that the questionnaire had content validity and its IOC was from 0.80 to 1.00, which was accepted.

5) Make revisions according to the experts' suggestions.

6) Try out the questionnaires with the same 30 first-year students who

enrolled on the English for Study Skills Development course in the second semester of the academic year 2010 at Valaya Alongkorn Rajabhat University. These students participated in writing via a weblog in accordance with the developed weblog-based English writing instructional model. The data acquired were analyzed to examine the quality of the questionnaires in terms of the discrimination power using Corrected Item-Total Correlation, and reliability using Cronbach's Alpha Coefficient. Then, the researcher selected only the items that met the accepted criteria as shown in Table 3.1.

Table 3.1 Quality of the questionnaire

| Questionnaire | Number of items | Discrimination power (r) | Reliability |
|---------------|-----------------|--------------------------|-------------|
| | 30 | 0.20 – 0.85 | 0.81 |

7) Make final revisions of the questionnaires.

8) Create a complete copy of the questionnaires.

Step 6 Verify the Efficiency of the Prototype

This step is to test the efficiency of the prototype by small-scale try-outs and the trial run. The procedures are as follows;

6.1 Try Out

The researcher conducted three tryouts of the instructional through the weblog-based English writing instructional model to test its efficiency based on the criterion determined at $E_1/E_2 = 75/75$. To do this, the researcher implemented the weblog-based English writing instructional model to perform the weblog-based writing activities as follows.

Tryout 1: Individual Testing

Individual testing was conducted with 30 first-year students enrolled in the English for Study Skills Development course in the second semester of the academic year 2010 at Valaya Alongkorn Rajabhat University. These students participated in writing via a weblog in accordance with the developed weblog-based English writing instructional model. The students' score data collected from doing the weblog-based writing tasks and posttest were analyzed to investigate the E_1/E_2 efficiency; and the results were also utilized to revise the model.

Tryout 2 : Small Group Testing

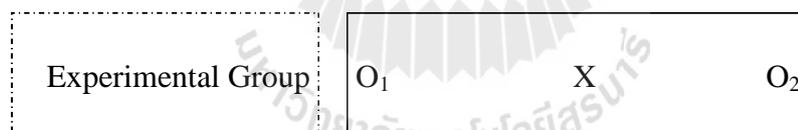
Small group testing was conducted with 6 first-year students enrolled in the English for Study Skills Development course in the second semester of the academic year 2010 at Valaya Alongkorn Rajabhat University. These students also participated in writing via a weblog in accordance with the developed weblog-based English writing instructional model. The students' score data collected from doing the weblog-based writing tasks and posttest were analyzed to investigate the E_1/E_2 efficiency; and the results were also utilized to revise the model.

Tryout 3 : Field Testing

Field testing was conducted with 30 first-year students enrolled in the English for Study Skills Development course in the second semester of the academic year 2010 at Valaya Alongkorn Rajabhat University. These students also participated in writing via a weblog in accordance with the developed weblog-based English writing instruction model.

6.2 Trial Run

The researcher conducted a trial run of the instruction through the weblog-based English writing instructional model with the samples consisting of 30 first-year students enrolled in the English for Study Skills Development course in the second semester of the academic year 2011 at Valaya Alongkorn Rajabhat University and purposively selected from Section 1. This study is quasi-experimental research in the form of a group pretest posttest design. Prior to the experiment, the students took a pretest. Then the researcher gave provided the treatment with the instruction based on the developed weblog-based English writing instructional model to the experimental group. During the experiment, the students were required to write a reflective journal. After the treatment, the students took a posttest and responded to the questionnaire. Finally, the data collected from the experiment were analyzed according to the research objectives. The design of this study can be seen in Figure 3.1.



Note: O = Test

X = Treatment

Figure 3.1 Design of the study

After the conducting of the try-outs and the trial run, the data collection was conducted. The procedures for data collection took 14 weeks as shown in Table

Table 3.2 The procedures for data collection

| Week | Procedures |
|------|--|
| 1 | - Students took a pretest. |
| 2-6 | - Conducted an introductory session to the students. |
| 7-12 | <ul style="list-style-type: none"> - Gave treatment with the instruction based on the weblog-based English instructional model to the experimental group. - In week 7-8, students did the Weblog-Based Writing 1. - In week 9-10, students did the Weblog-Based Writing 2. - In week 11-12, students of both groups do the Weblog-Based Writing 3. - The students write a reflective journal after completing each weblog-based writing task. |
| 13 | - Students took a posttest. |
| 14 | - Students responded to the questionnaire. |

The general steps of data collection was drawn as a diagram as shown in Figure 3.2. on the next page.

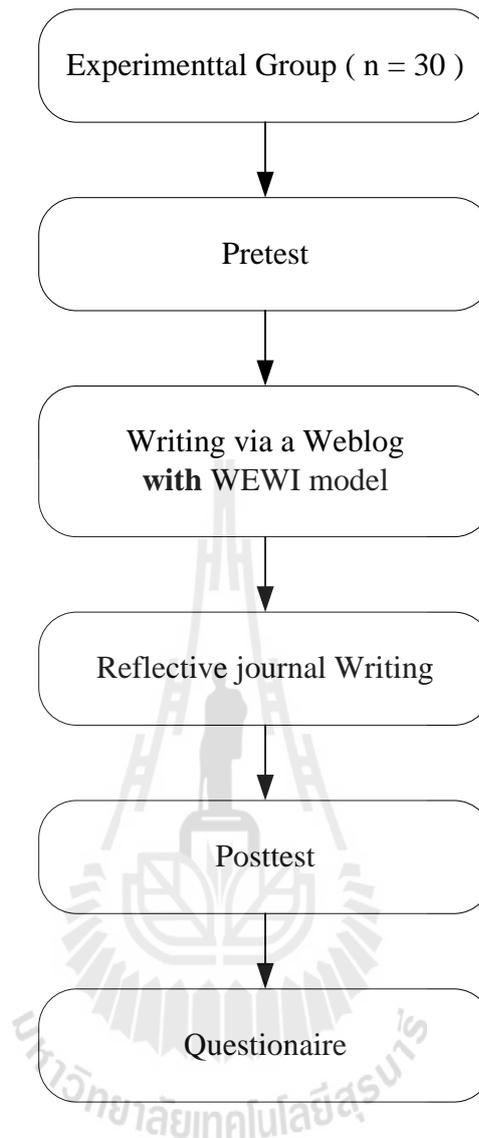


Figure 3.2 The steps of data collection

The result (E_1/E_2 value) from the trial run was employed to confirm the efficiency value gained from the field testing of the tryout (Brahmawong, et al., 1977).

6.3 Data Analyses

In terms of data analyses, the collected data were analyzed in accordance with the research objectives stated in Chapter 1 as follows.

6.3.1 Efficiency of the instruction through the model

The E_1/E_2 formula for developmental testing of media and multimedia instructional packages was employed to examine the efficiency of the instruction through the developed model based on the efficiency criterion determined at $E_1/E_2 = 75/75$. The data collected from the weblog-based writing tasks and posttest of the experimental group were calculated for the percentage of the students' average score. The E_1/E_2 formula was as follows (Brahmawong, et al., 1977, p.51).

$$E_1 = \frac{\sum X}{N} \times 100$$

E_1 = Efficiency of the process

$\sum X$ = Total scores that students gain from doing three weblog-based writing tasks

N = Number of all the students

A = Total scores of all the tasks

$$E_2 = \frac{\sum F}{N} \times 100$$

E_2 = Efficiency of the learning outcomes

$\sum F$ = Total scores that students gain from doing a posttest after learning through the model

N = Number of all the students

B = Total scores of the posttest

In this study, efficiency criterion was set to $E_1/E_2 = 75/75$, the efficiency value that was acceptable (level of error = 2.5%) was shown in Table 3.3.

Table 3.3 Acceptance of the efficiency value in the study

| Efficiency Value* | Acceptable Efficiency Value (%) |
|-------------------|---------------------------------|
| E_1 | 72.50 - 77.50 |
| E_2 | 72.50 - 77.50 |

*The efficiency criterion was determined at $E_1/E_2 = 75/75$.

6.3.2 Comparison of students' learning achievement

The mean scores that the students gained from doing the pretest and posttest were compared using a dependent sample t-test to investigate whether or not students' learning achievement was higher.

6.3.3 Students' satisfaction

Data the students of the experimental group obtained from doing the questionnaire and reflective journals were analyzed to find out the students' satisfaction towards writing via a weblog in accordance with the developed weblog-based English writing instructional (WEWI) model. In Part 1 of the questionnaire, the data of five-point rating scale were tallied and calculated for frequency, percentage, mean, and standard deviation (S.D.) to describe students' expressed satisfaction towards writing via a weblog in accordance with WEWI model. In terms of Part 2, the data gathered from the open-ended questions and students' reflective journals were analyzed using content analysis. To do this, the researcher synthesized the data to

investigate the issues and categorized them according to the questions from the questionnaire and the reflective journal.

To investigate the levels of students' satisfaction, the researcher compared the questionnaire score of the students in the experimental group with the score of the neutral level that was obtained from the interval estimate using the following formula (Kijpredarborisuthi, B. 2003, p. 163).

$$\text{Interval estimate} = \mu \pm z \frac{S.D.}{\sqrt{n}}$$

μ = Total score of the "uncertain" level of satisfaction in the 30 items of the five-scale questionnaire giving 3 points per item ($\mu = 90$)

n = Number of students ($n = 30$)

S.D. = Standard deviation of the students' questionnaire scores (S.D. = 11.94)

Z = Z score at the significant level of .05 ($Z = 1.96$)

The criteria for examining the levels of satisfaction could be seen in Table 3.4.

Table 3.4 Criteria for examining the levels of students' satisfaction

| Levels of satisfaction | Criteria |
|------------------------|---|
| High | More than $\mu + z \frac{S.D.}{\sqrt{n}}$ |
| Middle | From $\mu - z \frac{S.D.}{\sqrt{n}}$ to $\mu + z \frac{S.D.}{\sqrt{n}}$ |
| Low | Less than $\mu - z \frac{S.D.}{\sqrt{n}}$ |

| | | |
|------|--------------|-------------------------------------|
| From | High level > | $\mu + z \frac{S.D.}{\sqrt{n}}$ |
| | High level > | $90 + 1.96 \frac{11.94}{\sqrt{30}}$ |
| | High level > | $90 + 4.27$ |
| So | High level > | 94.27 |
| From | Low level < | $\mu - z \frac{S.D.}{\sqrt{n}}$ |
| | Low level < | $90 - 1.96 \frac{11.94}{\sqrt{30}}$ |
| | Low level < | $90 - 4.27$ |
| So | Low level < | 95.73 |

After calculating, the interval estimate's results were used to determine the criteria for the levels of students' satisfaction in this study as shown in Table 3.5.

Table 3.5 Criteria for the levels of students' satisfaction

| Levels of students' satisfaction | Criteria |
|----------------------------------|---------------------|
| High | More than 94.27 |
| Middle | From 85.73 to 94.27 |
| Low | Less than 85.73 |

6.3.4 Scoring Method for the Qualities of Writing

The ESL Composition Profile of Jacobs et al. (1981) was employed as the scoring rubric for the holistic evaluation or rating the qualities of writing in the pretest, posttest, and three weblog-based writing tasks of the students. It was employed because the Profile form contains five component scales, each focusing on an important aspect of composition and weighted according to its approximate importance for written communication: content (30 points), organization (20 points), vocabulary (20 points), language use (25 points), and mechanics (5 points). The total weight for each component is further broken down into numerical ranges that correspond to four mastery levels: excellent to very good, good to average, fair to poor, and very poor. These levels are characterized and differentiated by key words or "rubrics" representing specific criteria for excellence in composition.

Unlike some holistic evaluations in which readers base their judgments on a single first impression of the quality of a composition, readers using the Profile in effect do five holistic evaluations of the same composition, each from a slightly different perspective on the whole. This is an important difference since readers

sometimes tend to value only one aspect of a composition when using a purely impressionistic approach, yet it is only through a writer's successful production, integration, and synchronization of all these component parts of a composition that an effective whole is created (Jacobs et al., 1981). In this study, three instructors of English at Nakhon Pathom Rajabhat University were selected as raters. They are Thai and have more than five-year experience in teaching writing in the university level.

The three raters were trained to give scores of the qualities of writing based on the ESL Composition Profile in order to assure the inter-rater reliability of scoring (White, 1981, cited in Weigle, 2002). The rater training took place at Nakhon Pathom Rajabhat University. The instruments consisted of 1) the ESL Composition Profile (Jacobs et al., 1981), 2) the aspects of writing for descriptions in the first year university level, and 3) two samples of students' writing products. In the training stage, the researcher conducted the following:

- 1) The researcher explained the purposes and procedures of training.
- 2) The three raters discussed about the process writing. Then, Jacobs et al.'s criteria for analytical scoring were discussed to reach agreement on how to give scores to the students' writing. After the three raters had understood clearly, they began to practice scoring of the writing products.

- 3) The three raters gave scores to the students' writing products. Then, the three raters discussed whether they met the same criteria for scoring of students' writing products or not. If not, there was a discussion to reach the same criteria.

The ESL Composition Profile (Jacobs et al., 1981) which was used as criteria for scoring of students' writing products was shown in Table 3.6.

Table 3.6 The ESL composition profile of Jacobs et al.

| Aspects | Score level | Criteria |
|--------------|-------------|--|
| Content | 30-27 | Excellent to very good: knowledge; substantive development of thesis; relevant to assigned topic |
| | 26-22 | Good to average: sure knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic but lack of detail |
| | 21-17 | Fair to poor: limited knowledge of subject; little substance; inadequate development of topic |
| | 16-13 | Very poor: does not show knowledge of subject; non-substantive; not pertinent; or not enough to evaluate |
| Organization | 20-18 | Excellent to very good: fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive |
| | 17-14 | Good to average: some what choppy; loosely organized but main ideas stand out; limited supported; logical but incomplete sequencing |
| | 13-10 | Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development |
| | 9-7 | Very poor: does not communicate; no organization; or not enough evaluate |

Table 3.6 The ESL composition profile of Jacobs et al. (Continued)

| Aspects | Score level | Criteria |
|--------------|-------------|--|
| Vocabulary | 20-18 | Excellent to very good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register |
| | 17-14 | Good to average: adequate range; occasional errors of word/idiom form, choice usage, but meaning not obscured |
| | 13-10 | Fair to poor: limited range; frequent errors of word/idiom form, choice usage; meaning confused or obscured |
| | 9-7 | Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate |
| Language use | 25-22 | Excellent to very good: effective, complex constructions; few errors and agreement, tense, number, word order/function, articles, pronouns, prepositions |
| | 21-18 | Good to average: effective, but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured |

Table 3.6 The ESL composition profile of Jacobs et al. (Continued)

| Aspects | Score level | Criteria |
|--------------|-------------|--|
| Language use | 17-11 | Fair to poor: major problems in simple/complex constructions; frequent errors of negation, agreement, tense, word order/function, articles, pronouns, prepositions and or fragments, run-ons, deletions; meaning seldom obscured |
| | 10-5 | Very poor: virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate |
| Mechanics | 5 | Excellent to very good: demonstrate mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing |
| | 4 | Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured |
| | 3 | Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing; meaning confused or obscured |
| | 2 | Very poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; or not enough to evaluate |
| | 1 | Very poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; or not enough to evaluate |

Step 7 Finalize the Prototype

In this step, the researcher used the results from the previous step to adjust the model in order to create a complete copy of the weblog-based English writing instructional model which was the end product of this study. A complete set of documents is presented in Chapter 5.

Summary of the Chapter

This chapter proposed the implementation of seven steps of the research and development of the weblog-based English writing instructional model as follows:

Step 1 Study the Body of Knowledge about the Prototype

Step 2 Survey Needs for the Prototype

Step 3 Develop a Conceptual Framework of the Prototype

Step 4 Secure Experts' Opinions and Suggestions

Step 5 Draft the Prototype

This step was to draft the prototype including conducting research instruments in this study such as; 1) Guided questions for peer review 2) Weblog-based English writing tasks 3) Pretest and posttest 4) Reflective Journal and 5) Questionnaire on students' satisfaction

Step 6 Verify the Efficiency of the Prototype

The treatment of this study took place at this step. The data collection steps were as follows;

1. Conducting the three try-outs included individual, small group and field testing

2. Conducting the trial run

3. Make conclusion of the efficiency of the Surakhai WEWI Model Step 7

Finalize the Prototype

CHAPTER 4

RESULTS OF DATA ANALYSES

This chapter presents the results of data analyses based on the seven steps of research and development as stated in Chapter 3. The contents of this chapter are divided into seven categories as follows.

Step 1 Results of Studying the Body of Knowledge about the Prototype

Step 2 Results of Surveying Needs for the Prototype

Step 3 Results of Developing a Conceptual Framework of the Prototype

Step 4 Results of Securing Experts' Opinions and Suggestions

Step 5 Results of Drafting the Prototype

Step 6 Results of Verifying the Efficiency of the Prototype

Step 7 Results of Finalizing the Prototype

Step 1 Results of Studying the Body of Knowledge about the Prototype

The researcher reviewed the relevant literature consisting of (1) learning theory, (2) weblog-based language learning, (3) peer review in language learning, (4) writing instruction, (5) models for weblog-based writing instruction, and (6) previous studies related to the use of weblogs in writing classrooms. Details of the reviewed literature were stated in Chapter 2.

Step 2 Results of Surveying Needs for the Prototype

The results of needs analysis showed that in terms of students' background information, more than eighty percent (83.30%) of the students were female between the ages of 18 and 19. Ninety-five percent of the students had personal computers and used the Internet at home. More than ninety eight percent (98.30%) of the students had e-mail addresses and nearly all of them (96.67%) had never taken a course in process writing. More than ninety-five percent of the students had never learnt writing via a weblog but most of them (98.30%) subscribed to a weblog. Finally, more than seventy percent of students expressed that there were the Internet cafés in their neighborhoods. Table 4.1 (Appendix J) presents students' background information.

With regards to students' technology and English writing skills, it was found that more than half of the students were engaged with the Internet at a high frequency of ability to use the internet. One-third of the students had showed a high level of grammatical problems while writing English. Half of them had a moderate level of difficulty in English writing and a moderate level of computer skills. More than half of the students had a moderate level of vocabulary problems in English writing, typing ability, spelling problems in English writing. Eighty five percent of them had a low to very low level of familiarity about the process of writing. Seventy percent of the students rated their English writing abilities in the moderate level and more than half of them said they felt confident in English writing at the moderate level. Table 4.2 (Appendix J) shows students' technology and English writing skills.

In addition, the students provided comments and suggestions about learning English writing according the following questions.

Question 1 What problems do you have in writing English?

For this question, most students expressed that they had problems in terms of grammar and vocabulary. A few students said that they faced problems related to spelling and arranging of sentences, tenses, and word choice.

Question 2 Do you usually like learning English writing? Why or why not?

Most students responded positively to this question. They said that they liked to learn English writing because it helped them to develop their writing skills. And few students said they liked English writing because it was fun to practice writing and compose a story and they also obtained knowledge at the same time. Some students liked English writing because English was an international language that was also difficult so they had to study hard. However, there were a few students who did not like English writing because it was very difficult for them and they preferred reading.

Question 3 Do you have any suggestions about learning English writing? If yes, please specify.

To answer this question, most students expressed that they would like to learn English writing enjoyably through the computer and Internet. Few students also suggested that learning games and competitions should be made part of the writing activities. Some said that composition of English sentences should be taught and that movies should be used as a source of language learning. One student said that the students should be free to propose their views while learning.

Question 4 Where do you usually use the Internet?

For this question, most students said that they used the Internet at the university and dormitory. Few students said that they used the Internet at home and the internet cafés.

Step 3 Results of Developing a Conceptual Framework of the Prototype

The conceptual framework consists of the related literature and the preliminary design of the WEWI model prototype. The literature includes:

1. Learning Theory
 - 1.1 Constructivism
 - 1.2 Interaction Hypothesis
2. Weblog-Based Language Learning
 - 2.1 Introduction to Weblogs
 - 2.2 Types of Weblogs
 - 2.3 Weblogs in Language Classrooms
 - 2.4 Weblogs in Writing Classrooms
3. Peer Review in Language Learning
 - 3.1 Effectiveness of Peer Review in Language Learning
 - 3.2 Advantages of Online Peer Review
4. Writing Instruction
 - 4.1 The Process Writing Approach
 - 4.2 General Stages of the Process Writing Approach
 - 4.3 Principles for Writing Instruction
 - 4.4 Technology in Writing Instruction
5. Models for Weblog-Based Writing Instruction
 - 5.1 The Weblog Text-image Transmission Model
 - 5.2 The Blogging Chinese Language Composition Instructional Model

Therefore, the preliminary design of the Surakhai WEWI model prototype consists of the following logical steps of weblog-based writing activities as follows.

Stage I: Input

Step 1.0 Conduct an introductory session

Stage II: Process

Step 2.0 Conduct a pre-writing session

Step 3.0 Conduct a peer group review

Step 4.0 Write the first draft

Step 5.0 Conduct a peer group review (Content focus)

Step 6.0 Write the second draft (Revising)

Step 7.0 Conduct a peer group review (Accuracy focus)

Step 8.0 Write the third draft (Editing)

Step 9.0 Receive the teacher feedback

Step 10.0 Finalize the writing product

Stage III: Output

Step 11.0 Receive the final writing product on the weblog

After that, the researcher created a diagram to show the relationship between the conceptual framework, the preliminary design of the Surakhai WEWI model prototype, and other parts of this study as illustrated in Figure 4.1 on the next page.

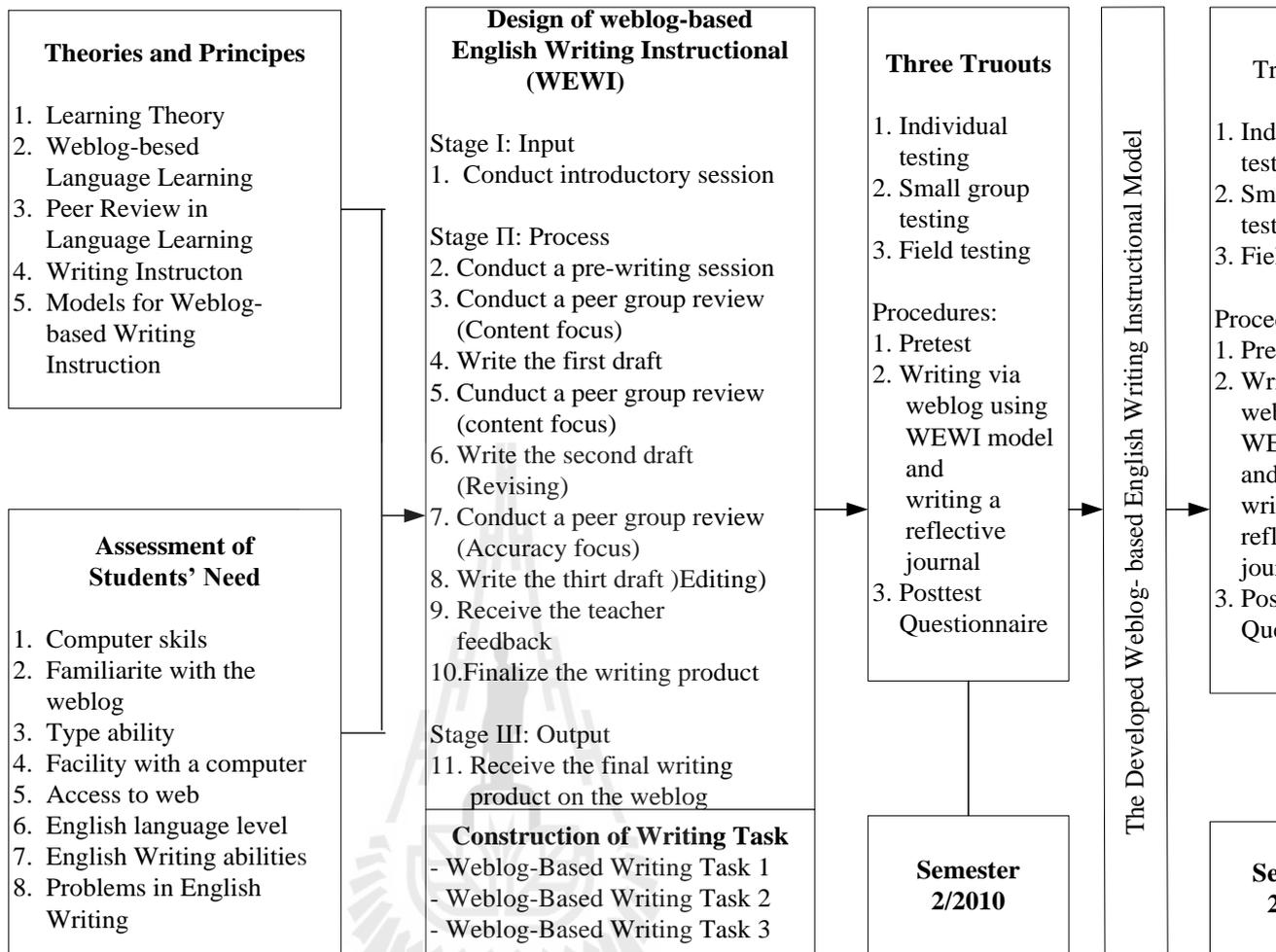


Figure 4.1 Tha relationship between the developed conceptual framework and other parts of this study

According to Figure 4.1, it could be seen that the conceptual framework (theories and principles) and the results of students' need analysis were employed as the main basis for designing this weblog-based English writing instructional (WEWI) model which includes weblog-based writing tasks. The WEWI model was tried out in three phases through individual testing, small group testing, and field testing in order to verify its efficiency during the semester 2/2010. This stage provided the developed WEWI model. Then, in the semester 2/2011, the WEWI model was implemented to teach writing via a weblog in a trial run for data collection. This stage finalized the WEWI model which enhanced the quality of students' writing.

Step 4 Results of Securing Experts' Opinions and Suggestions

The results from data analysis showed that all experts found that the theories and principles were appropriate for use as a conceptual framework for the weblog-based English writing instructional model. However, all the experts gave comments and suggestions for further developing the conceptual framework by adding more contents as suggested, categorizing the suggested topics, and describing the suggested topics which were not clear. The experts commented that the conceptual framework should be reviewed and checked again in terms of language use and spelling. In terms of the preliminary design of the WEWI model prototype, the experts determined that the three main stages (input, process, and output) were appropriate since they consisted of the logical steps based on the theories and principles in the conceptual framework.

The researcher made revisions of the conceptual framework according to comment and suggestions that the experts provided by adding more contents, categorizing the theories and principles, and ordering the topics. Then the researcher

and peers (native speakers) reviewed the conceptual framework to check the language in terms of appropriateness, accuracy, and spelling.

Step 5 Results of Drafting the Prototype

The researcher made a draft of the weblog-based English writing instructional model consisting of three main stages with eleven logical steps as follows.

Stage I: Input

Step 1.0 Conduct introductory session

- 1.1 Receive knowledge about paragraph writing, peer review, and weblog.
- 1.2 Receive the weblog training.
- 1.3 Receive the peer review training.

Stage II: Process

Step 2.0 Conduct a pre-writing session

- 2.1 Receive free writing technique.
- 2.2 Perform a free writing task.
- 2.3 Post the free-writing product on the weblog.

Step 3.0 Conduct a peer group review

- 3.1 Request the peer review.
- 3.2 Receive peers' feedback.
- 3.3 Consider the feedback.

Step 4.0 Write the first draft

Step 5.0 Conduct a peer group review (Content focus)

- 5.1 Request the peer review.
- 5.2 Receive peers' feedback.

5.3 Consider the feedback.

Step 6.0 Write the second draft (Revising)

Step 7.0 Conduct a peer group review (Accuracy focus)

7.1 Request the peer review.

7.2 Receive peers' feedback.

7.3 Consider the feedback.

Step 8.0 Write the third draft (Editing)

Step 9.0 Receive the teacher feedback

9.1 Request the teacher review.

9.2 Receive peers' feedback.

9.3 Consider the feedback.

Step 10.0 Finalize the writing product

Stage III: Output

Step 11.0 Publish the final writing product on the weblog

Details about the developed model were stated in Chapter 5.

Step 6 Results of Verifying the Efficiency of the Prototype

6.1 Results of Try Out

The results of data analysis showed that the efficiency of the instruction with the weblog-based English writing instruction model from the field testing was 77.03/75.53, which met the efficiency criterion determined at $E_1/E_2 = 75/75$ as shown in Table 4.3.

Table 4.3 The efficiency of the model from the three tryouts

| Tryouts | n | E_1/E_2 |
|-------------------------------|----|--------------|
| Tryout 1: Individual Testing | 3 | 68.22/62.67 |
| Tryout 2: Small Group Testing | 6 | 70.61/67.06 |
| Tryout 3: Field Testing | 30 | 77.03/ 75.53 |

6.2 Results of Trial Run

6.2.1 Efficiency of the instruction through the developed model

After the trial run, it was found that the E_1/E_2 efficiency of the instruction through the weblog-based English writing instructional model was 75.10/73.84, which corresponded to the efficiency criterion determined at $E_1/E_2 = 75/75$ which confirmed the efficiency value of the field testing in tryout ($E_1/E_2 = 77.03/ 75.53$) as shown in Table 4.4 below.

Table 4.4 Efficiency of the instruction through the developed model

| Score | n | Full Score | S.D. | Percentage | |
|----------------------------|----|------------|-------------|------------|-------|
| Weblog-Based Writing Tasks | 30 | 100 | 75.10 | 1.88 | 75.10 |
| Posttest | 30 | 100 | 73.84 | 5.69 | 73.84 |
| E_1/E_2 | | | 75.10/73.84 | | |

Note: Efficiency criterion determined at $E_1/E_2 = 75/75$

6.2.2 Students' learning achievement

The results of data analysis showed that the students' pretest mean score was 33.07 (S.D. = 6.30), while the posttest mean score was 73.84 (S.D. = 5.69). When testing the difference with a dependent sample t-test, it was found that the posttest mean score was higher than the pretest mean score with statistically significant difference at the .05 level. Table 4.5 shows the comparison between the pretest and posttest mean scores of students.

Table 4.5 Comparison of the pretest and posttest of students

| Score | n | | S.D. | | t | p |
|----------|----|-------|------|-------|--------|------|
| Pretest | 30 | 33.07 | 6.30 | 40.77 | 25.386 | .000 |
| Posttest | 30 | 73.84 | 5.69 | | | |

6.2.3 Students' satisfaction

6.2.3.1 Level of Students' satisfaction

Results of data analysis showed that out of the questionnaire's full score of 150, the students' maximum score was 138, minimum score was 96, and mean score was 117.77. When comparing these results to the criteria, it was found that all the students (n = 30) obtained scores more than 94.27, which was within in the "high" level (See Table 4.6 on the next page). That is, overall, students had satisfaction in learning with the weblog-based English writing instructional model at a high level.

Table 4.6 The level of students' satisfaction

| Levels of satisfaction | Criteria | n | % |
|------------------------|---------------------|----|-----|
| High | More than 94.27 | 30 | 100 |
| Middle | From 85.73 to 94.27 | | |
| Low | Less than 85.73 | | |

Note: Full score = 150, Maximum score = 138, Minimum score = 96,

Mean score = 117.77, S.D. = 11.94

6.2.3.2 Students' satisfaction from the rating scale questionnaire

When considering each item of the questionnaire (See Table 4.7) , it was found that more than 24 students agreed or strongly agreed with the following statements.

1) Students used the Internet resources such as online dictionary and other search engine while writing via the weblog (Facebook) together with the Surakhai WEWI model.

2) Students tried to do best when writing via the weblog (Facebook) together with the Surakhai WEWI model because they knew that their writing would be published and the audiences other than their classmates might read their writing.

3) The suggestions and comments from their peer group were useful for their writing.

4) Students searched for other useful information needed for their writing through the Internet while writing via the weblog (Facebook) together with the WEWI model such as knowledge about the topic they were writing about or any other information needed.

5) Writing via the weblog (Facebook) together with the WEWI model was useful for practicing the process writing.

6) In conclusion, writing via the weblog (Facebook) together with the WEWI model helped students to improve their writing quality.

7) Suggestions and comments from the peer group helped students produce a better quality of writing.

8) Writing via the weblog (Facebook) together with the WEWI model was useful for practicing the process writing outside of the classroom.

9) Writing via the weblog (Facebook) together with the WEWI model was useful for producing students' writing products.

More than 21 students also agreed or strongly agreed with the following statements.

1) Writing via the weblog (Facebook) together with the WEWI model, helped students when they faced problems about vocabulary and spelling.

2) Writing via the weblog (Facebook) together with the WEWI model, helped students better understand the stages of the process writing.

3) Students liked suggestions and comments received from their peer group via the weblog (Facebook).

4) Writing via the weblog (Facebook) together with the WEWI model helped students to easily write in a step-by-step manner.

5) In students' holistic views, they thought writing via the weblog (Facebook) together with the WEWI model was very good and very useful for practicing the process writing approach outside of the classroom.

6) Students liked learning writing English more than ever, after they had practiced the process writing via the weblog (Facebook) together with the WEWI model outside of the classroom.

More than 60 percent of students agreed or strongly agreed with the following statements.

- 1) It was easy to use and manage the weblog (Facebook).
- 2) Writing via the weblog (Facebook) together with the WEWI model helped students when they faced problems about grammars and punctuations.
- 3) Writing via the weblog (Facebook) together with the WEWI model helped students when they did not have enough knowledge in each stage of the process writing.
- 4) Students paid more attention on their writing when they wrote via the weblog (Facebook) together with the WEWI model outside of the classroom.
- 5) Students liked peer group activity.
- 6) Students got more confident to write when they wrote via the weblog (Facebook) together with the WEWI model outside of the classroom.
- 7) Writing via the weblog (Facebook) together with the WEWI model helped students when they faced problems about selecting the words appropriate for meanings and contexts.

More than 50 percent of students agreed or strongly agreed with the following statements.

1) Writing via the weblog (Facebook) together with the WEWI model helped students when they faced problems about sentence structures and sentence building.

2) After practicing the process writing via the weblog (Facebook) together with the WEWI model outside of the classroom, students felt, “writing is not very difficult”.

3) Writing via the weblog (Facebook) together with the WEWI model helped students when they were not sure about how to correct their writing.

4) Students were proud to see their writing published.

5) Students enjoyed writing English when they wrote via the weblog (Facebook) together with the WEWI model.

6) Students liked practicing the process writing via the weblog (Facebook) together with the WEWI model outside of the classroom.

In addition, half of the students agreed or strongly agreed that writing via the weblog (Facebook) together with the WEWI model helped students when they did not have enough knowledge about the topic they wrote about. However, half of the students were also uncertain that the activities in WEWI model were easy to understand and not confusing.

Table 4.7 Students' satisfaction towards writing via a weblog in accordance with the developed weblog-based English writing instructional model

| Items | Strongly agree | | Agree | | Uncertain | | Disagree | | Strongly disagree | | S.D. | |
|--|----------------|-------|-------|-------|-----------|-------|----------|---|-------------------|---|------|------|
| | n | % | n | % | n | % | n | % | n | % | | |
| 1. I used the Internet resources such as online dictionary and search engine while writing via the weblog (Facebook) together with the WEWI model. | 22 | 73.30 | 7 | 23.30 | 1 | 3.30 | | | | | 4.70 | 0.54 |
| 2. I tried to do my best when I wrote via the weblog (Facebook) together with the WEWI model because I knew that my writing would be published and the audiences other than my classmates might read my writing. | 16 | 53.30 | 10 | 33.30 | 4 | 13.30 | | | | | 4.40 | 0.72 |

Table 4.7 Students' satisfaction towards writing via a weblog in accordance with the developed weblog-based English writing instructional model (Continued)

| Items | Strongly agree | | Agree | | Uncertain | | Disagree | | Strongly disagree | | S.D. | |
|---|----------------|-------|-------|-------|-----------|-------|----------|------|-------------------|---|------|------|
| | n | % | n | % | n | % | n | % | n | % | | |
| 3. The suggestions and comments from my peer group were useful for my writing. | 14 | 46.70 | 13 | 43.30 | 3 | 10.00 | | | | | 4.37 | 0.67 |
| 4. I searched for other useful information needed for my writing through the Internet while I was writing via the weblog (Facebook) together with the WEWI model such as knowledge about the topic or any information needed. | 14 | 46.70 | 13 | 43.30 | 2 | 6.70 | 1 | 3.30 | | | 4.33 | 7.58 |

Table 4.7 Students' satisfaction towards writing via a weblog in accordance with the developed weblog-based English writing instructional model (Continued)

| Items | Strongly agree | | Agree | | Uncertain | | Disagree | | Strongly disagree | | S.D. | |
|--|----------------|-------|-------|-------|-----------|-------|----------|---|-------------------|---|------|------|
| | n | % | n | % | n | % | n | % | n | % | | |
| 5. Writing via the weblog(Facebook) together with the WEWI model was useful for practicing the process writing approach. | 9 | 30.0 | 19 | 63.30 | 2 | 6.70 | | | | | 4.23 | 0.57 |
| 6. In conclusion, writing via the weblog(Facebook) together with the WEWI model helped me to improve my writing quality. | 11 | 36.70 | 14 | 46.70 | 5 | 16.70 | | | | | 4.20 | 0.71 |
| 7. Suggestions and comments from the peer group helped me produce a better quality of writing. | 10 | 33.30 | 15 | 50.00 | 5 | 16.70 | | | | | 4.17 | 0.70 |

Table 4.7 Students' satisfaction towards writing via a weblog in accordance with the developed weblog-based English writing instructional model

(Continued)

| Items | Strongly agree | | Agree | | Uncertain | | Disagree | | Strongly disagree | | S.D. | |
|--|----------------|-------|-------|-------|-----------|-------|----------|---|-------------------|------|------|------|
| | n | % | n | % | n | % | n | % | n | % | | |
| 8. Writing via the weblog(Facebook) together with the WEWI model was useful for practicing the process writing outside of the classroom. | 9 | 30.00 | 17 | 56.70 | 4 | 13.30 | | | | | 4.17 | 0.65 |
| 9. Writing via the weblog(Facebook) together with the WEWI model helped me when I faced problems about vocabulary and spelling. | 13 | 43.30 | 10 | 33.30 | 6 | 20.00 | | | 1 | 3.30 | 4.13 | 0.97 |

Table 4.7 Students' satisfaction towards writing via a weblog in accordance with the developed weblog-based English writing instructional model

(Continued)

| Items | Strongly agree | | Agree | | Uncertain | | Disagree | | Strongly disagree | | S.D. | |
|---|----------------|-------|-------|-------|-----------|-------|----------|---|-------------------|---|------|------|
| | n | % | n | % | n | % | n | % | n | % | | |
| 10. Writing via the weblog (Facebook) together with the WEWI model, helped me understand the stages of the process writing approach better. | 9 | 30.00 | 14 | 46.70 | 7 | 23.30 | | | | | 4.07 | 0.74 |
| 11. Writing via the weblog(Facebook) together with the WEWI model was useful for producing my writing product. | 6 | 20.00 | 19 | 63.30 | 5 | 16.70 | | | | | 4.03 | 0.62 |

Table 4.7 Students' satisfaction towards writing via a weblog in accordance with the developed weblog-based English writing instructional model (Continued)

| Items | Strongly agree | | Agree | | Uncertain | | Disagree | | Strongly disagree | | S.D. | |
|--|----------------|-------|-------|-------|-----------|-------|----------|---|-------------------|------|------|------|
| | n | % | n | % | n | % | n | % | n | % | | |
| 12. I liked suggestions and comments received from my peer group via the weblog(Facebook). | 9 | 30.00 | 13 | 43.30 | 8 | 26.70 | | | | | 4.03 | 0.77 |
| 13. Writing via the weblog (Facebook) together with the WEWI model helped me to write in a step-by-step manner easily. | 10 | 33.30 | 12 | 40.00 | 7 | 23.30 | | | 1 | 3.30 | 4.00 | 0.95 |

Table 4.7 Students' satisfaction towards writing via a weblog in accordance with the developed weblog-based English writing instructional model (Continued)

| Items | Strongly agree | | Agree | | Uncertain | | Disagree | | Strongly disagree | | S.D. | |
|---|----------------|-------|-------|-------|-----------|-------|----------|---|-------------------|---|------|------|
| | n | % | n | % | n | % | n | % | n | % | | |
| 14. In my view, I thought that writing via the weblog(Facebook) together with the WEWI model was very good and very useful for practicing the process writing outside of the classroom. | 7 | 23.30 | 15 | 50.00 | 8 | 26.70 | | | | | 3.97 | 0.72 |
| 15. It was not difficult to use and manage the weblog(Facebook). | 9 | 30.00 | 10 | 33.30 | 11 | 36.70 | | | | | 3.93 | 0.83 |

Table 4.7 Students' satisfaction towards writing via a weblog in accordance with the developed weblog-based English writing instructional model

(Continued)

| Items | Strongly agree | | Agree | | Uncertain | | Disagree | | Strongly disagree | | S.D. | |
|--|----------------|-------|-------|-------|-----------|-------|----------|------|-------------------|------|------|------|
| | n | % | n | % | n | % | n | % | n | % | | |
| 16. Writing via the weblog (Facebook) together with the WEWI model helped me when I faced problems about grammars and punctuations. | 9 | 30.00 | 11 | 36.70 | 9 | 30.00 | | | 1 | 3.30 | 3.90 | 0.96 |
| 17. Writing via the weblog (Facebook) together with the WEWI model helped me when I didn't have enough knowledge in each of the process writing stage. | 9 | 30.00 | 10 | 33.30 | 10 | 33.30 | 1 | 3.30 | | | 3.90 | 0.89 |

Table 4.7 Students' satisfaction towards writing via a weblog in accordance with the developed weblog-based English writing instructional model

(Continued)

| Items | Strongly agree | | Agree | | Uncertain | | Disagree | | Strongly disagree | | S.D. | |
|--|----------------|-------|-------|-------|-----------|-------|----------|------|-------------------|---|------|------|
| | n | % | n | % | n | % | n | % | n | % | | |
| 18. I paid more attention on my writing when I wrote via the weblog(Facebook) together with the WEWI model beyond the classroom. | 6 | 20.00 | 14 | 46.70 | 10 | 33.30 | | | | | 3.87 | 0.73 |
| 19. I liked learning English writing more than ever, after I have practiced the process writing approach via the weblog(Facebook) together with the WEWI model outside of the classroom. | 5 | 16.70 | 16 | 53.30 | 8 | 26.70 | 1 | 3.30 | | | 3.83 | 0.75 |

Table 4.7 Students' satisfaction towards writing via a weblog in accordance with the developed weblog-based English writing instructional model

(Continued)

| Items | Strongly agree | | Agree | | Uncertain | | Disagree | | Strongly disagree | | S.D. | |
|---|----------------|-------|-------|-------|-----------|-------|----------|------|-------------------|---|------|------|
| | n | % | n | % | n | % | n | % | n | % | | |
| 20. I liked peer group activity. | 8 | 26.70 | 10 | 33.30 | 11 | 36.70 | 1 | 3.30 | | | 3.83 | 0.87 |
| 21. I have more confidence to write when I wrote via the weblog(Facebook) with the WEWI model beyond the classroom. | 4 | 13.30 | 15 | 50.00 | 9 | 30.00 | 2 | 6.70 | | | 3.70 | 0.79 |
| 22. Writing via the weblog (Facebook) together with the WEWI model helped me when I faced problems about choosing the appropriate words in meanings and contexts. | 3 | 10.00 | 15 | 50.00 | 12 | 40.00 | | | | | 3.70 | 0.65 |

Table 4.7 Students' satisfaction towards writing via a weblog in accordance with the developed weblog-based English writing instructional model

(Continued)

| Items | Strongly agree | | Agree | | Uncertain | | Disagree | | Strongly disagree | | S.D. | |
|---|----------------|-------|-------|-------|-----------|-------|----------|------|-------------------|------|------|------|
| | n | % | n | % | n | % | n | % | n | % | | |
| 23. Writing via the weblog (Facebook) together with the WEWI model helped me when I faced problems about sentence structures and sentence building. | 7 | 23.30 | 9 | 30.00 | 12 | 40.00 | 1 | 3.30 | 1 | 3.30 | 3.67 | 0.99 |
| 24. Writing via the weblog(Facebook) together with the WEWI model helped me when I did not have enough knowledge about the topic I wrote about. | 5 | 16.70 | 10 | 33.30 | 14 | 46.70 | 1 | 3.30 | | | 3.63 | 0.81 |

Table 4.7 Students' satisfaction towards writing via a weblog in accordance with the developed weblog-based English writing instructional model

(Continued)

| Items | Strongly agree | | Agree | | Uncertain | | Disagree | | Strongly disagree | | S.D. | |
|---|----------------|-------|-------|-------|-----------|-------|----------|-------|-------------------|---|------|------|
| | n | % | n | % | n | % | n | % | n | % | | |
| 25. After practicing the process writing via the weblog (Facebook) together with the WEWI model outside of the classroom, I felt, writing was not very difficult. | 2 | 6.70 | 15 | 50.00 | 12 | 40.00 | 1 | 3.30 | | | 3.60 | 0.65 |
| 26. Writing via the weblog (Facebook) together with the WEWI model helped me when I was not sure how to correct my writing. | 6 | 20.00 | 10 | 33.30 | 9 | 30.00 | 5 | 16.70 | | | 3.57 | 1.01 |
| 27. I was proud to see my writing published. | 6 | 20.00 | 10 | 33.30 | 9 | 30.00 | 5 | 16.70 | | | 3.57 | 1.01 |

Table 4.7 Students' satisfaction towards writing via a weblog in accordance with the developed weblog-based English writing instructional model

(Continued)

| Items | Strongly agree | | Agree | | Uncertain | | Disagree | | Strongly disagree | | S.D. | |
|---|----------------|-------|-------|-------|-----------|-------|----------|-------|-------------------|------|------|------|
| | n | % | n | % | n | % | n | % | n | % | | |
| 28. I enjoyed writing English when I wrote via the weblog (Facebook) together with the WEWI model. | 2 | 6.70 | 14 | 46.70 | 12 | 40.00 | 2 | 6.70 | | | 3.53 | 0.73 |
| 29. I liked practicing the process writing via the weblog (Facebook) together with the WEWI model outside of the classroom. | 4 | 13.30 | 13 | 43.30 | 7 | 23.30 | 6 | 20.00 | | | 3.50 | 0.97 |
| 30. The activities in WEWI model were easy to understand and not confusing. | 1 | 3.30 | 10 | 33.30 | 15 | 50.00 | 2 | 6.70 | 2 | 5.70 | 3.20 | 0.89 |

6.2.3.3 Students' satisfaction from the open-ended questions

In Part 2, the data obtained from the six open-ended questions were analyzed using content analysis. The results were as follows.

Question 1: How did writing via the weblog (Facebook) together with the WEWI model help you in producing your writing?

The students expressed a variety of opinions to this question. Twenty-five students said that writing via the weblog in accordance with weblog-based English writing instructional model allowed them to use an online dictionary and search engines to find out the meaning of words and writing samples as well as any useful information they needed; this helped them to create a higher quality of writing products more quickly. More than half of the students said that they could write systematically according to the steps in the model; this helped them to write more and create a better writing product. In addition, half of them said that when writing via the weblog in accordance with WEWI model, they could share, discuss and consult with their peers group, other classmates and the teacher; this helped them improved their writing products.

Question 2: In your opinion, was the WEWI model useful? And did it help you to produce a higher quality of writing products? If yes, how? If no, why not?

For this question, more than half of the students said that writing via the weblog in accordance with weblog-based English writing instructional model was helpful for their writing. The students expressed that they had chances to correct their grammar according to peers' or teacher's comments. Fifteen students also said that they could notice the errors in their writing and adjusted them according to the comments provided by their peers and teacher. Seventeen students said that they had

chances to practice writing in a step-by-step manner, which helped them create a higher quality of writing products and enhanced their writing skills. Ten students said that they paid more attention to the writing which would be read by their peers and teacher by focusing on the use of vocabulary and grammar. In addition, three students said that they could learn a lot in terms of vocabulary and writing steps and also said that they could know their progress immediately through the feedback from peers and teacher.

Question 3: Did you like writing via the weblog (Facebook) together with the WEWI model? Why or why not?

Regarding this question, most students expressed positive ideas. Twenty-four students said that they liked writing via the weblog in accordance with the WEWI model because they could get comments and suggestions from their peers and teacher and used them to improve their writing products. Eighteen students said that they liked it because they could immediately search for any information and the meaning of words via the Internet and could complete the writing tasks more quickly. Fifteen students said that they liked it because they enjoyed writing and reading feedback from their peers. In addition, three students said that they like it because they were free in writing without the time limit and they found it more convenient writing online when comparing to paper-based writing. The students also expressed that they liked the real practice of writing via Facebook, a platform they were already familiar with. However, two students did not like writing via the weblog in accordance with the WEWI model. They said that they did not like it because sometimes they had to wait for a long time to get the peers' comments and they did not have convenient to use of the Internet.

Question 4: After practicing writing via the weblog (Facebook) together with the WEWI model, do you like learning English writing? Why or why not?

Most students expressed positively to this question. Twenty-four students said that after practicing the writing via the weblog in accordance with the WEWI model, they felt that they liked learning English writing more than ever. Nineteen students also said that they liked English writing because they became more confident writing in English and understood how to develop a writing product.

Question 5: Please describe your feelings when you did the post test, comparing to writing via the weblog (Facebook) outside of the classroom.

Students' answers to this question varied. Twenty-six students felt that writing via the weblog in accordance with the WEWI model was more convenient and independent for them than the paper-based writing test. They also said that they felt more confident and felt more joyful in writing via the weblog when comparing to the paper-based writing test. In addition, two students said that the paper-based writing test was more difficult than the writing under the WEWI model and it had a stricter time limit.

Question 6: Express your opinions or suggestions freely about practicing the process writing outside of the classroom via the weblog (Facebook) together with the WEWI model.

Most students expressed positive opinions. Twenty-two students said that after practicing the process writing via the weblog together with the WEWI model, they gained more knowledge and writing skills for creating a higher quality of writing products. Sixteen students said that it was new for them and they enjoyed

writing via the weblog, which was modern. Half of the students said that the steps in the model were easy to follow and they were also easy to understand when having passed the first writing task. The students also said that it was very easy for them to search for more information and word meanings via the Internet. However, some students suggested that grammatical rules, sentence structures, and tenses should be more specifically taught in order to help them have enough knowledge needed so they could give feedback to other peers

In their reflective journals, the students responded to the six guided questions after completing each writing task as follows.

Question 1: In your opinion, does writing via a weblog together with the WEWI model help you in practicing the process writing approach outside of the classroom or not? If yes, how? If no, why not? Describe briefly. Twenty-three students expressed that writing via a weblog together with the WEWI model helped them develop their English writing skills and focus on the accuracy of their writing products in terms of grammar, vocabulary, and sentence. Twenty students said that it was convenient for them to write via the weblog because they could immediately search for vocabulary words and the sentence samples via the Internet; this helped them a lot in practicing the process writing. The students also said that the step-by-step writing approach via the weblog helped them create a higher quality of writing products. Half of the students said that the feedback gained from their peers and teacher helped them notice the errors in their writing and revise it. In addition, two students said that they had more times to review their writing and got more concentrated on the writing. They also said that they felt free to practice writing via the weblog and this practice helped them to know more new words.

Question 2: Does writing via a weblog together with the WEWI model, help you produce a higher quality of your writing product? If yes, how? If no, why not?

Most students said that writing via a weblog together with the WEWI model helped them create a higher quality of writing. Twenty-six students said that comments and suggestions provided by peers and teachers had helped them adjust their writing in terms of language use and usage, the use of appropriate words and sentences, and the arrangement of sentences. Sixteen students also said that their writing was proofread by peers and teacher who helped them have more chances to revise or improve their writing. In addition, half of the students said that the search engine (www.google.co.th) helped them a lot in searching the samples of sentences and specific word for their meanings, which helped them use the appropriate words and sentences in their writing. In addition they also searched for writing samples when they need guidance in their writing.

Question 3: Describe your feeling towards practicing the process writing approach via a weblog together with the WEWI model. How do you like or dislike it?

Most students liked practicing their writing via a weblog in accordance with the WEWI model. Twenty-three students said that they felt free and enjoyed writing through the WEWI model. More than half of the students said that they found it convenient to write via the weblog since they could search for more information and words via the Internet. Half of the students said that they had learnt a lot in terms of new vocabularies, writing skills, and grammatical rules. In addition, some students said that it was very convenient to post their writing products and get feedback from their peers via the weblog. They also said that they liked writing via the weblog

together with the WEWI model because the activities were interesting. However, three students did not like it because they had to wait for a long time to get feedback from some peers and this caused the delay of completing each step of writing.

Question 4: Do you like to study English writing after practicing writing via a weblog together with the WEWI model?

Ninety percent of students liked English writing after the WEWI model activities. They said that they liked it very much after practicing English writing in a step-by-step manner, which helped them create a writing product more easily. Fifty-seven percent of students said that they liked English writing because they enjoyed English writing, felt free to write, and became more confident in English writing.

Question 5: Please list problems you have faced when you practiced writing via a weblog together with the WEWI model outside of the classroom.

Sixty-six percent of students said that they faced a problem on the Internet with slow speed; this made it inconvenient in posting their writing and feedback via the weblog. Half of the students said that they had to wait for a long time to get comments from their peers and sometimes their peers could not give feedback. In addition, three students said that they faced language problems in terms of grammar and appropriate word choices and sentences.

Question 6: What are your suggestions towards practicing the process writing via a weblog together with the WEWI model?

The students' suggestions varied. Twenty-four students suggested that the first writing task should be on the same topic for every student since the students would practice the same thing and could provide feedback more easily. Two students suggested that the peer group should be changed for each topic of the writing task

since the students would get a variety of comments and suggestions. In addition, three students also said that peer review should not be done in the form of group; every student should be free to give feedback to anyone.

Step 7 Results of Finalizing the Prototype

The researcher used the results of Step 6 to finalize the Surakhai WEWI model prototype and make conclusions of this research and development.

Summary of the Chapter

The results presented in this chapter can be summarized based on the research questions as follows.

1. The components of the developed weblog-based English writing instructional model consisted of eleven logical steps: (1) conduct an introductory session, (2) conduct a pre-writing session, (3) conduct a peer group review, (4) write the first draft, (5) conduct a peer group review, (6) write the second draft, (7) conduct a peer group review, (8) write the third draft, (9) receive the teacher feedback, (10) finalize the writing product, and (11) publish the final writing product on the weblog.

2. The efficiency of the instruction through the developed weblog-based English writing instructional model was 77.03/75.53, which corresponded to the efficiency criterion determined at $E_1/E_2 = 75/75$.

3. The students' learning achievement after the treatment was significantly higher than their learning achievement before the treatment at the .05 level.

4. The students reported satisfaction towards learning with the developed weblog-based English writing instructional model at the high level.

CHAPTER 5

THE WEBLOG-BASED ENGLISH WRITING INSTRUCTIONAL MODEL

The main aim of this research has been to develop a weblog-based English writing instructional model. This chapter will present the results of research and development of the weblog-based English writing instructional model, which is called Surakhai WEWI Model. It provides an introduction to the model and the pedagogical context in which the model is implemented. It then explains each component of the model comprising eleven logical steps: (1) conduct an introductory session, (2) conduct a pre-writing session, (3) conduct a peer group review, (4) write the first draft, (5) conduct a peer group review, (6) write the second draft, (7) conduct a peer group review, (8) write the third draft, (9) receive the teacher feedback, (10) finalize the writing product, and (11) publish the final writing product on the weblog. The implementation of the model is also suggested in the final session of this chapter.

5.1 Introduction

The weblog-based English writing instructional model or the Surakhai WEWI Model was developed to be used as a guideline for teaching writing via a weblog (in this case, Facebook). Based on the Brahmawong's (2008) perspectives, the Surakhai WEWI Model was derived from the research and development comprising seven steps: (1) study the body of knowledge about the prototype, (2) survey needs for the

prototype, (3) develop a conceptual framework of the prototype, (4) secure experts' opinions and suggestions, (5) draft the prototype, (6) verify the efficiency of the prototype, and (7) finalize the prototype. This model is also based on other significant conceptual frameworks, including (1) learning theory, (2) precedents about weblog-based language learning, (3) peer review in language learning, (4) writing instruction, and (5) models for weblog-based writing instruction.

The research and development of the Surakhai WEWI Model, a weblog-based English writing instructional model was based on the following pedagogical context.

This study took place at Valaya Alongkorn Rajabhat University (VRU) located in Pathumtani Province, Thailand. This university is a government run university. Its purpose is to provide education for developing the local area as the "Land of Intellectuals" in order to stably civilize the population. The academic year of this university consists of two semesters, each lasting 16 weeks. The university offers diplomas at the levels of Bachelor, Masters and Doctorate. The Bachelor degree consists of five faculties and one General Education Department. These five faculties include; Humanities and Social Sciences, Education, Science and Technology, Industrial Technology, Agricultural Technology, and Management and Sciences. Each faculty provides education in major subjects for its own faculty while the General Education Department is responsible for all fundamental subjects for all five faculties such as Thai for Communication, English for Communication, English for Study Skills, Philosophy, Art, Sciences and Environment, Thai Culture and Local Wisdom, ICT and Law for life and Human rights, Moral and life, Thinking and Decision Making (Maths) etc.

This study was conducted with the “English for Study Skills Development” course offered by the General Education Department. All the undergraduate freshman students of the five faculties are required to study two Fundamental English subjects: (1) English for Communication and (2) English for Study Skills Development. The first subject focuses on general English communication skills for daily life and it consists of easy units of listening and speaking. On the other hand the second subject focuses on reading skills. The contents of this course are divided into nine units; one unit for managing studies, six units for reading skills, and two units for writing skills with particular focus on sentence building and easy short writing such as writing for describing oneself, describing other people, describing pictures, describing places and describing activities.

In a semester, the English for Study Skills Development course takes place once a week for 3 hours a time. The students do not have sufficient times during the session for practicing writing. They need to continue their writing practice outside of the classroom. The insufficient time provided for practicing writing skills is the issue of focus in this study; the weblog was developed to be used as a tool for facilitating the writing practice beyond the classroom, using the developed model to address the issue. The model is intended to be used as a guideline for students to learn writing outside the class time. It provides students with the steps for performing the writing activity via a weblog.

The writing objectives of the “English for Study Skills Development” Course at Valaya Alongkorn Rajabhat University include 1) writing for describing oneself and other people 2) writing for describing pictures 3) writing for describing places and 4) writing for describing free times activities 5) writing for describing any things

according to the students' interest under the title of "Free Choice Topics". The main textbook used in this course is "First Steps in Academic Writing", written by Ann Hogue (Hogue, 1995) and published by Longman.

In terms of students' computer backgrounds, all first year students of all fields are required by the curriculum to study Fundamental Computer Sciences. Thus, all students are presumed to have capabilities in using computers, typing via a word processor, and using the Internet. However, to ensure that all students participating in this study are sufficiently capable of computer use, ownership of an e-mail address and prior experience with a weblog, are included in; the questionnaire was employed to elicit students' backgrounds concerning these factors. If some students have problems, they must get extra tutoring until they have the sufficient capabilities to participate in this study.

5.2 The Developed Weblog-Based English Writing Instructional

Model: Surakhai WEWI Model

The Surakhai WEWI Model consists of three major stages: input, process, and output.

Firstly, the input stage refers to the preparation of the students to perform the tasks of weblog-based writing in accordance with the Surakhai WEWI Model. The students will be instructed about the process writing approach, a paragraph writing, conducting a peer group review, writing via a weblog (Facebook), and basic computer skills.

Secondly, the process stage refers to weblog-based writing activities starting from free writing to the finalizing of a writing product.

Finally, the output stage refers to the complete writing product that students publish online from developing their writing in the previous stages.

The model developed in this study is shown in Figure 5.1 on the next page.



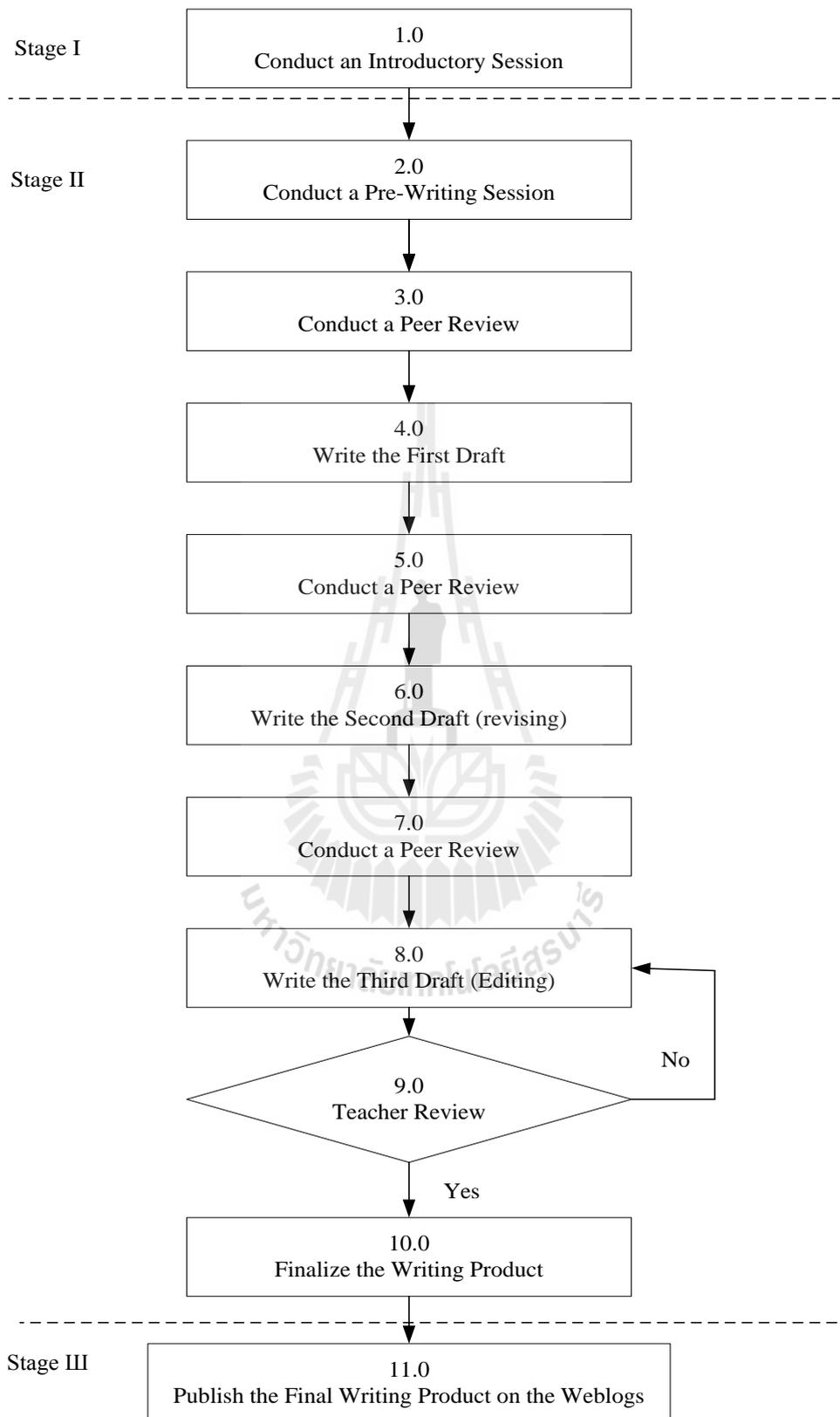


Figure 5.1 The developed weblog-based English writing instructional model

From Figure 5.1, the Surakhai WEWI Model comprises three major stages with eleven logical steps as follows:

Stage I: Input

Step 1.0 Conduct an Introductory Session

This step aims to prepare students for weblog-based writing. It includes three sub-steps as follows:

1.1 Receive knowledge about process writing approach or writing process, paragraph writing, grammar needed, peer review, and weblog

In the first and the second week, students are provided with knowledge about how to write a good paragraph, how to provide peer review, and how to use a weblog for English writing.

1.2 Receive the weblog training

In the third week, students receive knowledge in integrating technologies into their writing class including using computer, word processor (since students need to write and save their documents via word processor as a back up file) and signing up to the weblog via The Facebook home page. Additionally, students also get trained on how to post their writing and to write their feedback and comment to peers on the comment space provided by the weblog.

1.3 Receive peer review training

In the fourth and the fifth week, students receive knowledge and training about peer group review to give feedback and use others' feedback to improve their writing.

Peer review training: According to Soares, (2008) who used checklist to train students in peer revision in the EFL writing classroom to help them approach

the feedback task. The steps of peer review training are summarized as follows:

1) Provide students with a set of yes/no questions to be answered while they read and analyze each other's papers. These questions or checklists can be found in writing books or writing website. Teachers are able to devise their own checklists to cater to their groups' specific needs or to fit each writing assignment focusing attention on the critical features of one particular task.

2) Introduce students to the checklist in order to offer the support they need as regards what to comment on. Go through with students each item on the list, discussing the contents to ensure that they understand the aims of each of the questions.

3) Provide students samples of written text to analyze individually. The samples of written text should be from another group or class of students in order to avoid the embarrassing.

4) Have students work in a small group discuss their answers and then present their written text analyses.

5) Have students work in pair commenting on each other's writing pieces.

6) At the final step, students rewrite their writing before handing them to teachers.

In the present study, the researcher introduced students the guided questions for peer review to make clear in each question and each item's purpose. The teacher then guided them how to perform a peer review as follows:

1) The teacher provided them with a sample of written text.

2) The teacher then guided them on how to analyze mistakes and errors occurring in the sample written text.

3) All students in the class analyzed mistakes and errors together in the given written text.

4) Students worked in pairs analyzing each other's written text as an assignment. In case any questions arose, students were able to consult the teacher via Facebook messaging.

5) Students worked in group of three analyzing one another's written texts. In case there were any questions, students were able to consult the teacher via Facebook messaging.

6) Q & A session via Facebook.

Stage II: Process

Step 2.0 .Conduct a Pre-writing Session

Free writing is employed in this step since it helps students to share their views via weblogs. This step is divided into three sub-steps as follows:

2.1 Receive free writing techniques

Students receive instruction about free writing techniques from the researcher so that they are able to perform the weblog-based writing task properly.

2.2 Perform a free writing task

After receiving the free writing techniques, each student performs a free writing task on the "Notes" section provided on the weblog.

2.3 Post the free-writing product on the web

Students upload their free writing pieces to the weblog after they have completed the free writing task.

Step 3.0 Conduct a Peer Group Review

After uploading the free writing, each student participate in a peer review

group. They work in groups of three, in which each student reviews and gives feedback to her/his peers' writing within their groups. In other words, each student must review and give feedback to two peers in a group (without teacher involvement). Students' comments focus on contents related to the writing topic only. This activity is done via a blog on the comment space provided by the Facebook group. Thus, this step is divided into three sub-steps as follows:

3.1 Request the peer review

Students post messages on the weblog to ask their peers to review their free writing.

3.2 Receive peers' feedback

The students receive feedback from peers within group. Since there are three students in a group, one student must give feedback to two peers.

3.3 Consider the feedback

After receiving the peer group review, each student examines the peers' comments or feedback and then makes revisions of their free writing in order to produce the first draft writing.

Step 4.0 Write the First Draft

Students begin to write the first draft, using the data from the previous steps. That is, the first draft of students' writing pieces is based on peers' comments. The first draft focuses on contents, word choice, word meaning, and organization of the written text; not the grammatical or accuracy or error.

Step 5.0 Conduct a Peer Group Review (Content Focus)

The peer group review in this step focuses on the content of writing. Each student participates in a peer group review to give and receive feedback. Students in

the same group review and give feedback to each other. The feedback focuses on content, word choice, word meaning and organization of written text; not the accuracy and the grammatical error. This activity is done via the blog on the “comment space” section. Thus, this step is divided into three sub-steps as follows:

5.1 Request the peer review

Students post messages on the weblog to ask the peers to review their writing products.

5.2 Receive peers' feedback

Students receive feedback from peers. Each student gives feedback to peers' writing products within their groups of three students.

5.3 Consider the feedback

Students consider the peers' feedback or comments and use them to revise the writing pieces.

Step 6.0. Write the Second Draft (Revising)

After receiving feedback from peers, each student revises his/her writing focusing on the content, word meaning, word choice and organization of the written text. The second focus in this step is that students must also pay attention to the accuracy (correctness) and grammatical errors including punctuation. Since this is a revision of the first draft, this step is called revising.

Step 7.0 Conduct Peer Group Review (Accuracy Focus)

Each student reviews and gives feedback to her/his peer's second draft writing. This step mainly focuses on the accuracy, grammatical errors and punctuation including the whole written text, since it is the last review and feedback step. This step is also done via the comment space provided in the blog and it is divided into

three sub-steps as follows:

7.1 Request the peer review

Students post messages on the weblog to ask the peers to review their writing products.

7.2 Receive peers' feedback

Students receive feedback from peers. Each student gives feedback to peers' writing products within group.

7.3 Consider the feedback

Students consider the peers' feedback or comments and use them to revise the writing pieces.

Step 8.0 Write the Third Draft (Editing)

After receiving feedback from peers, each student corrects their writing products. This step mainly focuses on the accuracy and grammatical errors including the whole written text since it is the last writing step. Therefore, students must check and correct the whole written text. In other word, this step is the last step that the writer must check the entire piece of writing via the blog on the "Notes" section.

Step 9.0 Receive the Teacher Feedback

Students request the teacher's feedback. About the whole written text. It's possible that students receive feedback from the teacher more than once.

Step 10.0 Finalize the Writing Product

Each student makes final revisions of the writing product based on the teacher's feedback.

Stage III: Output Stage

Step 11.0 Publish the Final Writing Product on the Weblog

After students have gone through all the steps in stage II, students publish their final writing products on the weblog for scoring based on the rubric.

5.3 Implementation of the Model

The Surakhai WEWI Model, developed in this study, is a weblog-based English writing instructional model providing eleven logical steps for teaching writing to university students via a weblog-based on the process approach. Although this model is employed to teach a paragraph writing in this study, it may be applied to other writing tasks such writing essays, letters, stories, or reports. To implement this model, the following suggestions are offered;

1. The teacher should understand all the steps in the Surakhai WEWI Model, which primarily focuses on the writing process rather than the final product. The teachers should therefore pay more attention to students' practice of writing in a cyclical fashion rather than the mechanics at any single stage (the process of revision based on peer feedback).

2. Students should receive enough practice on how to write writing tasks assigned, paragraph writing or other given tasks such as an essay, a report, or a story before students perform the practicing writing at the second stage of the Surakhai WEWI model.

3. Students should understand the steps of the Surakhai WEWI Model, for example; writing process, including free writing, receiving feedback, revising and writing the first draft, receiving feedback, revising and writing the second draft,

receiving feedback, revising and writing the third draft, receiving feedback, revising and writing the final draft. Teacher should make sure that students pay more attention on the process, not the final product of writing.

4. Students should be able to review or give feedback to their peers' writing. students should also understand the issues or guided questions for a peer review and receive sufficient training.

5. Students should work in groups of three to five to perform a peer group review and the abilities of members in each group should be mixed. In case of low writing ability (according to students' opinions) in the same group, students can be allowed to invite students from other groups to give them feedback as well.

6. Feedback from peers and the teacher should be conducted as soon as the writing is posted. Since the instruction through this model is time-consuming, the teacher should check students' tasks as soon as possible so that they will obtain enough knowledge and experiences for writing the next topic.

7. The teacher should find ways to avoid plagiarism by asking students to upload photos related to their writing topics so that the uploaded photo controls the written text. Students are unable to write beyond the photo uploaded. This way is to control that students are unable to just copy any writing on the Internet.

8. Even though the main purpose of this model is to have students practice writing skills beyond the classroom, useful materials should be posted on the Teacher's blog to provide students with the information and knowledge beneficial for improving students' writing skills.

9. The teacher should suggest that students should not use online translation engines to translate Thai language (L1) into English language (L2) since those

engines result in a lower quality of the writing product since this translation devices translate word by word without grammar factors.

5.4 Summary of the Chapter

This chapter provided more details of the weblog-based English writing instructional model called “Surakhai WEWI model”. It explained the model and pedagogical context in the order of its eleven logical steps: (1) conduct an introductory session, (2) conduct a pre-writing session, (3) conduct a peer group review, (4) write the first draft, (5) conduct a peer group review, (6) write the second draft, (7) conduct a peer group review, (8) write the third draft, (9) receive the teacher feedback, (10) finalize the writing product, and (11) publish the final writing product on the weblog. The final part, also suggested considerations for the implementation of the model.

CHAPTER 6

CONCLUSIONS, DISCUSSIONS, AND RECOMMENDATIONS

This chapter summarizes the research findings based on the research questions, discusses the interesting issues arising from the findings, and gives recommendations for further study. In the conclusions section, the chapter briefly presents the research objectives, population, instruments, procedures, and data analyses, then summarizes the results of the study. In the next section, it discusses interesting issues: 1) components of Surakhai WEWI Model, 2) the efficiency of instruction through Surakhai WEWI Model, 3) the students' learning achievement, and 4) the students' expressed satisfaction in learning with Surakhai WEWI Model. In the final section, recommendations of the present study and suggestions for further research are provided.

6.1 Conclusions

The present study has been conducted in order to (1) develop a weblog-based English writing instructional model based on the efficiency criterion determined at 75/75, (2) compare students' learning achievement after learning with the weblog-based English writing instructional model, and (3) study students' satisfaction towards learning with the developed weblog-based English writing instructional model.

The samples were 30 first-year students of Section 1 enrolled in the English for Study Skills Development course in the second semester of the academic year

2011 at Valaya Alongkorn Rajabhat University (VRU), Pathum Thani, Thailand. The students received weblog-based writing instruction through the developed weblog-based English writing instructional model.

The research procedures were divided into two main parts: (1) the development of the weblog-based English writing instructional model and (2) the verification of the model efficiency. In the first part, the weblog-based English-writing instructional model was developed according to developed conceptual frameworks based on prior research and the results of students' need analysis, then examined by a panel of experts. Then the instruction through the model was tried out to examine the efficiency based on the efficiency criterion determined at $E_1/E_2 = 75/75$. Three tryouts were conducted with three students in the individual test, six students in the small group test, and thirty students in the field test. The results from the tryouts were also utilized to make revisions of the model. In the second part, the efficiency of the model was verified. The researcher investigated the efficiency of the instruction through the model after the trial run, compared students' learning achievement, and studied students' expressed satisfaction towards learning with the developed model. In the trial run for data collection, a pretest was administered to the students. Then they learned writing via a weblog with the weblog-based English writing instructional model. During the weblog-based writing activities, the students were required to write a reflective journal after completing each task. After that, a posttest was administered to the students and they responded to a questionnaire.

The research instruments consisted of the weblog-based English writing instructional model, a pretest, a posttest, a guide for reflective journal writing, and a questionnaire. The data collected from all instruments were analyzed quantitatively

and qualitatively. The frequency, percentage, mean, standard deviation (S.D.), and independent sample t-test were used to analyze the quantitative data and the content analysis was used to analyze the qualitative data.

The results of this research can be summarized as follows.

1. The components of the developed weblog-based English writing instruction model consisted of eleven logical steps: (1) conduct an introductory session, (2) conduct a pre-writing session, (3) conduct a peer group review, (4) write the first draft, (5) conduct a peer group review, (6) write the second draft, (7) conduct a peer group review, (8) write the third draft, (9) receive the teacher feedback, (10) finalize the writing product, and (11) publish the final writing product on the weblog.

2. The efficiency of instruction through the developed weblog-based English writing instructional model was 77.03/75.53, which corresponded to the efficiency criterion determined at $E_1/E_2 = 75/75$.

3. The students' learning achievement after the treatment was significantly higher than their learning achievement before the treatment at the .05 level

4. The students reported high levels of satisfaction towards learning with the developed weblog-based English writing instructional model.

6.2 Discussions

Based on the research findings, the development of the weblog-based English writing instructional (WEWI) model or Surakhai WEWI Model has a number of interesting issues as follows.

6.2.1 Components of Surakhai WEWI Model

The Surakhai WEWI Model or a weblog-based English writing instructional

model, developed in this study consists of three main stages: input, process, and output. The input stage aimed to prepare students to perform a weblog-based writing activity in accordance with the Surakhai WEWI Model. The students were instructed about the writing process, writing a paragraph, conducting a peer group review, writing via a weblog (Facebook), and computer skills. This stage corresponds to the first stage of the Blogging Chinese Language Composition Instruction Model (Lou, et al., 2010) providing students with the guidance to make them familiar with the blogging operation, but it was different from the first stage of the Weblog Text-image Transmission Model (Chuang and Shih, 2011) focusing on guiding the students through photos and questions to help them write a description about the given photos. It could be seen an advantage of the Surakhai WEWI Model is that it not only provided the students with the guidance of blogging operations, but also gave them instruction on the writing skills (writing processes, writing a paragraph, and grammar) necessary and peer review, which were needed to complete the weblog-based writing tasks as assigned in the model. That is, the students were required to gain enough knowledge and skills in order to learn writing with the Surakhai WEWI Model. However, based on the experiment, the researcher found that the peer review training was still difficult for the students since they needed to have enough knowledge and skills in terms of paragraph writing, grammar, and writing processes. They might know how to give feedback, but they might not know the varieties of feedback that they could select and give to their friends' writing products. Hence, before employing peer feedback to writing class, it is very crucial to provide enough training for students to ensure that they are able perform this task properly.

In the second stage, the process stage aimed to have students perform weblog-based writing activities based on the writing processes: free-writing, drafting, revising, editing, and finalizing. These steps were based on the general stages of the process writing approach reviewed in the literature. The general stages consist of prewriting, drafting, revising, editing, and publishing (Jones, 2006). During the writing processes in this stage, the students had opportunities to receive online feedback; comments about their writing products; from their peers and instructor which they could utilize to revise or edit their writing products before finalizing. Peer review was put in this model since it was proven to be an effective tool for assisting and developing students' writing (Vurdien, 2011; Abidin et al., 2011; Gielen et al., 2010; Lin and Chien, 2009; Wang, 2009; Rourke et al., 2008; Lundstrom, 2006). Each peer review session was done before revising and editing, followed finally by teacher feedback before publishing the final writing product because feedback from peers could be as useful to improve students' writing products as teacher feedback, according to the study of Gielen et al. (2010), there were no significance different found between the peer review and teacher feedback.

When compared to other similar models, the Surakhai WEWI Model differed in details from the Weblog Text-image Transmission Model (Chuang and Shih, 2011) and the Blogging Chinese Language Composition Instructional Model (Lou, et al., 2010). The Weblog Text-image Transmission Model includes the writing processes (planning, reviewing, and translating) and peer discussion, whereas the Blogging Chinese Language Composition Instructional Model includes only the processes (reading the texts and doing the writing assignments) and teacher feedback.

It was noted that the two models seemed not to follow the general stages of the

process writing approach mentioned above and there was no peer review or teacher review to develop students' writing during each step as features prominently in the Surakhai WEWI Model.

In the final stage, the output stage referred to the complete writing product that students obtained from developing their writing in the previous stages. In this stage, students utilized the teacher feedback to make a final revision of the product and published the completed work on the weblog. This stage corresponded to the final stage of the other two models because it was the end product of all models. In the present study, some students had received teacher feedback more than once before having complete product publish on the weblog. This could help students maintain a higher quality of their writing. In addition, the teacher also summarized all common mistakes found in students' writing and then posted them on the teacher's Facebook so that students were able to study those mistakes found and then improved their writing before posting them on their Facebooks. Sokolick (2003) mentioned that correcting a student's writing should not be done, but summary comments instructing students to look for problems and correct themselves should be provided. However, the researcher of the present study corrected and gave feedback to students' writing and also collected common mistakes happening in all students' writing and posted in the teacher's Facebook.

In the study, the researcher observed that the students could follow each step of writing in the Surakhai WEWI Model. It might be that the steps of the developed model were concrete and easy to follow. The use of Facebook as the weblog, was a convenient tool that facilitated weblog-based writing since it was a social network that most students use everyday. This might motivate them to learn writing in daily life.

The weblog was also convenient to post, give comments, revise or edit, and publish the final product any times and any places as the students needed. Sometimes, if students found a little misspelling after posting, they could immediately edit and post again. However, apart from these advantages, the researcher of this study has also found some disadvantages in terms of the teacher feedback. It was found that teacher's feedback was a time-consuming step since she had to provide feedback to all students. Though, the teacher gave feedback to all students' writing but it might not be possible for all instructors to review every piece of writing carefully but rather read and gave feedback roughly. In this experience, the researcher as the teacher collected general errors and mistakes found in students' writing products and posted them on the weblog (teacher's weblog; Facebook) in order to have the students notice and improve their writing products for the same errors. This worked out for some students, but most of them seemed to be more confident to have feedback directly from the teacher. Therefore, teacher's direct feedback still needed though it was time-consuming. In addition, sometimes many students must wait a long time to get feedback from the teacher since there are a lot of students' writing to correct. This situation mostly happened when most students posted their writing at the same time, the teacher must work even harder so that students did not wait so long time. In conclusion, to employ teacher's feedback in writing class affected students' confidence to correct and improve their writing products, but it was time-consuming for teachers which should be explored further on how to give teacher feedback to students' writing without the burden of teacher.

6.2.2 The Efficiency of Instruction through Surakhai WEWI Model

The efficiency of the instruction through the developed weblog-based English writing instructional (WEWI) model was 77.03/75.53, which corresponded to the efficiency criterion determined at $E_1/E_2 = 75/75$. This was because this model was systematically developed in a step-by-step manner based the seven-step model of research and development (Brahmawong, 2008). The design of the model was in accordance with the conceptual framework and examined by the experts. It was also completely developed in three tryouts: an individual testing, a small group testing, and a field testing, which enabled the researcher to see both weak and strong points of the model. The feedback arising from each tryout was utilized to develop the model, including the inclusion of additional teaching materials. When the instruction through the developed model was effective in the tryout, it was possible to be effective in the trial run revealing that the efficiency of the instruction through Surakhai WEWI Model met the efficiency criterion determined at $E_1/E_2 = 75/75$.

When looking at the efficiency value ($E_1/E_2 = 77.03/75.53$), it could be seen that the efficiency of the process (E_1) was higher than the efficiency of the product (E_2). It might be that the process of weblog-based writing, offered enough time and more opportunities for students to practice and improve their writing tasks through the comments provided by their peers and teacher in order to make their final products as complete as possible. Considering the weblog-based English writing instructional model, it could be seen that the model contains the steps of the writing process instruction (prewriting, drafting, revising, editing, and publishing) and three sessions of peer review. During the steps of writing, the students received comments from their peers and a teacher review to make revisions of their writing products. This might

help students' final written products to achieve higher quality or earn higher scores than their writing during the paper-based posttest, since the students could utilize the comments to revise their writing products many times before posting the final product and with assistance of the weblog, the revisions and peer review could be made conveniently. According to the findings of several studies (Vurdien, 2001; Abidin, Pour-Mohammadi and Hamid, 2011; Wang, 2009; Lin and Chien, 2009; Lundstrom, 2006), peer review was effective for enhancing students' writing; it assisted students towards writing a successful paper. Thus, the efficiency of the process was higher than the efficiency of the product.

In addition, it could be seen that the efficiency of the instruction through the weblog-based English writing instructional the Surakhai WEWI model during a trial run for data collection ($E_1/E_2 = 75.10/73.84$) was lower than that of the instruction through the Surakhai WEWI model in the field testing of tryout ($E_1/E_2 = 77.03/75.53$). Though two values were accepted according to the criterion ($E_1/E_2 = 75/75$) and the efficiency value from trial run could confirm the efficiency value gained from the field testing of the tryout, they were different. It might be because the tryout and trial run were done with different groups of students. The tryout of the model was done with students in semester 2/2010, while the trial run of the model was done in semester 2/2011. External variables of the two groups such as motivation, technology preference, existing writing abilities, and prior knowledge and experience were difficult to be controlled. These variables may be related to students scores gained from the pretest and posttest, so the efficiency values obtained from two groups of students were different.

6.2.3 The Students' Learning Achievement

In this study, the students' writing achievement could be found from the quality of writing or posttest scores after the weblog-based writing activities. It was found that the students' writing achievement after the treatment was significantly higher than their learning achievement before the treatment at the .05 level. It could be seen that the students performed better on the posttests which revealed the promotion of students' learning achievement or writing qualities. This can be understood that the weblog-based writing activities agreed with the studies of Khampusaen (2012), Fageeh (2011), Jones (2006), and Bella (2005) which also found that weblog-based writing did enhance students' writing skills and abilities; the students improved in their writing tasks. This might be because of the following reasons: The different scores between the pre-test and the posttest in the trial run period revealed the success of the students' learning through the Instruction of the Surakhai WEWI. However, this might be explained that students took the pre-test on the first day of the course. They lacked the practice and all of knowledge needed such as writing process, paragraph writing and the grammars needed. In addition, since it was the first day of the course, they did not expect to attend a test either. On the other hand, their higher scores on the posttest shows that since they have been trained, received the knowledge they needed, practiced writing beyond the class and participating in the peer review. This helped them to understand some factors about writing such as how to develop their writing, how to perform brainstorming, and how to check the errors since they have already performed the peer review. These helped them to become aware of their writing errors and mistakes. Hence, students' posttest scores are much higher than the pretest one.

Firstly, the students performed weblog-based writing activities in accordance with the Surakhai WEWI Model, which provided them with the process writing practice consisting of the eleven steps: (1) conduct introductory session, (2) conduct a pre-writing session, (3) conduct a peer group review, (4) write the first draft, (5) conduct a peer group review, (6) write the second draft, (7) conduct a peer group review, (8) write the third draft, (9) receive the teacher feedback, (10) finalize the writing product, and (11) receive the final writing product on the weblog. These steps were the stages of the process writing approach integrating with peer review which led to a good writing product (Kroll, 2001; Sokolik, 2003).

Following these steps, the students were provided with the opportunities to develop their writing products until they gained the best result for the final product. They also received many opportunities to practice writing more often via the weblogs.

Secondly, the students received helpful and meaningful feedback used for developing their writing products from their peers and teacher. The feedback or comments arising from the interaction with the peers and teacher are considered very helpful for adjusting the writing products (Sokolik, 2003) and they were found effective for enhancing students' abilities to create a good writing product (Abidin, Pour-Mohammadi and Hamid, 2011; Wang, 2009; Lin and Chien, 2009; Lundstrom, 2006; Vurdien, 2001).

According to constructivism, the students constructed their knowledge through interactions with the environment and society. They learned collaboratively for the active construction of knowledge at their own paces. This constructivist learning environment was supported by the weblogs providing the students with the opportunity to develop their language skills through social interaction. When the

students interacted with their peers and the teacher, they had opportunities to receive feedback and utilize it to modify their output, the writing product, in order to make it more comprehensible; they might benefit from the feedback focusing their attentions on form (grammatical features) or meaning of the language. This might help them to be able to develop their writing product and linguistic ability as well since the students meaningfully used the linguistic resources and their inter-language was enhanced in the same time (Swain, 1985; Long, 1996).

In this study, the researcher found that after receiving feedback about contents from the peers and the teacher, the students made revisions of their writing products. For example; in an example of writing, students were required to write a descriptive paragraph about the favorite place according to the Weblog-Based Writing Task 1 (Appendix I). In the free-writing step, a student, as a writer, posted the free-writing product on the weblog. After reviewing the post, the peers provided feedback or comments on the length of contents. A peer said, *“You can add more contents with a few sentences if you want”* and another supported, *“I think so. You should add more contents.”*

Receiving the comments, the writer adjusted her writing by adding some content in the first draft step. Then she posted the first draft on the weblog. In this post, it was found that the writer added two new sentences based on the peers' comments. For this post, the first draft, the peer review still focused on the contents in terms of the extension of the content. The peers suggested some points that should be put on the writing. A peer said, *“I think you should add contents related to what you like the most at Dream World, using the sentence “I like _____ a lot / very much.”* Another said, *“What impresses you most in this photo? You should describe it. The*

sentence “There are a lot of landscapes at the Dream World” comes before the sentence you’re talking about the persons in the photo. You should talk about the persons first, then talk about the landscapes. Does this sound better?”

After receiving these comments, it was found that the writer paid more attention to the contents. She adjusted the writing by adding more information and changing the order of the sentence based on the peers’ suggestions, then posted the second draft on the weblog.

For the second draft, the peer review focused on the accuracy of the language. A peer said, *“In the sentence ‘We were taken in Love Garden at Dream World last two week’, ‘last two week’ is used to tell the past. I think it should be followed with ‘ago’. Two week = two weeks ago?”* Another said, *“In the sentence ‘This picture so make me good and happy’, the verb ‘make’ should be added withs’. In the sentence ‘There is pink chair on the left’, should it be ‘a pink chair’? And check the agreement between ‘this’ and ‘things’ in the sentence ‘I like to see this beautiful things’. I think ‘this’ should be changed to the plural form.”* He/ She also commented, *“The sentence ‘There are three people in this photo’ and ‘There is only a man on this photo’ should be combined as ‘There are three people in this photo and there is only a man on this photo’ Is this better?”*

After receiving these comments, it was found that the writer focused her attention on form or grammatical features of the language according to the peers’ comments. She noticed the grammatical errors suggested by the peers and corrected them in the final draft. It was stated that paying attention to form is necessary for students to notice structures in texts and allow them to stretch their inter-language abilities to maximum. As Schmidt (1990) claims that what students notice becomes

intake for learning. Noticing, thus, pushes students into a more syntactic processing mode that will help them to pay closer attention to form or grammar (Tomlin and Villa, 1994).

Having edited again, the writer posted the third draft on the weblog. When considering the final draft, it was found that the writer edited the writing by correcting grammatical errors in words and sentences based on the peers' comments.

For the final product, the teacher reviewed it and provided feedback on the structure of paragraph writing and language use and usage. An example of teacher feedback Overall, your writing is good and full of important components. The introductory part is ok, but the topic, "My Memorable Photo", the topic sentence should be more focused and related to the topic. For example, you might say, "*This photo is one of my memorable photos, I feel very happy when I look at this photo.*" etc. After receiving the teacher's comments, the writer made revisions of her writing product based on the teacher's comments, then published the final product on the weblog. Teacher feedback is very valuable for students since they trust the teacher more than peers and in response, students change their writing without hesitation. Writing through the Surakhai WEWI Model, encouraged some students to ask, communicate and contact the teacher easily. The researcher often received messages from students (even in the middle of the night) to check their writing privately. Students also frequently asked about ways they could make their writing clearer or easier to understand. The researcher tried to answer all students' questions since she recognized the necessity in helping students with instruction that took place beyond the classroom. Moreover, some students tried to perform online chat with the researcher since they knew that she was always online working and checking

students' work. Allowing students to consult online chat was useful for some students but it was time consuming and the researcher did not have enough time. Therefore, she would chat with students who really needed help for the clarity in their writing only since students sometimes just wanted to talk to her about some simple points that they could study and search by themselves. Sometimes, students just wanted to chat with the teacher about general things, not involving students' work. For example, a student wrote a chat text to her that "Teacher, what are you doing?" or "Teacher why are you up so late?". However, some students might really have problems that the researcher should help in their writing. For example, a student wrote "Teacher, how can I do a good organization with this work of mine". These examples provided evidence of the high levels of assistance, collaboration and interaction both among students and between students and teachers. These evidence also confirm the communication between the teacher and the students beyond the classroom that rarely happen in a traditional classroom. This lead to the assistance, collaboration and interaction between students and teacher to improve students' writing and help solving writing problems for students in practicing writing via weblogs beyond the classroom.

According to the mentioned example, it could be seen that the student' writing products were developed in a step-by-step manner through the interaction with the peers and the teacher providing feedback for revision of the writing product. It is clear that the feedback gained from peer review and teacher were meaningful and helpful for students' writing development. Khampusaen (2012) also found that students' writing skills were improved as a result of feedback gained from their peers and instructor. This scholar mentioned that through these two sources of feedback,

students' writing skills were improved in many aspects such as effective organization, correct writing convention, various sentence structure and adequate word choice, vocabulary and knowledge related to the topic.

Finally, the weblog (Facebook) together with the Surakhai WEWI Model, was used to support the step-by-step writing procedures; prewriting, drafting, revising, editing, receiving a peer review, receiving a teacher feedback and publishing the complete writing product on the weblog. This assisted students to develop their writing skills and enabled them to produce quality of writing. These results were also found in Jones's study. This researcher employed weblogs in the writing process and found that weblogs served as an appropriate vehicle for the writing process approach for ESL learners. This scholar identified specific useful aspects of weblogs that aided writing instructional goals such as easy word processing for writing platform, editing, and revising. In addition, It was also found that public access and the commenting aspect or feedback through writing via weblogs supported writing process approach because students could provide and receive feedback to revise their writing via the weblog and this led to the enhancement of writing quality. Similarly, Khampusaen (2012) found that weblogs helped students to improve their essay writing skills (writing in step by step manner of writing process) through peer feedback via weblogs.

Based on the reasons mentioned above, it can be stated that the use of Surakhai WEWI Model for teaching writing via a weblog assists students to gain higher learning achievement or higher quality of writing.

6.2.4 The Students' Satisfaction in Learning with Surakhai WEWI Model

In the present study, the students' satisfaction was determined from the questionnaire and reflective journals. This section discusses the findings on students

satisfaction in terms of (1) level of satisfaction, (2) students' reactions towards learning with the Surakhai WEWI Model, and (3) students' preferences in learning with Surakhai WEWI Model.

1) Level of Satisfaction

The finding showed that the students' satisfaction in writing via a weblog in accordance with the developed weblog-based English writing instruction model after the treatment was in the "good" level. That was, overall, the students had a good view towards the writing instruction with the Surakhai WEWI Model developed in this study. This finding was corroborated by several studies indicating that students had positive views towards writing via a weblog seems to have improved their attitudes (Khampusaen, 2012; Fageeh, 2011; Jones, 2006; Xie and Sharma, 2004). This might be because the students felt independent in writing via a weblog outside of the classroom. They were free to choose where and when they wanted to work and they could communicate and collaborate with each other while developing their writing. The weblog that was used, Facebook, was students' favorite social network which they use in their daily lives. Also, the weblog was a useful tool for practicing writing outside of the classroom since it provided students with the Internet tools such as search engine sources and online dictionaries facilitate writing. In addition, the weblog focused students on the meaning of posts. The students would pay more attention on their writing posted on the weblog for their peers and teacher who would read and provide feedback and they were encouraged to be the owner and responsible for their posts (Godwin-Jones, 2003; Edwards and Mehring, 2005; Anderson, 2006; Jones, 2006; Mynard, 2007; Sun, 2009).

2) Students' Reactions towards Learning with Surakhai WEWI Model

Most students expressed positively that learning with Surakhai WEWI Model was helpful for the writing process and helped them produce a higher quality of writing product. Based on the open-ended questions of the questionnaire, writing via a weblog with Surakhai WEWI Model provided students with the supporting tools such as online dictionaries, search engines, and word processing program. It also provided the step-by-step writing activities and the opportunities to share, discuss, and consult with their peers and teacher. Similarly, from the reflective journals, students could immediately search for unknown vocabulary and samples of sentences via the Internet. The step-by-step writing in Surakhai WEWI Model helped students to create a higher quality of writing products and the feedback gained from their peers and teacher helped them notice errors in their writing products to make revisions. Thus, learning with Surakhai WEWI Model was useful for developing students' English writing skills. Similarly Fageeh (2011) reported students' perceptions that the weblog was an effective tool for the development of their English writing proficiency. It was because the Surakhai WEWI Model aimed to provide students with process writing practice based on the stages of the process writing approach that students could conveniently perform a process writing activity. Also, with the assistance of the weblog, Facebook, it allowed them to make a two-way communication with multiple peers. They could perform prewriting, drafting, revising, editing, receiving feedback from peers and from teacher including publishing the complete writing product on the weblog. In this learning environment, it could be seen that students had opportunities to interact with their peers and teacher in order to develop their writing products. They learned collaboratively to co-construct knowledge about language for creating a good writing product (Brooks and Tocalli-Beller, 2002). This collaborative interaction

has been found to assist students in writing, especially when they were asked to produce texts and peer-edit (Swain and Lapkin, 1998; Storch, 1999; Tang and Tithcott, 1999) and it scaffolds students to be able to perform a higher quality of writing products than the level of their individual competence (Swain, 2000). These features make the Surakhai WEWI Model helpful for the writing process and resulting in a higher quality of writing as perceived by the students.

3) Students' Preferences in Learning with Surakhai WEWI Model

Most students expressed that they liked the conveniences available in the weblog-based writing with Surakhai WEWI Model. Based on the open-ended questions of the questionnaire, students said they liked the convenience in writing, posting, reading posts, providing feedback, revising, and searching for information and the meaning of words. In the same way, from the reflective journal, students felt that it was convenient to write, post their writing products, get feedback from their peers, and search for more information. Thus, the students liked the convenient aspects of writing via a weblog with the Surakhai WEWI Model. Some students mentioned that apart from the search engines available via the Internet, writing via this model allowed them to have the convenience in studying writing, for example, if they had to write on papers, they had to carry and took good care of their writing papers in order to submit them to the teachers. This finding corresponded to the study of Jones (2006) in which all students liked the blogging aspect of the class for writing tasks. It also agreed with the study of Amstrong and Retterer (2008) which found that students felt much more comfortable in writing via a weblog. With the advancement of weblog technology, sites like Facebook, make the writing process easier when compared to the paper-based writing approaches. Students could write and rewrite easily with the help of a typing

tool with language check. With regards to peer review, students' peers and teacher could review the writing posts and provide feedback immediately and they could comment anytime and anyplace beyond the classroom since the weblog allows both synchronous and asynchronous communication; all entries will be kept based on the date and time of posting. These aspects make the weblog convenient and effective for the writing process and helping students create writing of higher quality (Richardson, 2006; Fellner and Apple, 2006; Warlick, 2005). Thus, the weblog used in this study, Facebook, is not just an easy-to-use tool for the writing process, but also a popular social network that students like to use in their daily lives.

Therefore, the Surakhai WEWI Model, a weblog-based English writing instructional model, was a suitable plan for teaching writing in order to enhance the learning achievement of the first-year students at Valaya Alongkorn Rajabhat University. Moreover, it was a means for increasing student motivation to learn English writing.

6.2.5 Advantages and Disadvantages of the Surakhai WEWI Model in the Researcher's View

1) The introductory session of the Surakhai WEWI Model provided all knowledge and information needed including the utilizing of the weblog (Facebook) and training in peer review prior to the process stage. This helped students understand how to employ and follow the model precisely. However, a disadvantage point was that the amount of times spent at this stage were inadequate. Students wrote to the researcher that they would like her to provide a longer duration for the introductory session. But, the limited time was an obstacle since this study needed to take a single semester. Therefore, it could be interesting to use the Surakhai WEWI Model during a

longer term period, such as a two-term sequence in practicing English writing beyond the classroom.

2) The practicing of English writing through the Surakhai WEWI Model was a step by step method in which peer review played an important role in developing students' writing. Peer feedback was employed in every step of writing that made the writing step in this model too long. The researcher of the present study would like to suggest that peer feedback in the pre-writing stage should be skipped and have students begin to perform this task in the first draft writing stage.

3) An advantage in the Surakhai WEWI Model is that the employment of peer review together with teacher feedback was quite beneficial since students had confidence in producing good pieces of writing. However, a disadvantage was that it was a hard burden and a time consuming job for the teacher to give feedback to all students' writing because she must write the feedback into the comment space. Therefore, future research should consider ways to investigate on how to reduce the teacher's burden. To solve this problem, the researcher collected the common mistakes occurring in students writing and then posted these frequent errors in teacher's weblog (Facebook) so that students studied about these mistakes and tried their best to improve their writing.

4) Another advantage of the Surakhai WEWI Model is that this model provides students the opportunity for practicing English writing skills outside of the classroom. Students who have motivation and encouragement are able to practice English writing via this popular social network (Facebook) further as a life long learning opportunity on their own which corresponds to the current trends of the globalization era nowadays

6.3 Recommendations

6.3.1 Recommendations for the Present Study

According to the results of the study, recommendations based on this research may be made as follows.

1) For students; (1) Students need to have basic knowledge of computer skills and typing ability, so that they can confidently use computers and the Internet to participate in the weblog-based writing activities. (2) Students need to have interest in each of the stages of the writing process, and be able to study and practice by themselves in order that they are able to extend their knowledge and perform the writing task including the peer review activity properly. (3) Students should have encouragement and motivation in working with their writing draft since it is a long process and proceeds in cumulative stages. If they get bored, it could happen that they are unable to finish their writing tasks. (4) Students should complete their writing as soon as possible since students must perform writing task which are there ten stages in the process stage of the Surakhai WEWI Model. Through these stages, students must develop their writing tasks step by step which took times. If they do not perform each writing step immediately, it's possible that they will not finish their writing tasks in time and unable to begin the next writing task. (5) In order to avoid plagiarism from the Internet, students were required to upload a photo in which they appeared and the photo related to the topic they wrote about. Therefore, it is really necessary that students should know how to upload photos onto their writing in the "Note" section via the Facebook. If the photo is too large, a problem in uploading might occur. However, it was seldom found students were unable to upload the photo. This might be because students often upload their photos on their Facebook when they

communicate with friends via the Facebook.

2) *For teachers*; any teachers who might desire to use the Surakhai WEWI Model, apart from common knowledge and training on how to use and manage a weblog, they should also enjoy using this technology since she/he must sit in front of the computer for many hours; checking and giving feedback to students' writing and answering their questions. Therefore, it would be most unpleasant if the teachers did not enjoy using a weblog. Furthermore, teachers who desire to use this model need to sit day and night working in front of the computer because there are many pieces of students' writing. Moreover, each student wrote three pieces of writing and each writing task included three stage of writing. Prior to these three writing tasks, in the training period before the treatment, students were required to write another three writing tasks as well. Therefore, teachers who want to use the Surakhai WEWI Model should prefer and enjoy working with a weblog (such as Facebook etc.). Besides, the most important thing for teachers who wish to use the Surakhai WEWI Model is that one should never delay in giving feedback to students' writing, otherwise he/she would never finish this work since there are many students and nearly all of them finished their writing nearly at the same time. Every moment a notification from the Facebook system shows you that you have received a new post notification that you have received a new message from students to inform you that they had finished their writing tasks (They actually did not need to inform the teacher but they loved to do this. The researcher mostly showed the attention in students' communication by giving answers or just saying okay or minimum just clicking the "like" button to show her attention. If she did not do this, students would be upset that she ignored their communication).

3) *In terms of peer review*; (1) students should be trained enough in terms of using the weblog (Facebook) to post their writing products and performing peer review including an understanding about the writing process and its stages, writing a paragraph, descriptive writing, and any information and knowledge needed. (2) Even though knowledge about peer review and training on how to perform peer review was provided in this study; it is still recommended that students should search and study by themselves; reading through the search engine since the amount of times employed in peer review training were insufficient (3) According to the result of this study, students faced the problems that they wasted time waiting for their peers to review to their writing. This caused delays in posting the final product. Therefore, students should be recommended to perform the peer review as soon as possible. Although, the researcher gave students a specific time frame, some students still complained that they could not perform the writing stage since they had to wait for peer review. However, the researcher suggested students to prepare the next writing stage or task in advance so that they did not waste times while waiting for the review from their peers. Besides, the researcher noticed that students themselves urged their peers via the comment spaces to perform the peer review as quickly as possible. This worked out with some students. (4) It was found in this study that students themselves had conflicting ideas in providing peer review. Some students discussed through the comment spaces while other kept quiet and said that they should wait for the teacher's comment. When the researcher saw this kind of conflict, she recommended students to find out about the information needed through the search engine and provide a solution to the conflict. Therefore, she suggests that when a conflict occurs in the peer review, students themselves should search and construct their own knowledge to find

the solution and discuss with peers further.

4) In terms of writing assistance tools via the Internet; (1) Writing via the Surakhai WEWI Model provided the opportunities for students to use search engines to find knowledge and information sources. According to the questionnaire, students were very satisfied with these writing assistance tools such as online dictionaries, translation devices, samples of paragraph writing and sources of knowledge and information needed including other useful websites which might be useful for the writing tasks via the WEWI Model. Therefore, it is suggested that students should not use the translation devices which translate from Thai to English since it was found that some students just copied and pasted the inaccurate of online translation engines without rewriting, correcting or adjusting the content. (2) Although students were able to search for useful information needed for their writing but it was found that most students had hesitation and difficulty in selecting the appropriate websites. Therefore, it is recommended that teachers should provide samples of useful and appropriate websites related to the writing topic assigned.

5) In term of the Internet; the availability of the Internet access are quite important, since it was found that students were annoyed or disturbed by disruptions or impediments in the Internet transfer speeds. These factors affected students to finish their writing within the allocated time. The uploading of photos and posting of writing products might fail because of the Internet speed problem.

6.3.2 Suggestions for Further Research

The following suggestions are proposed for further research as a result of the findings of the present study.

1) According to the students' satisfaction of using Surakhai WEWI model for

practicing writing in the English for Study Skills Development course, similar research should be carried out in other subjects such as English for Computer Sciences, English for Information Technology, Business English, etc. as students suggested from the interview because the system will allow them to practice writing through interaction and encourage their collaborative learning.

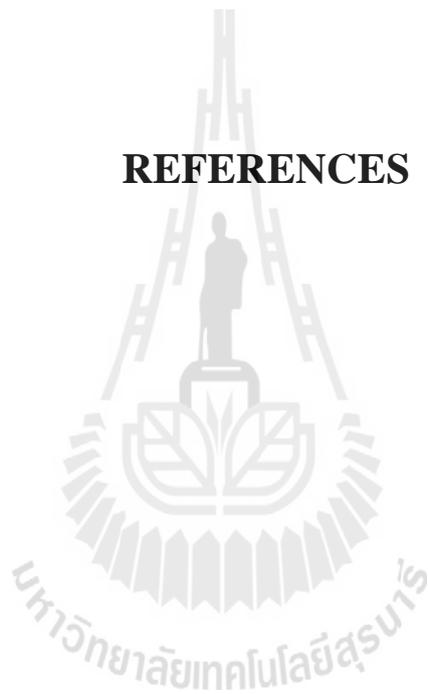
2) A comparative study of other English writing models similar to the Surakhai WEWI model and other instructional methods using different learning platforms should be conducted.

3) A similar research should be conducted involving students at other levels, such as fourth year students because they will need more English writing skills to prepare for their careers after graduation.

4) A study should be conducted to investigate on how students learn writing via a weblog according to the principles of Teaching English as Foreign language (TEFL) and how their writing qualities are developed.

5) A cross cultural of peer review might be interested to be employed to create another model of weblog-based writing instruction.

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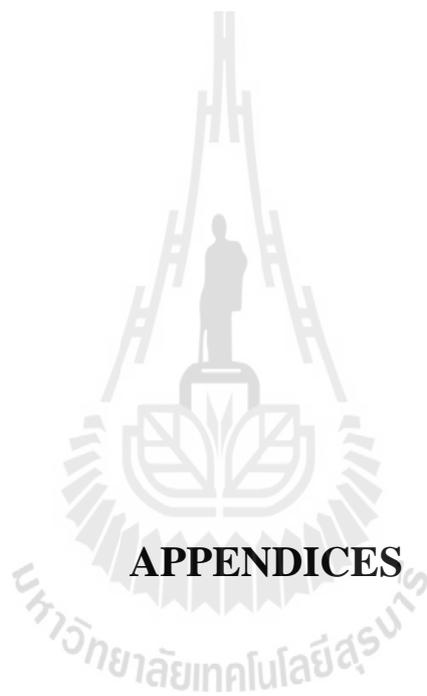
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APPENDICES

Appendix A

Results of Tryouts

The Individual Testing of the Instruction through the Weblog-Based English Writing Instructional Model

| Student | Pretest (100) | Writing Tasks (100) | Posttest (100) |
|-----------|---------------|---------------------|----------------|
| 1 | 36.33 | 71.44 | 65.00 |
| 2 | 35.33 | 68.78 | 61.00 |
| 3 | 46.67 | 64.44 | 62.00 |
| Mean | 39.44 | 68.22 | 62.67 |
| S.D. | 6.27 | 3.53 | 2.08 |
| % | 39.44 | 68.22 | 62.67 |
| E_1/E_2 | | 68.22/62.67 | |

**The Small Group Testing of the Instruction through the Weblog-
Based English Writing Instructional Model**

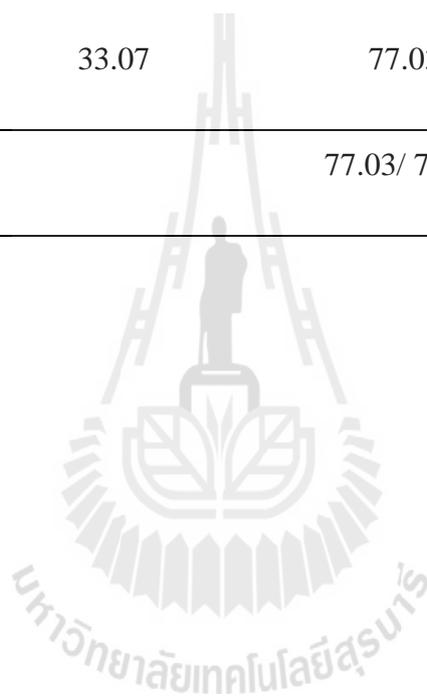
| Student | Pretest (100) | Writing Tasks (100) | Posttest (100) |
|-----------|---------------|---------------------|----------------|
| 1 | 39.00 | 72.89 | 69.00 |
| 2 | 39.33 | 73.22 | 69.33 |
| 3 | 41.67 | 70.00 | 70.00 |
| 4 | 38.00 | 69.78 | 67.67 |
| 5 | 39.00 | 69.89 | 64.67 |
| 6 | 33.67 | 67.89 | 61.67 |
| Mean | 38.44 | 70.61 | 67.06 |
| S.D. | 2.64 | 2.05 | 3.25 |
| % | 38.44 | 70.61 | 67.06 |
| E_1/E_2 | $70.61/67.06$ | | |

The Field Testing of the Instruction through the Weblog-Based English Writing Instructional Model

| Student | Pretest (100) | Writing Tasks (100) | Posttest (100) |
|---------|---------------|---------------------|----------------|
| 1 | 36.33 | 76.78 | 77.33 |
| 2 | 33.67 | 78.11 | 75.67 |
| 3 | 46.33 | 75.00 | 81.33 |
| 4 | 36.00 | 77.00 | 73.33 |
| 5 | 41.33 | 78.22 | 70.00 |
| 6 | 39.33 | 75.78 | 80.00 |
| 7 | 25.33 | 76.56 | 66.33 |
| 8 | 28.67 | 76.11 | 84.67 |
| 9 | 33.00 | 73.67 | 69.33 |
| 10 | 30.00 | 75.89 | 74.00 |
| 11 | 33.67 | 77.33 | 84.67 |
| 12 | 26.00 | 75.00 | 78.67 |
| 13 | 29.00 | 76.00 | 77.67 |

| Student | Pretest (100) | Writing Tasks (100) | Posttest (100) |
|---------|---------------|---------------------|----------------|
| 14 | 31.33 | 79.22 | 73.33 |
| 15 | 32.00 | 75.00 | 80.00 |
| 16 | 26.00 | 78.56 | 81.00 |
| 17 | 26.67 | 78.00 | 73.33 |
| 18 | 22.00 | 75.89 | 66.67 |
| 19 | 43.67 | 76.78 | 85.00 |
| 20 | 26.00 | 77.89 | 72.67 |
| 21 | 31.67 | 78.33 | 80.00 |
| 22 | 33.00 | 77.44 | 77.33 |
| 23 | 45.00 | 76.56 | 79.00 |
| 24 | 36.33 | 77.22 | 70.33 |
| 25 | 35.67 | 82.78 | 68.33 |
| 26 | 36.00 | 75.33 | 76.00 |
| 27 | 41.33 | 76.78 | 83.00 |
| 28 | 32.33 | 80.56 | 76.67 |
| 29 | 28.67 | 76.22 | 66.00 |

| Student | Pretest (100) | Writing Tasks (100) | Posttest (100) |
|-----------|---------------|---------------------|----------------|
| 30 | 25.67 | 76.78 | 64.33 |
| Mean | 33.07 | 77.03 | 75.53 |
| S.D. | 6.30 | 1.79 | 5.94 |
| % | 33.07 | 77.03 | 75.53 |
| E_1/E_2 | | 77.03/ 75.53 | |



Appendix B

Item Objective Congruence (IOC) of the Guided Questions for Reflective Journal

| Item | Expert | | | Total | IOC |
|------|--------|---|---|-------|------|
| | 1 | 2 | 3 | | |
| 1 | 1 | 1 | 1 | 3 | 1.00 |
| 2 | 1 | 1 | 1 | 3 | 1.00 |
| 3 | 1 | 1 | 1 | 3 | 1.00 |
| 4 | 1 | 1 | 1 | 3 | 1.00 |
| 5 | 1 | 1 | 1 | 3 | 1.00 |
| 6 | 1 | 1 | 1 | 3 | 1.00 |

Appendix C

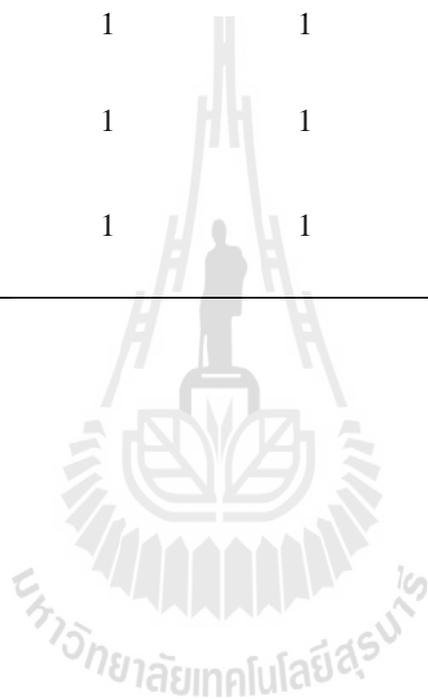
The Quality of Questionnaire

Item Objective Congruence (IOC) of the Questionnaire

| Item | Expert | | | Total | IOC |
|------|--------|---|---|-------|------|
| | 1 | 2 | 3 | | |
| 1 | 1 | 1 | 1 | 3 | 1.00 |
| 2 | 1 | 1 | 1 | 3 | 1.00 |
| 3 | 1 | 1 | 1 | 3 | 1.00 |
| 4 | 1 | 1 | 1 | 3 | 1.00 |
| 5 | 1 | 1 | 1 | 3 | 1.00 |
| 6 | 1 | 1 | 1 | 3 | 1.00 |
| 7 | 1 | 1 | 1 | 3 | 1.00 |
| 8 | 1 | 1 | 1 | 3 | 1.00 |
| 9 | 1 | 1 | 1 | 3 | 1.00 |
| 10 | 1 | 1 | 1 | 3 | 1.00 |

| Item | Expert | | | Total | IOC |
|------|--------|---|---|-------|------|
| | 1 | 2 | 3 | | |
| 11 | 1 | 1 | 1 | 1 | 1.00 |
| 12 | 1 | 1 | 1 | 1 | 1.00 |
| 13 | 1 | 1 | 1 | 1 | 1.00 |
| 14 | 1 | 1 | 1 | 3 | 1.00 |
| 15 | 1 | 1 | 1 | 3 | 1.00 |
| 16 | 1 | 1 | 1 | 3 | 1.00 |
| 17 | 1 | 1 | 1 | 3 | 1.00 |
| 18 | 1 | 1 | 1 | 3 | 1.00 |
| 19 | 1 | 1 | 1 | 3 | 1.00 |
| 20 | 1 | 1 | 1 | 3 | 1.00 |
| 21 | 1 | 1 | 1 | 3 | 1.00 |
| 22 | 1 | 1 | 1 | 3 | 1.00 |
| 23 | 1 | 1 | 1 | 3 | 1.00 |
| 24 | 1 | 1 | 1 | 3 | 1.00 |

| Item | Expert | | | Total | IOC |
|------|--------|---|---|-------|------|
| | 1 | 2 | 3 | | |
| 25 | 1 | 1 | 1 | 1 | 1.00 |
| 26 | 1 | 1 | 1 | 1 | 1.00 |
| 27 | 1 | 1 | 1 | 1 | 1.00 |
| 28 | 1 | 1 | 1 | 3 | 1.00 |
| 29 | 1 | 1 | 1 | 3 | 1.00 |
| 30 | 1 | 1 | 1 | 3 | 1.00 |



Discrimination Power and Reliability of the Questionnaire

| Item | Discrimination Power (r) | Reliability (r_{tt}) |
|------|--------------------------|--|
| 1 | 0.65 | Cronbach's Alpha Correlation Number of Cases = 30 Number of Items = 30 Alpha = 0.81 |
| 2 | 0.85 | |
| 3 | 0.50 | |
| 4 | 0.38 | |
| 5 | 0.65 | |
| 6 | 0.50 | |
| 7 | 0.85 | |
| 8 | 0.65 | |
| 9 | 0.30 | |
| 10 | 0.65 | |

Discrimination Power and Reliability of the Questionnaire

(continued)

| Item | Discrimination Power (r) | Reliability (r_{tt}) |
|------|--------------------------|--------------------------|
| 11 | 0.85 | |
| 12 | 0.65 | |
| 13 | 0.85 | |
| 14 | 0.38 | |
| 15 | 0.65 | |
| 16 | 0.50 | |
| 17 | 0.85 | |
| 18 | 0.65 | |
| 19 | 0.50 | |
| 20 | 0.85 | |

Discrimination Power and Reliability of the Questionnaire

(continued)

| Item | Discrimination Power (r) | Reliability (r_{it}) |
|------|--------------------------|--------------------------|
| 21 | 0.65 | |
| 22 | 0.85 | |
| 23 | 0.65 | |
| 24 | 0.50 | |
| 25 | 0.85 | |
| 26 | 0.50 | |
| 27 | 0.85 | |
| 28 | 0.50 | |
| 29 | 0.85 | |
| 30 | 0.50 | |

Appendix D

Students' Scores: The Experimental Group

| Student | Pretest (100) | Writing Tasks (100) | Posttest (100) |
|---------|---------------|---------------------|----------------|
| 1 | 36.33 | 74.89 | 77.33 |
| 2 | 33.67 | 75.78 | 75.67 |
| 3 | 46.33 | 75.00 | 78.00 |
| 4 | 36.00 | 72.56 | 73.33 |
| 5 | 41.33 | 78.00 | 70.00 |
| 6 | 39.33 | 73.00 | 79.67 |
| 7 | 25.33 | 73.44 | 66.33 |
| 8 | 28.67 | 76.11 | 83.33 |
| 9 | 33.00 | 73.67 | 69.33 |
| 10 | 30.00 | 75.78 | 73.00 |
| 11 | 33.67 | 77.33 | 84.67 |
| 12 | 26.00 | 75.00 | 78.67 |

| Student | Pretest (100) | Writing Tasks (100) | Posttest (100) |
|---------|---------------|---------------------|----------------|
| 13 | 29.00 | 70.89 | 77.67 |
| 14 | 31.33 | 78.22 | 73.33 |
| 15 | 32.00 | 72.00 | 77.67 |
| 16 | 26.00 | 78.56 | 81.00 |
| 17 | 26.67 | 75.56 | 72.33 |
| 18 | 22.00 | 74.67 | 66.00 |
| 19 | 43.67 | 72.22 | 77.33 |
| 20 | 26.00 | 76.56 | 72.67 |
| 21 | 31.67 | 74.44 | 80.00 |
| 22 | 33.00 | 74.67 | 71.67 |
| 23 | 45.00 | 76.44 | 64.00 |
| 24 | 36.33 | 73.89 | 70.33 |
| 25 | 35.67 | 76.67 | 63.33 |
| 26 | 36.00 | 74.11 | 73.00 |
| 27 | 41.33 | 76.78 | 66.67 |

| Student | Pretest (100) | Writing Tasks (100) | Posttest (100) |
|--------------------------------|---------------|---------------------|----------------|
| 28 | 32.33 | 75.11 | 76.67 |
| 29 | 28.67 | 76.22 | 66.00 |
| 30 | 25.67 | 75.44 | 76.33 |
| Mean | 33.07 | 75.10 | 73.84 |
| S.D. | 6.30 | 1.88 | 5.69 |
| % | 33.07 | 75.10 | 73.84 |
| Student | Pretest (100) | Writing Tasks (100) | Posttest (100) |
| E ₁ /E ₂ | | 75.10 /73.84 | |

Appendix E

List of Experts

| Name | Position | Each expert examined the |
|--------------------------------------|---|--|
| 1. Prof. Dr. Chaiyong Brahmawong | Chief Technology Officer in the College of Internet Distance Education, Assumption University, Bangkok | - Model - Questionnaire - Conceptual Framework - Need Questionnaire - Weblog |
| 2. Asst. Prof. Dr. Sa-ngiam Torat | A lecturer of Faculty of Education, Silpakorn University, Nakhon Pathom | - Model - Pretest - Posttest - Reflective Journal - Peer Review - Conceptual Framework |

| Name | Position | Each expert examined the |
|--|---|--|
| 3. Asst. Prof. Dr. Bamrung Torat | A lecturer of Faculty of Education, Silpakorn University, Nakhon Pathom | <ul style="list-style-type: none"> - Model - Pretest - Posttest - Reflective Journal - Peer Review - Writing Tasks - Need Questionnaire |
| 4. Asst. Prof. Dr. Thawascha Dechsubha | A lecturer at Nakhon Ratchasima Rajabhat University, Nakhon Ratchasima | <ul style="list-style-type: none"> - Model - Questionnaire - Writing Tasks - Need Questionnaire - Weblog |

| Name | Position | Each expert examined the |
|---------------------------------|--|---|
| 5. Dr. Kandanai Worajittipol | A lecturer at Nakhon Pathom Rajabhat University | <ul style="list-style-type: none"> - Model - Pretest - Posttest - Reflective Journal - Questionnaire - Peer Review - Conceptual Framework - Writing Tasks - Weblog |

Appendix F

Evaluation Forms

Evaluation Form for the Conceptual Framework of the Weblog-Based English Writing Instructional Model

Instructions:

Please study the documents about the conceptual framework of the weblog-based English writing instructional model. Then check (✓) in the space corresponding to your opinions.

| Item | Acceptable | Needs work | Comments |
|--------------------------------------|------------|---------------|----------|
| 1. Learning Theory | | | |
| 1.1 Constructivism | | | |
| 1.2 Interaction Hypothesis | | | |
| 2. Weblog-Based Language Learning | | | |
| 2.1 Introduction to Weblogs | | | |
| 2.2 Types of Weblogs | | | |

| Item | Acceptable | Needs work | Comments |
|---|------------|------------|----------|
| 2.3 Weblogs in Language Classrooms | | | |
| 2.4 Weblogs in Writing Classrooms | | | |
| 3. Peer Review in Language Learning | | | |
| 3.1 Effectiveness of Peer Review in Language Learning | | | |
| 3.2 Advantages of Online Peer Review | | | |

| Item | Acceptable | Needs work | Comments |
|--|------------|------------|----------|
| 4. Writing Instruction | | | |
| 4.1 The Process Writing Approach | | | |
| 4.2 General Stages of the Process Writing Approach | | | |
| 4.3 Principles for Writing Instruction | | | |
| 4.4 Technology in Writing Instruction | | | |

| Item | Acceptable | Needs work | Comments |
|---|------------|---------------|----------|
| 5. Models for Weblog- Based Writing Instruction | | | |
| 5.1 The Hayes Model | | | |
| 5.2 The Weblog Text-image Transmission Model | | | |
| 5.3 The Blogging Chinese Language Composition Instructional Model | | | |

The Evaluation Form for Weblog-Based English

Writing Instructional Model

Instructions: Read each item in the form, then put a check mark (✓) in a rating box which best describes your opinions about each statement.

- 5 = Strongly agree
 4 = Agree
 3 = Uncertain
 2 = Disagree
 1 = Strongly disagree

| No . | Statement | Level of Expert's Opinions | | | | |
|------|---|----------------------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Each activity in the model is appropriate to be used in practicing the process writing beyond the classroom via a weblog. | | | | | |
| 2 | The activities are practical in the real practice of the process writing beyond the classroom via a weblog. | | | | | |
| 3 | The activities of the model are easy to perform in practicing the process writing beyond the classroom via a weblog. | | | | | |
| 4 | In overall, the model is appropriate to be used for practicing the process writing beyond the classroom via a weblog. | | | | | |
| 5 | In conclusion, the model is satisfied. | | | | | |

The Evaluation Form for the Weblog “www.facebook.com”

Dear Experts,

This is the evaluation form used to evaluate the weblog “www.facebook .com” whether or not it is appropriate to be employed in practicing the process writing beyond the classroom together with the WEWI model.

Instructions:

Read each item in the form, then put a check mark (✓) in a rating box which best describes your opinion about each statement. The criteria for rating your opinions are as follow:

- 1** = The weblog is *appropriate* to be employed in practicing the writing process beyond the classroom together with the WEWI model
- 0** = The weblog seems *uncertain* to be employed in practicing the writing process beyond the classroom together with the WEWI model
- 1** = The weblog is *not appropriate* to be employed in practicing the writing process beyond the classroom together with the WEWI model

The Evaluation Form for the Blog “www.facebook.com”

| No. | Activities | EXPERT'S Rating Scales | | |
|-----|---|---------------------------|---|----|
| | | 1 | 0 | -1 |
| 1. | The weblog is appropriate to be used with the WEWI model. | | | |
| 2. | The weblog is appropriate to be employed for practicing writing process beyond the classroom. | | | |
| 3. | The weblog can be learned easily. | | | |
| 4. | It is comfortable for students to use this weblog. | | | |
| 5. | Maintaining and managing the weblog is not too difficult for students to learn. | | | |
| 6. | The “Notes” section is appropriate to be used as writing platform in stead of writing on paper in a traditional classroom. | | | |
| 7. | The comment space provided on this weblog is appropriate to be employed as comment platform in the practicing writing process beyond the classroom. | | | |
| 8. | The weblog is suitable for students' age. | | | |
| 9. | The weblog has necessary devices supporting the writing process. | | | |
| 10. | The weblog environment supports the acquiring of knowledge needed for writing. | | | |

**The Evaluation Form of Item Objective Congruence (IOC)
for the Questionnaire on Student Needs
in Developing English Writing Skills**

Dear the Experts,

This is the evaluation form for the questionnaire on students' needs in developing English writing skills. It aims to collect the data on students' perspectives towards writing before the experiment including students' personal information and general backgrounds. Besides, students' writing ability in their views, students' process writing backgrounds, students' problems in writing, ability in using computers, using the Internet and the ability in typing via a word processor and also their experiences in using any weblogs will also be examined.

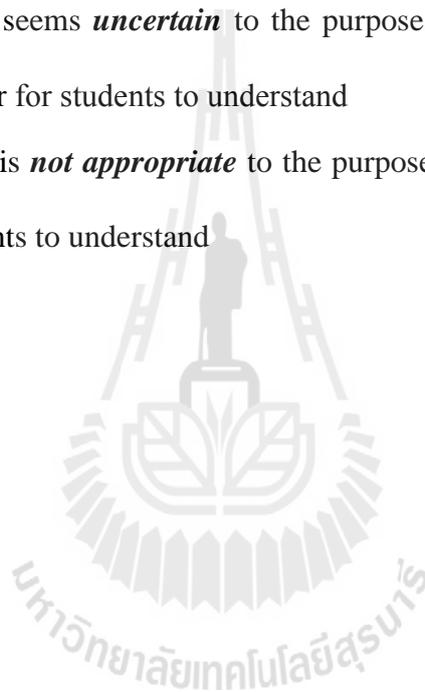
This form is designed to find its appropriateness and clarity whether or not the questions in this form are appropriate to the purpose of the questionnaire.

The questionnaire questions are written both in Thai and in English for the experts to prove the translation.

Instructions:

Please read each item of three parts of the questionnaire and then check (✓) in the rating box that best describes your opinions in each statement. The criteria for rating your opinions are as follows:

- 1 = The statement is *appropriate* to the purposes of the questionnaire and clear for students to understand
- 0 = The statement seems *uncertain* to the purposes of the questionnaire and not sure if it's clear for students to understand
- 1 = The statement is *not appropriate* to the purposes of the questionnaire and not clear for students to understand



The Questionnaire on Student Needs in Developing English Writing Skills

Directions:

The questionnaire consists of three parts;

Part 1 is concerning of students' personal background.

Part 2 is concerning of students' technology background and students' writing abilities including students' writing background in their views.

Part 3 is concerning of problems students facing while taking the pre-test and any students' suggestions and opinions.

Please answer the following questionnaires honestly because your responses do not affect your writing scores.

แบบสอบถามความต้องการของนักศึกษาในการพัฒนาทักษะการเขียนภาษาอังกฤษ

คำชี้แจง แบบสอบถามนี้ประกอบด้วย 3 ส่วน ดังนี้

ส่วนที่ 1 เกี่ยวกับข้อมูลส่วนตัวของนักศึกษา

ส่วนที่ 2 เกี่ยวกับข้อมูลภูมิหลังด้านเทคโนโลยี ความสามารถทางการเขียนภาษาอังกฤษและภูมิหลังเกี่ยวกับการเขียนภาษาอังกฤษของนักศึกษา

ส่วนที่ 3 เกี่ยวกับปัญหาที่เกิดขึ้นในขณะที่นักศึกษาทำแบบทดสอบก่อนการทดลอง ความคิดเห็นและข้อเสนอแนะของนักศึกษา

ขอให้นักศึกษาตอบแบบสอบถามอย่างตรงไปตรงมาเพราะคำตอบของนักศึกษาไม่มีผลต่อคะแนนสอบใดๆ ทั้งสิ้น

Part I: General Information

Instructions:

Please check (✓) the correct item about your personal information.

1. You are

_____ male

_____ female

2. You are _____ years old

3. Your major _____

ส่วนที่ 1 ข้อมูลทั่วไป

คำชี้แจง กรุณาทำเครื่องหมาย (✓) หน้าข้อมูลที่เกี่ยวข้องกับนักศึกษา

1. เพศ

_____ ชาย

_____ หญิง

2. อายุ _____ ปี

3. วิชาเอก _____



Part I: General Information

| ข้อที่ No. | คำถาม Statement | คำถาม | | EXPERT'S Rating Scale | | |
|---------------|--|------------|---------------|--------------------------|---|----|
| | | 1 (ใช่) | 0 (ไม่ใช่) | 1 | 0 | -1 |
| 1 | Do you have a computer at home? นักศึกษามีคอมพิวเตอร์ที่บ้านหรือไม่ | | | | | |
| 2 | Do you access to the Internet at home? นักศึกษามีอินเทอร์เน็ตที่บ้านหรือไม่ | | | | | |
| 3 | Do you have an e-mail address? นักศึกษามีที่อยู่จดหมายอิเล็กทรอนิกส์ (อีเมล) หรือไม่ | | | | | |
| 4 | Did you ever learn English writing process before? นักศึกษาศูนย์เรียนการเขียนภาษาอังกฤษแบบเน้น กระบวนการมาก่อนหรือไม่ | | | | | |
| 5 | Did you learn writing via a weblog before? นักศึกษาศูนย์เรียนการเขียนลงบล็อกมาก่อนหรือไม่ | | | | | |

| ข้อที่ No. | คำถาม Statement | คำถาม | | EXPERT'S Rating Scale | | |
|---------------|---|------------|---------------|--------------------------|---|----|
| | | 1 (ใช่) | 0 (ไม่ใช่) | 1 | 0 | -1 |
| 6. | Do you have and use any weblogs at the moment, such as hi5 or Facebook? ขณะนี้ศึกษามีบล็อก เช่น Hi5 หรือ Facebook หรือไม่? | | | | | |
| 7. | Are there any Internet cafés available around your home or hostels? ในละแวกบ้านหรือที่พักของศึกษามีร้านอินเทอร์เน็ตหรือไม่ | | | | | |
| 8. | You use the Internet at home/hostel นักศึกษาใช้อินเทอร์เน็ตที่บ้านหรือหอพัก | | | | | |
| 9. | You use the Internet at an internet café. นักศึกษาใช้อินเทอร์เน็ตที่ร้านอินเทอร์เน็ต | | | | | |

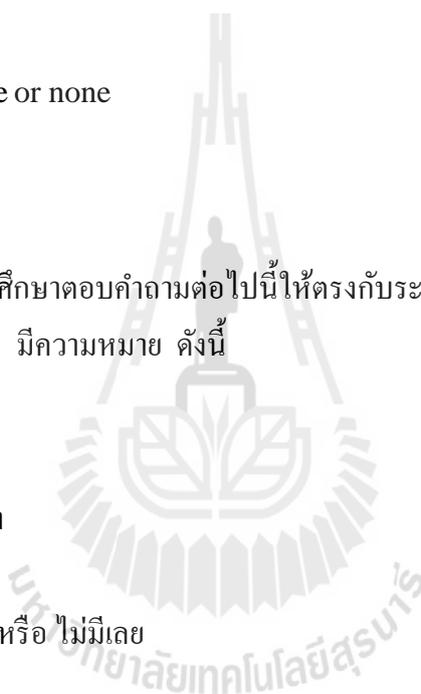
Part II: Technology and Writing Skills Information

Instructions: Choose the best answer which describes your ability. The criteria for rating your opinions are as follow;

- 5 = very good
- 4 = good
- 3 = average
- 2 = little
- 1 = very little or none

ส่วนที่ 2 คำชี้แจง: ให้นักศึกษาตอบคำถามต่อไปนี้ให้ตรงกับระดับความสามารถของตนเอง ระดับการให้คะแนนแต่ละระดับ มีความหมาย ดังนี้

- 5 = มากที่สุด
- 4 = มาก
- 3 = ปานกลาง
- 2 = น้อย
- 1 = น้อยมาก หรือ ไม่มีเลย



Part 3: Comments and suggestions**ส่วนที่ 3: ข้อเสนอแนะ**

1. What problems did you have while you were writing the pre-test?

ขณะที่นักศึกษาเขียนแบบทดสอบ นักศึกษามีปัญหาด้านใดบ้าง

2. Do you usually like learning English writing? Why or why not?

ปกติแล้วนักศึกษาชอบเรียนการเขียนภาษาอังกฤษหรือไม่ เพราะเหตุใด อธิบาย

3. Please give any suggestions about learning English writing subject.

ให้นักศึกษาเสนอแนะความคิดเห็นเกี่ยวกับการเรียนวิชาการเขียนภาษาอังกฤษ

The Evaluation Form of Item Objective Congruence (IOC) for the Guided Questions of Reflective Journal

Dear the Experts,

This is the evaluation form of Item Objective Congruence (IOC) for the guided questions of Reflective Journal. The questions are used to ask about students' opinions towards writing via a weblog together with the developed weblog-based English writing instructional model. This form is designed to find the appropriateness and clarity of the guided questions whether or not they are appropriate to elicit students' perspectives according to the research objectives.

The questionnaire questions are written both in Thai and in English for the experts to prove the translation.

Instructions:

Please read each item of guided questions and then check (✓) in the rating box provided that describes your opinions about each question. The criteria for rating your opinions are as follows:

1 = The question is *appropriate* to the purpose of Reflective Journal Writing and clear for students to understand.

0 = The question seems *uncertain* to the purpose of Reflective Journal Writing and not sure if it's clear for students to understand.

-1 = The question is *not appropriate* to the purpose of Reflective Journal Writing and not clear for students to understand.

| No. | Questions | EXPERT'S Rating Scale | | |
|-----|--|--------------------------|---|----|
| | | 1 | 0 | -1 |
| 1 | In your opinion, did writing via a weblog together with the developed weblogs model for university students' writing (WEWI model) help you in practicing the process writing beyond the classroom or not? If yes, how? If no, why not? Describe briefly. ในความเห็นของนักศึกษา นักศึกษาคิดว่า การเขียนลงบล็อกร่วมกับรูปแบบกิจกรรม WEWI model ช่วยนักศึกษาในการฝึกเขียนแบบเน้นกระบวนการนอกชั้นเรียนหรือไม่อย่างไร อธิบาย | | | |
| 2 | Did writing via a weblog together with the developed weblogs model for university students' writing (WEWI model), help you to produce a higher quality of your writing product? If yes, how? If no, why not? นักศึกษาคิดว่าการเขียนลงบล็อกร่วมกับรูปแบบกิจกรรม WEWI model ช่วยนักศึกษาผลิตเขียนที่มีคุณภาพขึ้นหรือไม่อย่างไร (ช่วยให้นักศึกษาเขียนได้อย่างมีคุณภาพหรือไม่) ถ้าช่วย ช่วยอย่างไร ถ้าไม่ช่วย ไม่ช่วยอย่างไร | | | |

| No. | Questions | EXPERT'S Rating Scale | | |
|-----|--|--------------------------|---|----|
| | | 1 | 0 | -1 |
| 3 | <p>Describe your feeling towards the practicing process writing via a weblog together with the developed weblogs model for university students' writing (WEWI model), how you like or dislike it.</p> <p>ให้นักศึกษาอธิบายความรู้สึกต่อการฝึกเขียนแบบเน้นกระบวนการลงมือร่วมกับการใช้รูปแบบกิจกรรม WEWI model ว่า นักศึกษาชอบหรือไม่อย่างไร</p> | | | |
| 4 | <p>Do you like to study writing or like English writing after studying writing via a weblog together with the WEWI model?</p> <p>หลังจากที่ได้เรียนการเขียนภาษาอังกฤษร่วมกับการใช้รูปแบบกิจกรรม WEWI model แล้ว นักศึกษาชอบเรียนการเขียนภาษาอังกฤษหรือชอบวิชาการเขียนภาษาอังกฤษหรือไม่ ให้อธิบาย</p> | | | |

| No. | Questions | EXPERT'S Rating Scale | | |
|-----|---|--------------------------|---|----|
| | | 1 | 0 | -1 |
| 5 | <p>Please list problems you have faced when you practiced the process writing out of class via a weblog together with the WEWI model.</p> <p>กรุณาเขียนปัญหาต่างๆที่นักศึกษาได้พบหรือได้เผชิญเมื่อนักศึกษาฝึกการเขียนแบบเน้นกระบวนการนอกชั้นเรียนลงบล็อกร่วมกับการใช้รูปแบบกิจกรรม WEWI model</p> | | | |
| 6 | <p>What are your suggestions towards practicing the process writing via a weblog together with the WEWI model?</p> <p>ให้นักศึกษาเขียนข้อเสนอแนะต่างๆอย่างอิสระต่อการฝึกการเขียนแบบเน้นกระบวนการนอกชั้นเรียนลงบล็อกร่วมกับการใช้รูปแบบกิจกรรม (WEWI model)</p> | | | |

Signature.....Expert

(.....)

...../...../.....

**The Evaluation Form of Item Objective Congruence (IOC)
for the Questionnaire on Students' Satisfaction towards Writing via a Weblog
together with the WEWI Model**

Dear the Experts,

This is the evaluation form of Item Objective Congruence (IOC) for the questionnaire on students' satisfaction towards writing via a weblog. This form is designed to find the content validity of the present questionnaire.

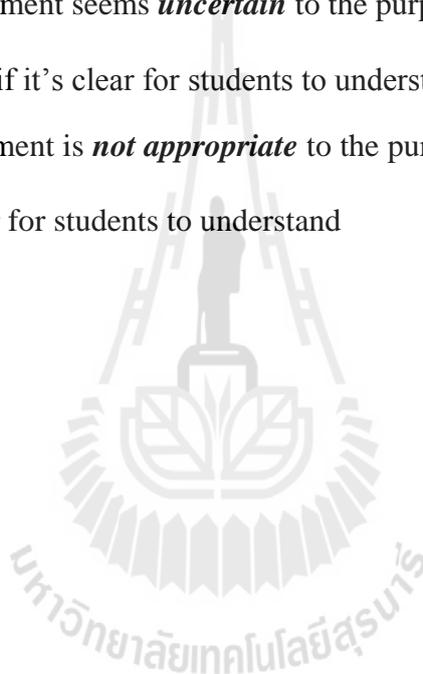
The present questionnaire aims to collect the data on students' satisfaction towards writing via a weblog together with the developed weblog-based English writing instructional (WEWI) model for practicing the process writing beyond the classroom. It consists of two parts. In part one, the students are asked to rate their satisfaction towards writing via a weblog together with the developed WEWI model. In part two, the students are asked to give their opinions and suggestions freely towards writing via a weblog together with the WEWI model.

The questionnaire questions are written both in Thai and in English for the experts to prove the translation.

Instructions:

Please read each item of two parts of the questionnaire and then check (✓) in the rating box that describes your opinions about each statement. The criteria for rating your opinions are as follows:

- 1 = The statement is *appropriate* to the purposes of the questionnaire and clear for students to understand
- 0 = The statement seems *uncertain* to the purposes of the questionnaire and not sure if it's clear for students to understand
- 1 = The statement is *not appropriate* to the purposes of the questionnaire and not clear for students to understand



The Questionnaire on Students' Satisfaction towards Writing via a Weblog together with the WEWI Model

Directions:

The questionnaire was designed to obtain information about students' satisfaction in writing via a weblog together with the developed weblog-based English writing instructional (WEWI) model for practicing the process writing beyond the classroom. Please answer the questions in this questionnaire honestly because your responses do not affect your writing scores. The questionnaire consists of two parts; part 1 and part 2. Please answer both parts. Read each item carefully, then check (✓) your opinion levels in the box which best describes your opinions in each statement. The criteria for rating your opinions are as follows;

| | | |
|--------------------|-----------------------|---------------|
| 5 = strongly agree | 2 = disagree | 3 = uncertain |
| 4 = agree | 1 = strongly disagree | |

แบบสอบถามความพึงพอใจของนักศึกษาที่มีต่อการเขียนผ่านทางเว็บบล็อก

คำชี้แจง แบบสอบถามนี้ เป็นการสอบถามข้อมูลเกี่ยวกับความพึงพอใจของนักศึกษาต่อการเขียนลงบล็อกร่วมกับแบบกิจกรรม WEWI model ในการฝึกการเขียนนอกชั้นเรียนแบบเน้นกระบวนการสำหรับนักศึกษาระดับมหาวิทยาลัย ให้นักศึกษาตอบแบบสอบถามอย่างตรงไปตรงมา เพราะการตอบแบบสอบถามนี้ไม่มีผลต่อคะแนนของนักศึกษาใดๆ ทั้งสิ้น แบบสอบถามมี 2 ส่วน กรุณาตอบคำถามทุกส่วน ให้นักศึกษาอ่านคำถามแต่ละข้อและทำเครื่องหมายถูก (✓) ตามระดับความคิดเห็นของตนเอง ระดับการให้คะแนนแต่ละระดับ มีดังนี้

| | | |
|----------------------|-----------------------|--------------|
| 5 = เห็นด้วยอย่างมาก | 2 = ไม่เห็นด้วย | 3 = ไม่แน่ใจ |
| 4 = เห็นด้วย | 1 = ไม่เห็นด้วยที่สุด | |

| ข้อที่ No. | คำถาม Statement | ระดับความคิดเห็น Rating Scale | | | | | EXPERT'S Rating Scale | | |
|---------------|---|----------------------------------|---|---|---|---|--------------------------|---|----|
| | | 5 | 4 | 3 | 2 | 1 | 1 | 0 | -1 |
| | | 4 | <p>Writing via the weblog (Facebook) together with the WEWI model helped me when I faced problems about grammars and punctuations.</p> <p>การเขียนลงบล็อก (Facebook) ร่วมกับรูปแบบกิจกรรม WEWI model ช่วยฉัน เมื่อฉันมีปัญหาด้านไวยากรณ์และเครื่องหมายวรรคตอน</p> | | | | | | |
| 5 | <p>Writing via the weblog (Facebook) together with the WEWI model helped me when I faced problems about sentence structures and sentence building.</p> <p>การเขียนลงบล็อก (Facebook) ร่วมกับแบบกิจกรรม WEWI model ช่วยฉัน เมื่อฉันมีปัญหาด้านโครงสร้างประโยคและการสร้างประโยค</p> | | | | | | | | |

| ข้อที่ No. | คำถาม Statement | ระดับความคิดเห็น | | | | | EXPERT'S | | |
|---------------|--|------------------|---|---|---|---|--------------|---|----|
| | | Rating Scale | | | | | Rating Scale | | |
| | | 5 | 4 | 3 | 2 | 1 | 1 | 0 | -1 |
| 6. | <p>Writing via the weblog (Facebook) together with the WEWI model helped me when I faced problems about words choice, appropriate words for meaning and contexts.</p> <p>การเขียนลงบล็อก (Facebook) ร่วมกับรูปแบบกิจกรรม WEWI model ช่วยฉัน เมื่อฉันมีปัญหาคำเลือกใช้คำให้เหมาะสมกับความหมายและบริบท</p> | | | | | | | | |
| 7. | <p>Writing via the weblog (Facebook) together with the WEWI model helped me when I didn't have enough knowledge about the topic I wrote about.</p> <p>การเขียนลงบล็อก (Facebook) ร่วมกับรูปแบบกิจกรรม WEWI model ช่วยฉัน เมื่อฉันขาดความรู้หรือมีความรู้ไม่เพียงพอเกี่ยวกับหัวข้อที่เขียน</p> | | | | | | | | |

| ข้อที่ No. | คำถาม Statement | ระดับความคิดเห็น Rating Scale | | | | | EXPERT'S Rating Scale | | |
|---------------|--|----------------------------------|---|---|---|---|--------------------------|---|----|
| | | 5 | 4 | 3 | 2 | 1 | 1 | 0 | -1 |
| 8. | <p>Writing via the weblog (Facebook) together with the WEWI model helped me when I was not sure about how to correct my writing.</p> <p>การเขียนลงบล็อก (Facebook) ร่วมกับรูปแบบกิจกรรม WEWI model ช่วยฉัน เมื่อฉันไม่มั่นใจในการแก้ไขงานเขียนของตนเอง</p> | | | | | | | | |
| 9. | <p>Writing via the weblog (Facebook) together with the WEWI model, helped me understand the stages of process writing better.</p> <p>การเขียนลงบล็อก (Facebook) ร่วมกับรูปแบบกิจกรรม WEWI model ช่วยให้ฉันเข้าใจขั้นตอนการเขียนแบบเน้นกระบวนการดีขึ้น</p> | | | | | | | | |

| ข้อที่ No. | คำถาม Statement | ระดับความคิดเห็น Rating Scale | | | | | EXPERT'S Rating Scale | | |
|---------------|--|----------------------------------|--|---|---|---|--------------------------|---|----|
| | | 5 | 4 | 3 | 2 | 1 | 1 | 0 | -1 |
| | | 10. | <p>Writing via the weblog (Facebook) together with the WEWI model helped me to write in a step-by-step manner easily.</p> <p>การเขียนลงบล็อก (Facebook) ร่วมกับรูปแบบกิจกรรม WEWI model ช่วยให้คุณเขียนตามขั้นตอนการเขียนต่างๆ ได้ง่ายขึ้น</p> | | | | | | |
| 11. | <p>Writing via the weblog (Facebook) together with the WEWI model helped me when I didn't have enough knowledge in each stage of the process writing.</p> <p>การเขียนลงบล็อก (Facebook) ร่วมกับรูปแบบกิจกรรม WEWI model ช่วยให้คุณเมื่อมีขนาดความรู้ในกระบวนการเขียนแต่ละขั้นตอน</p> | | | | | | | | |

| ข้อที่ No. | คำถาม Statement | ระดับความคิดเห็น Rating Scale | | | | | EXPERT'S Rating Scale | | |
|---------------|--------------------|----------------------------------|--|---|---|---|--------------------------|---|----|
| | | 5 | 4 | 3 | 2 | 1 | 1 | 0 | -1 |
| | | 30. | <p>After practicing the process writing via the weblog (Facebook) together with the WEWI model outside of the classroom, I felt writing was not very difficult.</p> <p>หลังจากที่ฉันได้ฝึกการเขียนแบบเน้นกระบวนการลงบล็อก (Facebook) ร่วมกับแบบกิจกรรม WEWI model แล้ว ฉันคิดว่าการเขียนนั้นไม่ยาก</p> | | | | | | |



Part 2: Comments and Suggestions

1. How did writing via the weblog (Facebook) together with the WEWI model help you in producing your writing?

การเขียนลงบล็อก (Facebook) ร่วมกับแบบกิจกรรม WEWI model ช่วยนักศึกษาผลิตงานเขียนอย่างไร (ช่วยนักศึกษาในการเขียนอย่างไร)

2. In your opinion, was the WEWI model useful? And did it help you to produce a higher quality of writing product? If yes, how? If no, why not?

นักศึกษาคิดว่าแบบกิจกรรม WEWI model เป็นประโยชน์ต่อการเขียนหรือไม่ และกิจกรรมนี้ช่วยให้ นักศึกษาสามารถเขียนได้อย่างมีคุณภาพหรือทำให้งานเขียนของนักศึกษามีคุณภาพขึ้นหรือไม่อย่างไร อธิบาย

3. Did you like writing via the weblog (Facebook) together with the WEWI model? Why or why not?

นักศึกษาชอบการเขียนลงบล็อก (Facebook) ร่วมกับแบบกิจกรรม WEWI model หรือไม่อย่างไรอธิบาย

4. After practicing writing via the weblog (facebook) together with the WEWI model, do you like learning English writing? Why or why not?

หลังจากที่ได้ฝึกการเขียนภาษาอังกฤษลงบล็อก (Facebook) ร่วมกับแบบกิจกรรม WEWI model แล้ว นักศึกษาชอบเรียนการเขียนภาษาอังกฤษหรือไม่ อธิบาย

5. Please describe your feelings when you did the post test a while ago comparing to writing via the weblog (Facebook) outside of the classroom.

ให้นักศึกษาอธิบายความรู้สึกที่นักศึกษาทำแบบทดสอบเมื่อสักครู่นี้โดยเปรียบกับการเขียนลงบล็อก (Facebook) นอกห้องเรียน

6. Express your opinions or suggestions freely about practicing the process writing outside of the classroom via the weblog (Facebook) together with the WEWI model.

ให้นักศึกษาแสดงความคิดเห็นและข้อเสนอแนะต่างๆอย่างอิสระตามต้องการเกี่ยวกับการฝึกเขียนแบบเน้นกระบวนการลงบล็อก (Facebook) ร่วมกับแบบกิจกรรม WEWI model

The Evaluation Form for the Guided Questions of Peer Review

Dear Experts,

This form is used to evaluate the guided questions for peer review to check whether or not the questions are appropriate to be used for peer review in practicing the writing process beyond the classroom together with the WEWI model.

Instructions:

Please read each question carefully and then check (✓) in the rating box that best describes your opinions. The criteria for rating your opinions are as follows:

- 1** = The statement is *appropriate* to be used as peer review guidelines and clear for students to understand.
- 0** = The statement seems *uncertain* to be used as peer review guidelines and not sure if it's clear for students to understand.
- 1** = The statement is *not appropriate* to be used as peer review and not clear for students to understand.

| ข้อที่ No. | Guidelines Statements | EXPERT'S Rating Scale | | |
|---------------|---|--------------------------|---|----|
| | | 1 | 0 | -1 |
| 1. | Pre-writing ขั้นก่อนการเขียน | | | |
| 1.1 | Are there any sentences in your peer's writing irrelevant to the topic? มีประโยคใดในงานเขียนของเพื่อนที่ไม่เกี่ยวข้องกับหัวข้อที่เขียนหรือไม่ | | | |
| 1.2 | From 1.1 If yes, what irrelevant sentences do you want to delete? จากข้อ 1.1 ถ้ามี มีประโยคใดที่ไม่เกี่ยวข้องที่สมควรตัดออกบ้าง | | | |
| 1.3 | Are there any contents, details and information should be added to your peer's writing? มีเนื้อหา รายละเอียดและข้อมูลอื่นๆที่ควรเพิ่มเติมในหัวข้อที่เพื่อนเขียนหรือไม่ | | | |
| 1.4 | From 1.3 if yes, what contents, details and information do you want to add? ถ้ามี มีเนื้อหา รายละเอียดและข้อมูลอื่นๆอะไรอีกที่ควรเพิ่มเติมลงไป | | | |

| ข้อที่ No. | Guidelines Statements | EXPERT'S Rating Scale | | |
|---------------|---|--------------------------|---|----|
| | | 1 | 0 | -1 |
| 2. | First Draft Writing: The revising stage ขั้นตอนทบทวนงานเขียนฉบับร่างที่หนึ่ง | | | |
| 2.1 | Content (เนื้อหา) Is there an introduction sentence in your peer's writing? If not, suggest her/him. งานเขียนของเพื่อนมีประโยคนำหรือไม่ ถ้าไม่ แนะนำเพื่อนให้เขียน | | | |
| 2.2 | Is there a topic sentence? If not, suggest him/her. งานเขียนของเพื่อนมีประโยคใจความสำคัญหรือไม่ ถ้าไม่มีมีนศ.แนะนำ เขาให้เขียนประโยคใจความสำคัญนี้ | | | |
| 2.3 | From 2.2, if yes, is the topic sentence interesting? If not, suggest him/her? จากข้อ 2.2 ถ้ามี ประโยคใจความสำคัญน่าสนใจหรือไม่ ถ้าไม่ให้ นศ.แนะนำเพื่อนให้เขียนให้น่าสนใจยิ่งขึ้น | | | |
| 2.4 | Do you understand the topic sentence in your peer's writing clearly? If not, help him/her to write it clearer. นศ.เข้าใจประโยคใจความสำคัญในงานเขียนของเพื่อนอย่างชัดเจน หรือไม่ ถ้าไม่ ให้นศ.ช่วยเพื่อนเขียนให้ชัดเจนยิ่งขึ้น | | | |

| ข้อที่ No. | Guidelines Statements | EXPERT'S Rating Scale | | |
|---------------|---|--------------------------|---|----|
| | | 1 | 0 | -1 |
| 2.5 | Does your peer's writing paragraph contain more than one main idea? If yes, help him/her to write only one main idea in a paragraph. เนื้อหาในงานเขียนของเพื่อนในหนึ่งย่อหน้า มีใจความสำคัญมากกว่าหนึ่ง หรือไม่ ถ้าใช่ให้ นศ.ช่วยเพื่อนแก้ไขให้เหลือใจความสำคัญเดียว | | | |
| 2.6 | Does your peer's writing contain enough of supporting details? If not, suggest him/her to add more. งานเขียนของเพื่อนมีประโยคสนับสนุนเพียงพอหรือไม่ ถ้าไม่แนะนำเพื่อนให้เขียนเพิ่มเติม | | | |
| 2.7 | Are there any irrelevant sentences in your peers' writing? If yes, suggest her/him to delete. มีประโยคใดที่ไม่เกี่ยวข้องกับหัวข้อ เนื้อหาในงานเขียนของเพื่อนหรือไม่ ถ้ามีให้คำแนะนำเพื่อนตัดออกไป | | | |
| 2.8 | Is there a conclusion in your peer's writing? If not, help her/him to write a concluding sentence. ในงานเขียนของเพื่อนมีประโยคสรุปหรือไม่ ถ้าไม่มีให้ นศ.แนะนำเพื่อนเขียนประโยคสรุป | | | |
| 2.9 | From no. 2.8 if yes, is it a good conclusion? If not, help her/him to write it better. ถ้ามี เพื่อนเขียนประโยคสรุปดีหรือไม่ ถ้าไม่ ให้แนะนำเพื่อนเขียนให้ดีขึ้น | | | |

| ข้อที่ No. | Guidelines Statements | EXPERT'S Rating Scale | | |
|---------------|---|--------------------------|---|----|
| | | 1 | 0 | -1 |
| 2.10 | <p>Organization การจัดลำดับเนื้อหา</p> <p>Are the content organized in a logical order? If not, suggest him/her.</p> <p>มีการเรียงลำดับเนื้อหาเรียงลำดับตามความเป็นจริงหรือไม่ ถ้าไม่ ให้แนะนำเพื่อนจัดลำดับเนื้อหาให้ดีขึ้น</p> | | | |
| 2.11 | <p>Are all the paragraphs organized in a logical order? If not, suggest him/her.</p> <p>ในแต่ละย่อหน้ามีการจัดลำดับเนื้อหาตามลำดับความเป็นจริงหรือไม่ ถ้าไม่ ให้แนะนำเพื่อนจัดลำดับเนื้อหาให้ดีขึ้น</p> | | | |
| 2.12 | <p>Is each sentence in a paragraph well linked? If not, suggest him/her.</p> <p>เนื้อหาแต่ละประโยคเชื่อมโยงกันดีหรือไม่ ถ้าไม่ ให้แนะนำเพื่อนเขียนเชื่อมโยงเนื้อหาให้ดีขึ้น</p> | | | |
| 2.13 | <p>Are there signal words in your peer's writing? If not, suggest him/her.</p> <p>งานเขียนของเพื่อน มีการใช้ signal words หรือไม่ ถ้าไม่ ให้แนะนำเพื่อนใช้ signal words</p> | | | |

| ข้อที่ No. | Guidelines Statements | EXPERT'S Rating Scale | | |
|---------------|---|--------------------------|---|----|
| | | 1 | 0 | -1 |
| 3. | Second Draft Writing ขั้นการตรวจทาน (The editing stage) | | | |
| 3.1 | Do you find grammar errors such as tenses, verb forms, verb agreements, nouns, pronouns, adverbs and adjectives? If yes, suggest him/her. นศ.พบความผิดพลาดด้านไวยากรณ์หรือไม่ เช่น ด้าน Tenses รูปของคำกริยา การใช้คำกริยา คำนาม คำสรรพนาม คำคุณศัพท์และคำวิเศษณ์อย่างถูกต้องตามหลักไวยากรณ์ ถ้ามีให้แนะนำเพื่อนแก้ไขให้ดีขึ้น | | | |
| 3.2 | Do you find any sentence fragments? If yes, suggest him/her. นศ.พบการเรียงประโยคที่ไม่ถูกต้องหรือไม่ ถ้ามีให้แนะนำแก่เพื่อนเพื่อแก้ไข | | | |
| 3.3 | Do you find any misspellings? If yes, suggest him/her. นศ.พบการสะกดคำที่ไม่ถูกต้องหรือไม่ ถ้ามีให้แนะนำเพื่อน | | | |
| 3.4 | Do you find punctuation errors such as periods, commas, capitalization, abbreviations, apostrophes, brackets, hyphens and dashes? If yes, suggest him/her. นศ. พบความผิดพลาดในการใช้เครื่องหมายวรรคตอนหรือไม่ เช่น การใช้จุด คอมม่า อักษรตัวพิมพ์ใหญ่ คำย่อ เครื่องหมายลูกน้ำ วงเล็บ และยัติภังค์ ถ้ามี ให้แนะนำเพื่อนเพื่อแก้ไข | | | |

| ข้อที่ No. | Guidelines Statements | EXPERT'S Rating Scale | | |
|---------------|--|--------------------------|---|----|
| | | 1 | 0 | -1 |
| 3.5 | <p>Are there any confusing or unclear words for you? If yes, ask him/her for clarification.</p> <p>มีคำที่ทำให้ นศ. เข้าใจสับสนหรือไม่ชัดเจนหรือไม่ ถ้ามี ให้แนะนำเพื่อนเพื่อแก้ไขให้เขียนชัดเจนยิ่งขึ้น</p> | | | |
| 3.6 | <p>Are there any words used in a wrong context? If yes, help him/her.</p> <p>มีคำศัพท์ที่ใช้ผิดบริบทหรือไม่ ถ้ามี ให้แนะนำเพื่อนเพื่อแก้ไข</p> | | | |



Appendix G

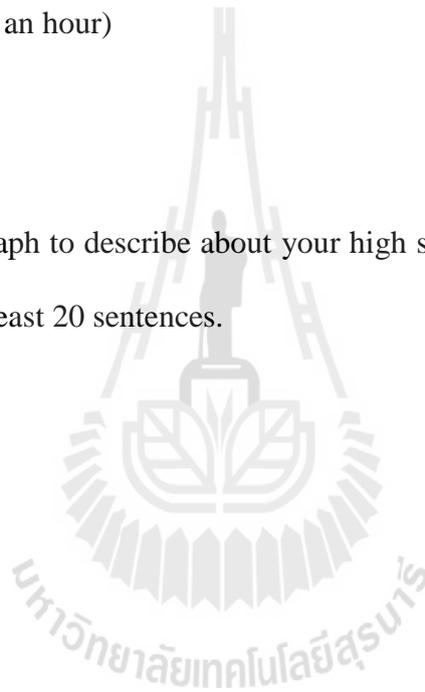
Instruments: Pretest

Topic: My High School

Time: 1.5 hours (half an hour)

Instructions:

Write a paragraph to describe about your high school where you graduated, at least 200 words or at least 20 sentences.



Posttest

Topic: My Hometown

Time: 1.5 hours (half an hour)

Instructions:

Write a paragraph to describe about your hometown where you are from, at least 200 words or at least 20 sentences.



Guided Questions for Writing Reflective Journal

Instructions: Use the following questions as a guideline for writing a reflective journal after finishing each weblog-based writing task.

| No. | Questions |
|-----|--|
| 1 | <p>In your opinion, did writing via a blog together with the WEWI model help you in practicing the process writing beyond the classroom or not? If yes, how? If no, why not? Describe briefly.</p> <p>ในความเห็นของนักศึกษา นักศึกษาคิดว่า การเขียนลงบล็อกร่วมกับรูปแบบกิจกรรม WEWI model ช่วยนักศึกษาในการฝึกเขียนแบบเน้นกระบวนการนอกชั้นเรียนหรือไม่อย่างไร อธิบาย</p> |
| 2 | <p>Did writing via a weblog together with the WEWI model help you to produce a higher quality of your writing product? If yes, how? If no, why not?</p> <p>นักศึกษาคิดว่าการเขียนลงบล็อกร่วมกับรูปแบบกิจกรรม WEWI model ช่วยให้นักศึกษาผลิตงานเขียนอย่างมีคุณภาพหรือไม่ ถ้าช่วย ช่วยอย่างไร ถ้าไม่ช่วย ไม่ช่วยอย่างไร</p> |
| 3 | <p>Describe your feeling towards the practicing process writing via a weblog together with the WEWI model, how you like or dislike it.</p> <p>ให้นักศึกษาอธิบายความรู้สึกต่อการฝึกเขียนแบบเน้นกระบวนการลงบล็อกร่วมกับการใช้รูปแบบกิจกรรม WEWI model ว่านักศึกษาชอบหรือไม่อย่างไร</p> |

| No. | Questions |
|-----|---|
| 4 | <p>Do you like to study English writing subject or like English writing after studying writing via a weblog together with the WEWI model?</p> <p>หลังจากที่ได้เรียนการเขียนภาษาอังกฤษ ร่วมกับการใช้รูปแบบกิจกรรม WEWI model แล้ว นักศึกษาชอบเรียนการเขียนภาษาอังกฤษหรือไม่ ให้อธิบาย</p> |
| 5 | <p>Please list problems you have faced when you practiced the process writing out of class via a weblog together with the WEWI model.</p> <p>กรุณาเขียนปัญหาต่างๆที่นักศึกษาได้พบหรือได้เผชิญเมื่อนักศึกษาฝึกการเขียนแบบเน้นกระบวนการนอกชั้นเรียนลงบล็อกร่วมกับการใช้รูปแบบกิจกรรม WEWI model</p> |
| 6 | <p>What are your suggestions towards practicing the process writing via a weblog together with the WEWI model?</p> <p>ให้นักศึกษาเขียนข้อเสนอแนะต่างๆอย่างอิสระต่อการฝึกการเขียนแบบเน้นกระบวนการนอกชั้นเรียนลงบล็อกร่วมกับการใช้รูปแบบกิจกรรม WEWI model</p> |

Signature.....Expert

(.....)

...../...../.....

Part 1: Satisfaction towards Writing via a Weblog together with WEWI Model

| ข้อที่ No. | คำถาม Statement | ระดับความคิดเห็น Rating Scale | | | | |
|---------------|---|-------------------------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | <p>Writing via the weblog (Facebook) together with the WEWI model was useful for practicing the process writing.</p> <p>การเขียนลงบล็อก (Facebook) ร่วมกับแบบกิจกรรม WEWI model มีประโยชน์ต่อการฝึกการเขียนแบบเน้นกระบวนการ</p> | | | | | |
| 2 | <p>Writing via the weblog (Facebook) together with the WEWI model was useful for producing my writing product.</p> <p>การเขียนลงบล็อก (Facebook) ร่วมกับรูปแบบกิจกรรม WEWI model มีประโยชน์ต่อการผลิตงานเขียนของฉัน</p> | | | | | |
| 3 | <p>Writing via the weblog (Facebook) together with the WEWI model helped me when I faced problems about vocabulary and spelling.</p> <p>การเขียนลงบล็อก (Facebook) ร่วมกับรูปแบบกิจกรรม WEWI model ช่วยฉันเมื่อนั้นมีปัญหาด้านคำศัพท์และการสะกดคำ</p> | | | | | |

| ข้อที่ No. | คำถาม Statement | ระดับความคิดเห็น Rating Scale | | | | |
|---------------|---|-------------------------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 4 | <p>Writing via the weblog (Facebook) together with the WEWI model helped me when I faced problems about grammars and punctuations.</p> <p>การเขียนลงบล็อก (Facebook) ร่วมกับรูปแบบกิจกรรม WEWI model ช่วยฉันเมื่อฉันมีปัญหาด้าน ไวยากรณ์ และเครื่องหมายวรรคตอน</p> | | | | | |
| 5 | <p>Writing via the weblog (Facebook) together with the WEWI model helped me when I faced problems about sentence structures and sentence building.</p> <p>การเขียนลงบล็อก (Facebook) ร่วมกับแบบกิจกรรม WEWI model ช่วยฉันเมื่อฉันมีปัญหาด้าน โครงสร้างประโยคและการสร้างประโยค</p> | | | | | |

| ข้อที่ No. | คำถาม Statement | ระดับความคิดเห็น Rating Scale | | | | |
|---------------|--|-------------------------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 6. | <p>Writing via the weblog (Facebook) together with WEWI model helped me when I faced problems about words choice, appropriate words for meaning and contexts.</p> <p>การเขียนลงบล็อก ร่วมกับ รูปแบบกิจกรรม WEWI model ช่วยฉันเมื่อฉันมีปัญหาคำเลือกใช้คำให้เหมาะสมกับความหมายและบริบท</p> | | | | | |
| 7. | <p>Writing via the weblog (Facebook) together with the WEWI model helped me when I didn't have enough knowledge about the topic I wrote about.</p> <p>การเขียนลงบล็อก (Facebook) ร่วมกับ รูปแบบกิจกรรม WEWI model ช่วยฉัน เมื่อฉันขาดความรู้หรือมีความรู้ไม่เพียงพอเกี่ยวกับหัวข้อที่เขียน</p> | | | | | |

| ข้อที่ No. | คำถาม Statement | ระดับความคิดเห็น Rating Scale | | | | |
|---------------|--|-------------------------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 8. | <p>Writing via the weblog (Facebook) together with the WEWI model helped me when I was not sure how to correct my writing.</p> <p>การเขียนลงบล็อก (Facebook) ร่วมกับรูปแบบกิจกรรม WEWI model ช่วยฉันเมื่อฉันไม่แน่ใจในการแก้ไขงานเขียนของตนเอง</p> | | | | | |
| 9. | <p>Writing via the weblog (Facebook) together with the WEWI model, helped me to understand the stages of process writing better.</p> <p>การเขียนลงบล็อก (Facebook) ร่วมกับรูปแบบกิจกรรม WEWI model ช่วยให้ฉันเข้าใจขั้นตอนการเขียนแบบเน้นกระบวนการดีขึ้น</p> | | | | | |

| ข้อที่ No. | คำถาม Statement | ระดับความคิดเห็น Rating Scale | | | | |
|---------------|--|-------------------------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 10. | <p>Writing via the weblog (Facebook) together with the WEWI model helped me to write in a step-by-step manner easily.</p> <p>การเขียนลงบล็อก (Facebook) ร่วมกับรูปแบบกิจกรรม WEWI model ช่วยให้ฉันเขียนตามขั้นตอนการเขียนต่างๆ ได้ง่ายขึ้น</p> | | | | | |
| 11.. | <p>Writing via the weblog (Facebook) together with the WEWI model helped me when I didn't have enough knowledge in each stage of the process writing.</p> <p>การเขียนลงบล็อก (Facebook) ร่วมกับรูปแบบกิจกรรม WEWI model ช่วยฉันเมื่อฉันขาดความรู้ในกระบวนการเขียน แต่ละขั้นตอน</p> | | | | | |

| ข้อที่ No. | คำถาม Statement | ระดับความคิดเห็น Rating Scale | | | | |
|---------------|--|-------------------------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 12. | <p>Writing via the weblog (Facebook) together with the WEWI model was useful for practicing the process writing outside of the classroom.</p> <p>การเขียนลงบล็อก (Facebook) ร่วมกับรูปแบบกิจกรรม WEWI model มีประโยชน์ในการฝึกฝนการเขียนแบบเน้นกระบวนการนอกชั้นเรียน</p> | | | | | |
| 13. | <p>The activities in the WEWI model were easy to understand and not confusing.</p> <p>ขั้นตอนกิจกรรมในแบบกิจกรรม WEWI model เข้าใจง่ายไม่สับสน</p> | | | | | |
| 14. | <p>I liked practicing the process writing via the blog (Facebook) together with the WEWI model outside of the classroom</p> <p>ฉันชอบการฝึกการเขียนแบบเน้นกระบวนการลงบล็อก (Facebook) ร่วมกับแบบกิจกรรม WEWI model</p> | | | | | |

| ข้อที่ No. | คำถาม Statement | ระดับความคิดเห็น Rating Scale | | | | |
|---------------|--|-------------------------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 15. | <p>I enjoyed writing English when I wrote via the weblog (Facebook) together with the WEWI model.</p> <p>ฉันสนุกสนานกับการเขียนภาษาอังกฤษเมื่อนั่งเขียนลงบล็อก (Facebook) ร่วมกับแบบกิจกรรม WEWI model</p> | | | | | |
| 16. | <p>I searched for other useful information needed for my writing through the Internet while I was writing via the weblog (Facebook) together with the WEWI model such as knowledge about the topic or any other information needed.</p> <p>ฉันค้นคว้าข้อมูลอื่นที่จำเป็นต่องานเขียนของฉันจากอินเทอร์เน็ตขณะที่ฉันเขียนลงบล็อก (Facebook) ร่วมกับแบบกิจกรรม WEWI model เช่น ข้อมูลเกี่ยวกับหัวข้อที่เขียน หรือข้อมูลอื่นๆ ที่ฉันต้องการ</p> | | | | | |

| ข้อที่ No. | คำถาม Statement | ระดับความคิดเห็น Rating Scale | | | | |
|---------------|---|-------------------------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 17. | <p>I used the Internet resources such as online dictionary and search resources while writing via the weblog (Facebook) together with the WEWI model.</p> <p>ฉันใช้เครื่องมือทางอินเทอร์เน็ต เช่น พจนานุกรมออนไลน์และเครื่องมือค้นคว้าข้อมูล ขณะที่ฉันเขียนลงบล็อก (Facebook) ร่วมกับแบบกิจกรรม WEWI model</p> | | | | | |
| 18. | <p>I tried to do my best when I wrote via the weblog (Facebook) together with the WEWI model because I knew that my writing would be published and the audiences other than my classmates might read my writing.</p> <p>เมื่อฉันเขียนลงบล็อก (Facebook) ร่วมกับแบบกิจกรรม WEWI model ฉันพยายามเขียนให้ดีที่สุดเพราะว่าฉันรู้ว่างานเขียนของฉันจะถูกเผยแพร่ในอินเทอร์เน็ตอาจมีผู้อ่านอื่นๆที่ไม่ใช่เพื่อนในห้องเรียนอ่านงานเขียนของฉันก็ได้</p> | | | | | |

| ข้อที่ No. | คำถาม Statement | ระดับความคิดเห็น Rating Scale | | | | |
|---------------|--|-------------------------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 19. | <p>I was proud to see my writing published.</p> <p>ฉันรู้สึกภูมิใจที่เห็นงานเขียนของฉันตีพิมพ์เผยแพร่บนเว็บไซต์</p> | | | | | |
| 20. | <p>I paid more attention on my writing when I wrote via the weblog (Facebook) together with the WEWI model outside of the classroom.</p> <p>ฉันตั้งใจเขียนมากขึ้นเมื่อฉันเขียนลงบล็อกพร้อมกับแบบกิจกรรมWEWI model นอกชั้นเรียน</p> | | | | | |
| 21. | <p>I have more confident to write when I wrote via the weblog (Facebook) together with the WEWI model outside of the classroom.</p> <p>ฉันมีความมั่นใจในการเขียนมากขึ้นเมื่อฉันเขียนลงบล็อกพร้อมกับแบบกิจกรรมWEWI model นอกชั้นเรียน</p> | | | | | |

| ข้อที่ No. | คำถาม Statement | ระดับความคิดเห็น Rating Scale | | | | |
|---------------|--|-------------------------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 22. | It was not difficult to use and manage the weblog (Facebook). การใช้งานและดูแลจัดการกับบล็อก (Facebook) นั้นไม่ยาก | | | | | |
| 23. | I liked peer group activity. ฉันชอบกิจกรรมเพื่อนช่วยเพื่อน | | | | | |
| 24. | I liked suggestions and comments received from my peer group via the weblog (Facebook). ฉันชอบคำแนะนำและการแก้ไขงานเขียนของฉันจากกลุ่มเพื่อนทางบล็อก (Facebook) | | | | | |
| 25. | The suggestions and comments from my peer group were useful for my writing. คำแนะนำและแก้ไขจากกลุ่มเพื่อนของฉันมีประโยชน์ต่องานเขียนของฉัน | | | | | |

| ข้อที่ No. | คำถาม Statement | ระดับความคิดเห็น Rating Scale | | | | |
|---------------|--|-------------------------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 26. | <p>Suggestions and comments from the peer group helped me produce a higher quality of writing.</p> <p>คำแนะนำและแก้ไขจากเพื่อนร่วมงานเขียนของฉันช่วยฉันผลิตงานเขียนของฉันให้มีคุณภาพสูงขึ้น</p> | | | | | |
| 27. | <p>In conclusion, writing via the weblog (Facebook) together with the WEWI model helped me to improve my writing quality.</p> <p>โดยสรุปแล้วการเขียนลงเว็บบล็อก (Facebook) ร่วมกับแบบกิจกรรม WEWI model ช่วยให้งานเขียนของฉันมีคุณภาพมากขึ้น</p> | | | | | |

| ข้อที่ No. | คำถาม Statement | ระดับความคิดเห็น Rating Scale | | | | |
|---------------|---|-------------------------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 28. | <p>In my holistic view, I think writing via the weblog (Facebook) together with the WEWI model was very good and very useful for practicing the process writing outside of the classroom.</p> <p>โดยภาพรวมแล้วฉันคิดว่ากาเขียนลงบนบล็อก (Facebook) ร่วมกับแบบกิจกรรม WEWI model ดีมากและเป็นประโยชน์ต่อการฝึกฝนการเขียนแบบเน้นกระบวนการนอกชั้นเรียนเป็นอย่างมาก</p> | | | | | |
| 29. | <p>I liked learning English writing more than ever, after I have practiced the process writing via the weblog (Facebook) together with the WEWI model outside of the classroom.</p> <p>ฉันชอบเรียนการเขียนภาษาอังกฤษมากขึ้นกว่าเดิม หลังจากทีฉันได้ฝึกการเขียนแบบเน้นกระบวนการลงบล็อก (Facebook) ร่วมกับแบบกิจกรรม WEWI model</p> | | | | | |

| ข้อที่ No. | คำถาม Statement | ระดับความคิดเห็น Rating Scale | | | | |
|---------------|---|-------------------------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 30. | <p>After practicing the process writing via the weblog (Facebook) together with the WEWI model outside of the classroom, I felt, writing was not very difficult.</p> <p>หลังจากที่ฉันได้ฝึกการเขียนแบบเน้นกระบวนการลงบล็อก (Facebook) ร่วมกับแบบกิจกรรม WEWI model แล้ว ฉันคิดว่าการเขียนนั้นไม่ยาก</p> | | | | | |



Part 2: Comments and Suggestions

1. How did writing via the weblog (Facebook) together with the WEWI model help you in producing your writing?

การเขียนลงบล็อก (Facebook) ร่วมกับแบบกิจกรรม WEWI model ช่วยในการผลิตงานเขียนของนักศึกษาอย่างไร

2. In your opinion, was the WEWI model useful? And did it help you to produce a higher quality of writing product? If yes, how? If no, why not?

นักศึกษาคิดว่าแบบกิจกรรม WEWI model เป็นประโยชน์ต่อการเขียนหรือไม่ และกิจกรรมนี้ช่วยให้นักศึกษาสามารถเขียนได้อย่างมีคุณภาพหรือทำให้งานเขียนของนักศึกษามีคุณภาพขึ้นหรือไม่อย่างไร อธิบาย

3. Did you like writing via the weblog (Facebook) together with the WEWI model? Why or why not?

นักศึกษาชอบการเขียนลงบล็อก (Facebook) ร่วมกับแบบกิจกรรม WEWI model หรือไม่อย่างไร อธิบาย

4. After practicing writing via the weblog (Facebook) together with the WEWI model, do you like learning English writing? Why or why not?

หลังจากที่ได้ฝึกการเขียนภาษาอังกฤษลงบล็อก (Facebook) ร่วมกับแบบกิจกรรม WEWI model แล้ว นักเรียนชอบเรียนการเขียนภาษาอังกฤษหรือไม่ อธิบาย

5. Please describe your feelings when you did the post test a while ago comparing to writing via the weblog (Facebook) outside of the classroom.

ให้นักศึกษาอธิบายความรู้สึกที่นักศึกษาทำแบบทดสอบเมื่อสักครู่นี้ โดยเปรียบกับการเขียนลงบล็อก (Facebook) นอกห้องเรียน

6. Express your opinions or suggestions freely about practicing the process writing outside of the classroom via the weblog (Facebook) together with the WEWI model.

ให้นักศึกษาแสดงความคิดเห็นและข้อเสนอแนะต่างๆอย่างอิสระตามต้องการเกี่ยวกับการฝึกเขียนแบบเน้นกระบวนการลงบล็อก (Facebook) ร่วมกับแบบกิจกรรม WEWI model

Appendix H

Guided Questions for Peer Review

Instructions: Use the following questions as a guideline for reviewing your friend's writing and giving feedback.

| ข้อที่ No. | Guidelines Statements |
|---------------|--|
| 1. 1.1 | Pre-writing ขั้นตอนการเขียน Are there any sentences in your peer's writing irrelevant to the topic? มีประโยคใดในงานเขียนของเพื่อนที่ไม่เกี่ยวข้องกับหัวข้อที่เขียนหรือไม่ |
| 1.2 | From 1.1 If yes, what irrelevant sentences do you want to delete? จากข้อ 1.1 ถ้ามี มีประโยคใดที่ไม่เกี่ยวข้องที่สมควรตัดออกบ้าง |
| 1.3 | Are there any contents, details and information should be added to your peer's writing? มีเนื้อหา รายละเอียดและข้อมูลอื่นๆที่ควรเพิ่มเติมในหัวข้อที่เพื่อนเขียนหรือไม่ |
| 1.4 | From 1.3 if yes, what contents, details and information do you want to add? ถ้ามี มีเนื้อหา รายละเอียดและข้อมูลอื่นๆอะไรอีกที่ควรเพิ่มเติมลงไป |

| ข้อที่ No. | Guidelines Statements |
|---------------|--|
| 2. | <p>First Draft Writing: The revising stage ขั้นตอนทบทวนงานเขียนฉบับร่างที่หนึ่ง</p> <p>Content (เนื้อหา)</p> |
| 2.1 | <p>Is there an introduction sentence in your peer's writing? If not, suggest her/him. งานเขียนของเพื่อนมีประโยคนำหรือไม่ ถ้าไม่ แนะนำเพื่อนให้เขียน</p> |
| 2.2 | <p>Is there a topic sentence? If not, suggest him/her. งานเขียนของเพื่อนมีประโยคใจความสำคัญหรือไม่ ถ้าไม่มีนศ.แนะนำเพื่อนให้เขียนประโยคใจความสำคัญ</p> |
| 2.3 | <p>If yes (from 2.2), is the topic sentence interesting? If not, suggest him/her? จากข้อ 2.2 ถ้ามี ประโยคใจความสำคัญน่าสนใจหรือไม่ ถ้าไม่ให้ นศ. แนะนำเพื่อนให้เขียนให้น่าสนใจยิ่งขึ้น</p> |
| 2.4 | <p>Do you understand the topic sentence in your peer's writing clearly? If not, help him/her to write it clearer. นศ. เข้าใจประโยคใจความสำคัญในงานเขียนของเพื่อนอย่างชัดเจนหรือไม่ ถ้าไม่ ให้ นศ. ช่วยเพื่อนเขียนให้ชัดเจนยิ่งขึ้น</p> |
| 2.5 | <p>Does your peer's writing paragraph contain more than one main idea? If yes, help him/her to write only one main idea in a paragraph. เนื้อหาในงานเขียนของเพื่อนในหนึ่งย่อหน้า มีใจความสำคัญมากกว่าหนึ่ง หรือไม่ ถ้าใช่ให้ นศ. ช่วยเพื่อนแก้ไขให้คงเหลือใจความสำคัญเดียว</p> |
| 2.6 | <p>Does your peer's writing contain enough of supporting details? If not, suggest him/her to add more. งานเขียนของเพื่อนมีประโยคสนับสนุนเพียงพอหรือไม่ ถ้าไม่แนะนำเพื่อนให้เขียนเพิ่มเติม</p> |

| ข้อที่ No. | Guidelines Statements |
|---------------|---|
| 2.7 | <p>Are there any irrelevant sentences in your peers' writing? If yes, suggest her/him to delete.</p> <p>มีประโยคใดที่ไม่เกี่ยวข้องกับหัวข้อ เนื้อหาในงานเขียนของเพื่อนหรือไม่ ถ้ามีให้คำแนะนำเพื่อนตัดออกไป</p> |
| 2.8 | <p>Is there a conclusion in your peer's writing? If not, help her/him to write a concluding sentence.</p> <p>ในงานเขียนของเพื่อนมีประโยคสรุปหรือไม่ ถ้าไม่มีให้ นศ. แนะนำเพื่อนเขียนประโยคสรุป</p> |
| 2.9 | <p>From no. 2.8 if yes, is it a good conclusion? If not, help her/him to write it better.</p> <p>ถ้ามี เพื่อนเขียนประโยคสรุปดีหรือไม่ ถ้าไม่ ให้แนะนำเพื่อนเขียนให้ดีขึ้น</p> |
| 2.10 | <p>Organization การจัดลำดับเนื้อหา</p> <p>Are the content organized in a logical order? If not, suggest him/her.</p> <p>มีการเรียงลำดับเนื้อหาเรียงลำดับตามความเป็นจริงหรือไม่ ถ้าไม่ ให้แนะนำเพื่อนจัดลำดับเนื้อหาให้ดีขึ้น</p> |
| 2.12 | <p>Are all the paragraphs organized in a logical order? If not, suggest him/her</p> <p>ในแต่ละย่อหน้ามีการจัดลำดับเนื้อหาตามลำดับความเป็นจริงหรือไม่ ถ้าไม่ ให้แนะนำเพื่อนจัดลำดับเนื้อหาให้ดีขึ้น</p> |
| 2.13 | <p>Is each sentence in a paragraph well linked? If not, suggest him/her</p> <p>เนื้อหาแต่ละประโยคเชื่อมโยงกันดีหรือไม่ ถ้าไม่ ให้แนะนำเพื่อนเขียนเชื่อมโยงเนื้อหาให้ดีขึ้น</p> |

| ข้อที่ No. | Guidelines Statements |
|---------------|--|
| 2.13 | <p>Are there signal words in your peer's writing? If not, suggest him/her</p> <p>งานเขียนของเพื่อน มีการใช้ signal words หรือไม่ ถ้าไม่ ให้แนะนำเพื่อนใช้ signal words</p> |
| 3. 3.1 | <p>3. Second Draft Writing ขั้นการตรวจทาน (The editing stage)</p> <p>Do you find grammar errors such as tenses, verb forms, verb agreements, nouns, pronouns, adverbs and adjectives? If yes, suggest him/her.</p> <p>นศ. พบความผิดพลาดด้านไวยากรณ์หรือไม่ เช่น ด้าน tenses รูปองค์กริยา การใช้คำกริยา คำนาม คำสรรพนาม คำคุณศัพท์และคำวิเศษณ์อย่างถูกต้องตามหลักไวยากรณ์ ถ้ามีให้แนะนำเพื่อนแก้ไขให้ดีขึ้น</p> |
| 3.2 | <p>Do you find any sentence fragments? If yes, suggest him/her.</p> <p>นศ. พบการเรียงประโยคที่ไม่ถูกต้องหรือไม่ ถ้ามีให้แนะนำแก่เพื่อนเพื่อแก้ไข</p> |
| 3.3 | <p>Do you find any misspellings? If yes, suggest him/her.</p> <p>นศ. พบการสะกดคำที่ผิดหรือไม่ ถ้ามีให้แนะนำเพื่อน</p> |
| 3.4 | <p>Do you find punctuation errors such as periods, commas, capitalization, abbreviations, apostrophes, brackets, hyphens and dashes? If yes, suggest him/her.</p> <p>นศ. พบความผิดพลาดในการใช้เครื่องหมายวรรคตอนหรือไม่ เช่น การใช้จุด คอมม่า อักษรตัวพิมพ์ใหญ่ คำย่อ เครื่องหมายลูกน้ำ วงเล็บ และยัติภังค์ ถ้ามี ให้แนะนำเพื่อนเพื่อแก้ไข</p> |

| ข้อที่ No. | Guidelines Statements |
|---------------|--|
| 3.5 | <p>Are there any confusing or unclear words for you? If yes, ask him/her for clarification.</p> <p>มีคำที่ทำให้ นศ. เข้าใจสับสนหรือไม่ชัดเจนหรือไม่ ถ้ามี ให้แนะนำเพื่อนเพื่อแก้ไขให้เขียนชัดเจนยิ่งขึ้น</p> |
| 3.6 | <p>Are there any words used in a wrong context? If yes, help him/her.</p> <p>มีคำศัพท์ที่ใช้ผิดบริบทหรือไม่ ถ้ามี ให้แนะนำเพื่อนเพื่อแก้ไข</p> |



Appendix I

Weblog-Based English Writing Tasks

Weblog-Based English Writing Task 1

Topic: My Favorite Places

Objective: Students are able to write a descriptive paragraph about the given title.

Instructions: Write a paragraph to describe about one of your favorite places.

Minimum Requirements:

1. Post your own photo about the place where you have been to. (You must appear on the photo.)
2. Describe the places, things, situations and your feeling about the photo.
3. Write at least 200 words or at least 20 sentences.
4. Complete this task including peer review within 2 weeks.

Scoring Criteria: ESL Composition Profile (Writing Rubric)

Examples of Students' Writing Appearing on the Weblog

Task 1: One of My Favorite Places

One of My Favorite Places (Final Draft)

Friday, February 10, 2012



My Holiday at Ayutthaya Floating Market

I have been to many beautiful places in my life. But one of my favorite places was Ayothaya floating market. I like this place with four reasons. Firstly, it was my holiday. Even though, I had one day holiday but it made me relaxed, enjoyable and happy. Secondly, I went there with my friends; there were Ao, Joomyung, and me. We walked around the marke...

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One of My Favorite Places (Third Draft)

Wednesday, February 8, 2012



My Favorite Place

For me, my holiday is a very nice day. I went to Ayothaya floating market in Ayutthaya where's my favorite place. Even though, my holiday had one day but it made me relax, enjoyable and happy. Firstly, I went with my friends; there were Ao, Joomyung, and me. We had a lot of fun because we walked around the market, shopping, eating and drinking. The ...

[View Full Note.](#) [Like .](#)



Teacher Feedback: topic ระบุให้ชัดเจนว่าที่ไหน/ ปย. Intro พูดท้าวไปแต่ต้องเกี่ยวข้องกับ topicและเนื้อหา คือ favorite place เช่น I have been to many beautiful places in my life./ ปย.topic sentence.. But one of my favorite places was....ที่ไหน ขยายความทำไมจึงชอบ เช่น เป็นวันหยุด ไปกับเพื่อน I like this place with three reasons.

First...See More

[February 9, 2012 at 10:56pm . Like](#)

One of My Favorite Places (Second Draft)

Monday, February 6, 2012

**My Favorite Place**

For me, my holiday is a very nice day. I went to Ayothaya floating market where's my favorite place is. Even though, my holiday had one day but it made me relax, enjoyable and happy. Firstly, I went with my friends; there are Ao, Joomyung, and me at Ayothaya floating market in Ayutthaya. We have a lot of fun. We walked around eating, d ...

[View Full Note.](#) [Like .](#)

Peer A: จา peer แกรมมา ละนะ เค้าวสนะ Ayothaya floating market หุดแล้ว คร้งตอมาตองใช้ pronoun ละ Ayothaya floating market has fresh air and tasty food.<<<<< คำว่า tasty เป็น adj. ตองมี v be แต่ประโยคนี้ดแตงใหม่ตีมีัย เราไปเที่ยวมาแร้วว v2 ละนะเค้าวา ดูใหม่ v2 หมดเรยยย คงโอเคระนะีสำหรับที่เขาเจออา :}

[February 7, 2012 at 4:19pm . Like](#)

Peer B. เค้าวานะ There were tasty food มีัย We ate ice cream together ปาว เพื่อนดูแกรมาเรยยย อีอิ ใช้ pronounม้ง เฟ็ลเล็ฟ v2 อติตตๆ ดูเอง อีอิ จาทำของเค้าม้ง โชคเอนะจ.เฟ็ลเล็ฟ

[February 8, 2012 at 3:10pm . Like](#)

Writer: thankๆ นะจ๊ะ คุณเพื่อนทั้งสองที่ทามใงานเค้าวสำเร็จเสริจลันลั๊กที่

[February 8, 2012 at 5:16pm . Like . 1](#)

Writer: ไชโย อีอิ

[February 8, 2012 at 5:59pm . Like](#)

One of My Favorite Places (First Draft)

Saturday, February 4, 2012

**My Favorite Place**

For me, my holiday is a nice day. I went to Ayothaya float market where's my favorite place is. My holiday makes me relax, enjoyable and happy. Firstly, I went with my friends; there are Ao, Joomyung, and me at Ayothaya float market in Ayuthaya, shopping and eating ice cream. We saw a lot of things around. We have a lot of fun. We walked arou...

[View Full Note . Like .](#)

Peer A: จะ peer แระนะ เนื้อหาโอ Ayut(t)haya <<< ลืมตัว t อีกตัวหนึ่งนะ floating market นะเค้าว่า เนื้อหานะจะ ในเนื้อเรื่องทีอ่านดูเจอนั้นแต่ผ่อนคลาย สนุกสนาน ชาติอธิบายความสุขเพิ่มเติมอา ปรย. นำสันไปปะ my holiday is a very nice day ดีปะไม่รุ อีอิ ประโยค topic ok นะแต่เนื้อหายังมะโออะเค้าว่านะ เพิ่มเติมอีกหน่อย ให้รู้สึกดีว่าชอบมีความสุข อีกทลา สุ...[See More](#)

[February 5, 2012 at 6:43pm . Like](#)

-

Peer B: ตรง ปรย.นี้ my holiday it makes me relax, enjoyable and happy. ลองเปลี่ยนเป็น Even though, my holiday had one day but it made me relax, enjoyable and happy. (ดย.การเขียนนะ ลองค้นดู) เนื้อหาเพิ่มกิจกรรมที่เราด้วยกันนะ นะจามตายม่ายว่าเราทามอะรัยด้วยกันบ้าง กินอารายกัน เดินรอบเลย จนเมื่อย อีอิ ข้อปด้วย สนุกมากๆ จ่าตายปะ เลามาให้หมดเรยย อีอิ คว ...[See More](#)

[February 5, 2012 at 8:59pm . Like](#)

Writer: Thanksssss แต่ขั้นนี้ peer เนื้อหาอะนะ อีอิ แต่เพื่อนทั้งสอง peer แกรมมาด้วยด้วย แต่งส์ๆๆ

[February 5, 2012 at 10:09pm . Like](#)

Peer A: ว่า ก้า peer ไปแล้วเพ็ลเล็ฟ ก็เห็นแล้วก้อทนไม่ได้จระ จ่าตายเส็ดๆๆจัยย

[February 6, 2012 at 11:39am . Like](#)

One of My Favorite Places (Free Writing)

Thursday, February 2, 2012



My Holiday

For me, my holiday is a nice day. My holiday makes me relax, enjoyable and happy. Firstly, I went with my friends; there are Ao, Joomyung, and me at Ayothaya float market. It made me relax and enjoyable because we walked around in the Ayothaya float market in Ayuthaya, shopping and eating ice cream. We saw a lot of things around. We hav ...

[View Full Note . Like .](#)

-

Peer A: เพื่อนเขียนดีเขี้ยวววว เหตุผลดี จร้า ทำไมชอบที่นี้เพิ่มด้วยนำ topic นอกเป็นสถานที่เราชอบดีปาว

Peer B: ก้อโอแล้วนะจะเพ็ลเล็ฟ เขียนเนื้อหาให้เกี่ยของกับสถานที่ว่าเราชอบอะเพ็ลล ให้เป็นใจความสำคัญ ขยายอีกนีสหน่อย

[February 2, 2012 at 8:13pm . Like](#)

Weblog-Based English Writing Task 2

Topic: One of My Free-time Activities

Objective: Students are able to write a descriptive paragraph about the given title.

Instructions: Write a paragraph to describe one of your free-time activities you like to do or you have done.

Minimum Requirements:

1. Post your own photo about a free-time activity you like to do or you have done.
(You must appear on the photo.)
2. Describe the activity, things, situations and your feeling about the photo.
3. Write at least 200 words or at least 20 sentences.
4. Complete this task including peer review within 2 weeks.

Scoring Criteria: ESL Composition Profile (Writing Rubric)

Examples of Students' Writing Appearing on the Weblog

Task 2: One of My Free Time Activities

One of My Free Times Activities (Final Draft)

Monday, February 20, 2012



It's amazing to have a free time activity leading to professional career. I liked playing the guitar with my friends very much in our free times when we studied at a high school in Srisaket. My friends and I loved the guitar, songs and music. We played and trained a lot when we had free times because we had a lot of fun and happiness. Our band n...

[View Full Note](#) . [Like](#) .

-

One of My Free Times Activities (Third Draft)

Saturday, February 18, 2012



The picture makes feel good because it was my first showed of me and my friends in a small restaurant. I and my friend liked to play guitar in free times very much because we love guitar, songs and music. We played in free times after school and weekend. We played and trained a lot. Guitar was our favorite activity. When I look at this I will miss many thi...

[View Full Note](#) . [Like](#) .

 Teacher Feedback: งานของนศ.ดูดี ปย.intro อาจดูok แต่ควรเน้นไปที่ free time activity จุดที่กำลังจะกล่าวถึง เช่น It's amazing to have a free time activity leading to professional career เพราะว่านศ. เล่นกีตาร์จนนำไปสู่การเป็นมืออาชีพ; topic sentence เน้นว่าเราชอบเล่นกีตาร์เวลาว่างจนกลายเป็นเล่นเป็นอาชีพได้เช่น I liked pl... [See More](#)

[February 19, 2012 at 9:47pm](#) . [Like](#)

 เรื่อง grammars; makes feel = makes me feel; my first showed of me = the first show of mine หรือ my first show with friends// show = noun// เครื่องดนตรีต้องมี article// พุดถึงเหตุการณ์ที่ผ่านไปแล้ว past tense = v2 เสมอ ตรวจทานดีๆ// My friends and I = ให้เกียรติคนอื่นก่อนค่อยกล่าวถึงตนเอง// check typing และgrammars ชื่อเพื่อนในวงแม้ว่าจะเป็นการจริง...[See More](#)

[February 19, 2012 at 9:59am](#) . [Like](#)

Writer: ขอบคุณครับ

[February 20, 2012 at 11:48am](#) . [Like](#)

One of My Free Times Activities (Second Draft)

Friday, February 17, 2012



The picture makes feel good because it was my first showed of me and my friends in a small restaurant. I and my friend liked to play guitar very much in free time because we love guitar, songs and music. We played in free time after school and weekend. We played and trained a lot. Guitar was our favorite activity. When I look at this photo I will miss many t...

[View Full Note . Like .](#)

Peer A: ก้อดี อีอิมะแนจัย ดูแกรมมาละนะ แกรมมาพูดถึงอดีตเป็นช่อง2 We was studied together in Sisaket Wittayalai School but we were not roommate. เปลี่ยนเป็น We studied together in Sisaket.

[February 17, 2012 at 8:48pm . Like](#)

-

Peer A: คำว่า vioce สะกดผิดอะ ป็น voice นอกนั้นน่าจะโอแล้วละ

[February 17, 2012 at 8:56pm . Like](#)

-

Peer B: น่าจะนะ Our brand name is 4B because we have B in name of everyone. Band เป็น brand มั้ย ออย่าลืม v2 นำ ออย่าลืม

[February 17, 2012 at 10:51pm . Like](#)

-

Writer: Thank you นะ แต่ดูก่อน ฮ่าๆ band แปลว่าวงดนตรี คร้าบบบ น่ารักกก เพื่อนสาว

[February 18, 2012 at 5:56pm . Like](#)

-

An audience beyond classroo: มึงเขียนทำไมวะ

[February 18, 2012 at 6:16pm . Like](#)

-

Writer: เฮ้ย ออย่าเม้น ทำงานส่งอาจารย์เว้ย

[February 18, 2012 at 6:22pm . Like](#)

-

An audience beyond classroom: โทดๆๆ ก็ยยย

[February 18, 2012 at 6:27pm . Like](#)

One of My Free Times Activities (First Draft)

Tuesday, February 14, 2012



The picture makes feel good. When I look at this I will miss many things in the past. This picture was the first showed of me and my friends in a small restaurant. This picture taken in the last year when I have summer of high school. I liked to play guitar with friend in free time because we love guitar. We love music, singing and dance. Every weekend, after sc...

[View Full Note . Like .](#)

-

Peer A: มีเนื้อหาครบถ้วน แต่ว่านะ ประโยคtopic มะแนจียอะนะ เราเขียนเรื่อง free time ว่าเราทำอะไร เช่น ชอบเล่นกีตาร์เวลาว่างเงี้ย เพราะอะรีย ซ้ายม้าย ลำดับเนื้อหาใหม่ ให้สมมุติเป็นเรื่องเดียวกัน อีอิ ลองดูๆๆ

[February 15, 2012 at 8:40pm . Like](#)

Peer B: กอนน่าจะใสนะ บอกว่าชอบกีตาร์เวลาเป็นประโยคใจความสำคัญ ทำไมชอบ ขยายความอะนะ อะไรที่ไม่เกี่ยวข้องเท่าไรร ก็น่าตัดออกนะ แรวก็อสรุป คงโออะ

[February 15, 2012 at 11:47pm . Like](#)

Writer: Thank you นะ

[February 17, 2012 at 5:23pm . Like](#)

-

One of My Free Times Activities (Free Writing)

Sunday, February 12, 2012



The picture makes feel good. When I look at this I will miss many things in the past. This picture was the first showed of me and my friends in a small restaurant. This picture taken in the last year when I have summer of high school. I played guitar with friend in free time because we love guitar. Every weekend and after school I and my friends train to pl...

[View Full Note . Like .](#)

Peer A: มีเนื้อหาครบถ้วนนะจะโอแล้วนะ พุดเรื่องชอบเล่นกีตาร์เพิ่มคงโอเคแระ เด่วจะดูให้อีกทีตอนต่อไป

[February 13, 2012 at 11:40am . Like](#)

Peer B: มะรุติ กอว่าดีอะ ถ้านอกว่าทำไมชอบเล่นกีตาร์คงจะดีเพิ่มขึ้นนะ

[February 13, 2012 at 4:56pm . Like](#)

Writer: แต่งส์ๆๆ

[February 14, 2012 at 6:29pm . Like](#)

Weblog-Based English Writing Task 3

Topic: Free Topic

Objective: Students are able to write a descriptive paragraph about a place, a person, an activity, or an event according to their interests.

Instructions: Choose a free writing topic depending on your own interest. Then write a paragraph to describe about the chosen topic.

Minimum Requirements:

1. Post your own photo related to your chosen topic. (You must appear on the photo.)
2. Write a descriptive paragraph to describe about a place, a person, an activity related to your posted photo.
3. Write at least 200 words or at least 20 sentences.
4. Complete this task including peer review within 2 weeks.

Scoring Criteria: ESL Composition Profile (Writing Rubric)

Examples of Students' Writing Appearing on the Weblog

Task 3: Free Choose Topic

Free Choose Topic (Final Draft)

Friday, March 2, 2012



My Memorable Photo at Dream World

This photo is one of my memorable photo, which makes me feel so good and so happy. I always feel very happy when I look at this photo. It was taken in front of the Love Garden at Dream Word two weeks ago. There are three people in this photo; my friend, me and my boyfriend. I remember this day together with him and my friend. We walked around th ...

[View Full Note . Like .](#)

-

Free Choose Topic (Third Draft)

Tuesday, February 28, 2012



My Memorable Photo at Dream World

This picture makes me good and happy. I feel very happy when I look at this photo. We were taken in Love Garden at Dream Word last two weeks ago. There are three people in this photo and there is only a man on this photo. He is my boyfriend. I remember this day together with him and my friend. We walk around Love Garden. We looked so happy on the pho...

[View Full Note . Like .](#)



Teacher Feedback 1. งานของนศ. โดยรวมแล้วดูดีมาก มีครบองค์ประกอบ ปย. introduction ดี แต่ควรเน้นไปที่ topic คือการเป็น memorable photo. เช่น This is one of my memorable . I feel very happy when I look at this photo. = ปย. แรกเป็น ปย. intro ปย. ที่สองเป็น topic sentence ... supporting details ตามมาให้ส้นับสนุน topic sentence ควรปรับปรุงก ...See More

[March 2, 2012 at 10:34pm • Like](#)

Free Choose Topic (Second Draft)

Sunday, February 26, 2012



My Memorable Photo at Dream World

This picture so make me good and happy. I feel very happy when I look at this photo. We were taken in Love Garden at Dream Word last two week ago. There are three people in this photo. There is only a man on this photo. He is my boyfriend. I remember this day together with him and my friend. We walk around Love Garden. We look so happy on the ...

[View Full Note . Like .](#)

Peer A: We were taken in Love Garden at Dream World last two week. ตรง last two week มันเป็นการบอเวลาที่มีมัน ผ่านมาแล้วนะ เค้าคิดว่าน่าจะเต็ม ago ใส่ตรงท้าย last two week และ two week = weeks ago? แล้วก็ตรงประโยคอื่นก็ ok แล้วนะจ๊ะ

[February 27, 2012 at 7:29pm • Like](#)

Writer: ขอบใจจ๊ะ

[February 27, 2012 at 8:56pm • Like](#)

Peer B: เค้าว่าประโยคนี้ This picture so make me good and happy. กริยา make น่าจะเต็ม s มียอะ ประโยค There is pink chair on the left. a pink chair มียเค้าว่านะ I like to see this beautiful things. ดู this กับ things อีกทีนะ เค้าว่า this น่าจะเป...See More

[February 27, 2012 at 10:42pm • Like](#)

Writer: เถอ ไข่

[February 27, 2012 at 11:22pm • Like](#)

Peer B: There are three people in this photo. There is only a man on this photo. เรายาสองประโยคนี้เราน่าจะรวมกัน ดีไหม เป็น There are three people in this photo and there is only a man on this photo.

[February 27, 2012 at 11:36pm • Like](#)

Writer: ฮืม....ขอบใจจ๊ะ

[February 27, 2012 at 11:45pm • Like](#)

Free Choose Topic (First Draft)

Friday, February 24, 2012



My Memorable Photo at Dream World

This picture so make me good and happy. I feel very happy when I look at this photo. We were taken in Love Garden at Dream Word last two week. There are a lot of landscapes at the Dream World. There are three people in this photo. There is only a man on this photo. We looked so happy on the photo. We smiled and posted for photo. In the picture you...

[View Full Note . Like .](#)

Peer A: เรว่าน่าจะเพิ่มเนื้อหาเกี่ยวกับสิ่งที่ชอบมาใน Dream World ด้วยนะจะ I like _____ a lot/ very much ประมาณเนี่ยะ
[February 25, 2012 at 7:21pm . Like](#)

Writer: ขอบคุณจ้า

[February 25, 2012 at 8:16pm . Like](#)

Peer B: ในภาพเนี่ยะ เธอประทับใจอะไรมากที่สุด ก็บอกเพิ่มเติมเลยจ้า ส่วนประโยคนี There are a lot of landscape at Dream World. มันมาคั่นระหว่างที่เธอกำลังพูดถึงบุคคลในภาพนะจะ น่าจะพูดถึงบุคคลให้เสร็จก่อน แล้วค่อยพูดเรื่อง landscape ดีมัย?
[February 25, 2012 at 10:19pm . Like](#)

Writer: จ๊ะ เค้าก็ประทับใจคนที่ไปด้วยใจอ้อ (ล้อเล่น)

[February 26, 2012 at 7:29pm . Like](#)

Free Choose Topic (Free Writing)

Thursday, February 22, 2012



My Memorable Photo at Dream World

This picture so make me good and happy. I feel very happy when I look at this photo. We were taken in Love Garden at Dream Word last two week. There are a lot of landscapes at the Dream World. There is only a man on this photo. We looked so happy on the photo. In the picture you can see a lot of plants around and pink flowers around which ma...

[View Full Note . Like .](#)

Peer A: เรารว่าน่าจะเพิ่มเนื้อหาเกี่ยวกับสิ่งที่ชอบมาใน Dream World ด้วยนะจะ I like _____ a lot/ very much ประมาณเนี่ยะ
[February 23, 2012 at 5:48pm . Like](#)

Writer: ไว้เค้าจะทำขั้นตอนไปเนอะ
[February 23, 2012 at 6:41pm . Like](#)

Peer B: เค้าเห็นว่า ควรเพิ่มเนื้อหาอีกนะจะ
[February 23, 2012 at 8:52pm . Like](#)

Writer: ขอบคุณจ้า
[February 24, 2012 at 5:11pm . Like](#)



Appendix J

Tables of Students Need Analysis Questionnaire Result

Table 4.1 Students' background information

| Students' background information | n = 60 | % |
|----------------------------------|--------|-------|
| 1. Gender | | |
| Male | 10 | 16.70 |
| Female | 50 | 83.30 |
| 2. Age | | |
| 18 | 17 | 28.30 |
| 19 | 40 | 66.70 |
| 3. Computer ownership | | |
| Yes | 57 | 95.00 |
| No | 3 | 5.00 |
| 4. Using the Internet at home | | |
| Yes | 57 | 95.00 |
| No | 3 | 5.00 |

Table 4.1 (Continued)

| Students' background information | n = 60 | % |
|---|--------|-------|
| 5. Subscribing to e-mail | | |
| Yes | 59 | 98.30 |
| No | 1 | 1.70 |
| 6. Experience on the process writing | | |
| Yes | 2 | 3.33 |
| No | 58 | 96.67 |
| 7. Experience on writing via a weblog | | |
| Yes | 2 | 3.33 |
| No | 58 | 96.67 |
| 8. Subscribing to the weblog of a social network | | |
| Yes | 59 | 98.30 |
| No | 1 | 1.70 |
| 9. Availability of the Internet café in students' neighborhoods | | |
| Yes | 46 | 76.70 |
| No | 14 | 23.30 |

Table 4.2 Students' technology and English writing skills

| Items | Very high | | High | | Moderate | | Low | | Very low | | S.D. | |
|--|-----------|-------|------|-------|----------|-------|-----|-------|----------|------|------|------|
| | N | % | N | % | N | % | N | % | N | % | | |
| 1. Level of interest in English writing | 13 | 21.70 | 25 | 41.70 | 18 | 30.00 | 3 | 5.00 | 1 | 1.70 | 3.77 | 0.97 |
| 2. Level of ability to use the Internet | 5 | 8.30 | 31 | 51.70 | 20 | 33.30 | 4 | 6.70 | | | 3.60 | 0.74 |
| 3. Level of grammar problems in English writing | 5 | 8.30 | 19 | 31.70 | 29 | 48.30 | 6 | 31.70 | 1 | 1.70 | 3.35 | 0.84 |
| 4. Level of difficulty in English writing | 4 | 6.70 | 20 | 33.30 | 30 | 50.00 | 4 | 6.70 | 2 | 3.30 | 3.33 | 0.84 |
| 5. Level of computer skills | 2 | 3.30 | 22 | 36.70 | 30 | 50.00 | 4 | 6.70 | 2 | 3.30 | 3.30 | 0.79 |
| 6. Level of vocabulary problems in English writing | 5 | 8.30 | 12 | 20.00 | 35 | 58.30 | 7 | 11.70 | 1 | 1.70 | 3.22 | 0.83 |
| 7. Level of typing ability | 2 | 3.3 | 16 | 26.70 | 32 | 53.30 | 9 | 15.00 | 1 | 1.70 | 3.15 | 0.78 |

Table 4.2 (Continued)

| Items | Very high | | High | | Moderate | | Low | | Very low | | S.D. | |
|---|-----------|-------|------|-------|----------|-------|-----|-------|----------|-------|------|------|
| | N | % | N | % | N | % | N | % | N | % | | |
| 8. Level of spelling problems in English writing | 6 | 10.00 | 6 | 10.00 | 39 | 65.00 | 8 | 13.30 | 1 | 1.70 | 3.13 | 0.83 |
| 9. Level of knowledge about the process writing | 1 | 1.70 | 1 | 1.70 | 7 | 11.70 | 39 | 65.00 | 12 | 20.00 | 2.00 | 0.74 |
| 10. Level of English writing abilities based on self-evaluation | | | 5 | 8.30 | 42 | 70.00 | 10 | 16.70 | 3 | 5.00 | 2.82 | 0.65 |
| 11. Level of self-confidence in English writing | | | 6 | 10.00 | 34 | 56.70 | 17 | 28.30 | 3 | 5.00 | 2.72 | 0.72 |

CURRICULUM VITAE

Mrs. Lakmunin Surakhai was born on December 26, 1963. She received a Bachelor of Education in English from Chandrakasem Rajabhat University in 1995 and a Master of Education in Teaching English as a Foreign Language (TEFL) from Silpakorn University in 2002. In 2007, she studied for the Degree of Doctor of Philosophy in English Language Studies at the School of Foreign Languages, Institute of Social Technology, Suranaree University of Technology, Thailand. Her special interests include Technology-Enhanced Language Learning (TELL), Computer-Assisted Language Learning (CALL), and Web-Based Instruction (WBI).

