A COMPARATIVE STUDY OF E-WRITNG AND TRADITIONAL WRIITNG CLASSROOM TO IMPROVE ENGLISH WRITING ABILITY AND MOTIVATE AUTONOMOUS LEARNING OF THAI EFL LEARNERS

การเปรียบเทียบการเรียนรู้แบบการใช้บทเรียนอิเล็กทรอนิกส์และการเรียน
แบบปกติเพื่อพัฒนาทักษะการเขียนภาษาอังกฤษและกระตุ้นการเรียนรู้แบบอิสระ
ของนักศึกษาชาวไทย

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บทคัดย่อ

งานวิจัยเรื่องการเปรียบเทียบการเรียนรู้แบบการใช้บทเรียนอิเล็กทรอนิกส์และการเรียนแบบปกติเพื่อพัฒนาทักษะการเขียนภาษาอังกฤษและกระตุ้นการเรียนรู้แบบอิสระของนักศึกษาชาวไทยนี้เป็นการวิจัยแบบกึ่งทดลองโดยมีวัตถุประสงค์เพื่อศึกษา 1) เพื่อเปรียบเทียบความสามารถทักษะการเขียนของนักเรียนก่อนเรียนและหลังด้วยโปรแกรม e-writingกับวิธีการสอนเขียนแบบดั้งเดิม 2) เพื่อเปรียบเทียบความแตกต่างของแรงจูงใจและความพึงพอใจของผู้เรียนหลังจากศึกษาด้วยโปรแกรม e-writing และวิธีการสอนเขียนแบบดั้งเดิม และ3) เพื่อศึกษาการเรียนรู้แบบอิสระด้วยตนเองหลังจากที่เรียนด้วยวิธีการสอนที่แตกต่างกันของผู้เรียนทั้ง 2 กลุ่ม ประชากรกลุ่มตัวอย่างในงานวิจัยครั้งนี้เป็นนักศึกษาชั้นปีที่ 2 จำนวน 60 คน โดยแบ่งออกเป็น 2 กลุ่ม กลุ่มละ 30 คน โดยวิธีการสุ่มแบบโควต้า กลุ่ม A คือกลุ่มทดลองที่ได้ศึกษาด้วยโปรแกรม e-writing ในขณะที่กลุ่ม B ได้รับการเรียนการสอนเขียนแบบดั้งเดิม เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล คือ แผนการสอน โปรแกรม e-writing แบบสอบถาม สัมภาษณ์ และแบบทดสอบก่อนเรียนและหลังเรียน

การเก็บข้อมูลแบ่งออกเป็น 2 ส่วนคือ ข้อมูลเชิงปริมาณจะเก็บรวบรวมและวิเคราะห์ข้อมูลโดยหาค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการทดสอบค่าที (t-test) ส่วนข้อมูลเชิงคุณภาพได้มีการสัมภาษณ์ข้อมูล และ วิเคราะห์ข้อมูลโดยใช้การวิเคราะห์เนื้อหา

ผลการวิจัยในครั้งนี้พบว่าผลสัมฤทธิ์ทางการเรียนในการพัฒนาทักษะการเขียนภาษาอังกฤษ
ของนักเรียนกลุ่ม A ที่ศึกษาด้วยโปรแกรม e-Writing สูงกว่ากลุ่มควบคุมอย่างมีนัยสำคัญทางสถิติที่
ระดับ . 001 ผลจากแบบสอบถามแสดงให้เห็นว่าระดับของความพึงพอใจของการใช้โปรแกรม
e-Writing ผู้เรียนมีความพึงพอใจอยู่ในระดับมาก และผู้เรียนเกิดการเรียนรู้ด้วยตนเองจากผลการ
วิเคราะห์จากแบบสอบถามพบว่า ผู้เรียนสามารถเรียนรู้ด้วยตนเองอยู่ในระดับมากเช่นกัน นอกจากนี้
ผลการสัมภาษณ์ พบว่า ผู้เรียนจะสนุกกับการเรียนโดยใช้โปรแกรม e-writing เนื่องจากช่วยส่งเสริม
การเรียนรู้ด้วยตนเองมากขึ้นกว่าการเรียนแบบดั้งเดิม

ABSTRACT

The purposes of this quasi-experimental study were: 1) to compare students' writing ability before and after receiving e-Writing program and traditional writing classroom., 2) to compare the differences in learner satisfaction and motivation after receiving e-Writing and traditional writing classroom., and 3) to explore learner autonomy after receiving the two different kinds of teaching methods. The informants were 60 second year students who were divided by quota sampling method into two groups (A and B) of 30 learners each. Group A received an e-Writing method, whereas Group B received a Traditional teaching style. The research instruments used for data collection were lesson plans, e-Writing program, learner perception questionnaires, interview questions, and English writing test (Pretest and Posttest). The quantitative data were collected and analyzed using average, standard deviation, and t-test. Interview data was analyzed by means of content analysis.

The quantitative finding revealed that the English writing ability of the students group under e-Writing teaching was significantly higher than the controlling group at the .001 level. From the questionnaire results, the overall levels of satisfaction and autonomous learning after receiving the e-Writing program were

found to be good. Additionally, the interview results showed that the students seemed to enjoy the lessons more in the e-Writing which appeared to promote more learner autonomy than the traditional writing classroom. Recommendations are made and presented in two categories: benefits of future practice and further research.

ACKNOWLEDGEMENTS

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CHAPTER 1

INTRODUCTION

Chapter one provides a general background of this research. It is divided into two parts. In the first part, English language issues and electronic learning instrument are discussed. In particular, it provides a brief overview of the importance of English language proficiency and the implications of the problems that Thai students have faced in developing their writing skills. In the second part, the research questions and the objectives of this study, including its significance, delimitations, and limitations of the study, and definitions of terms are discussed.

1.1 Background of the Study

As global era communication expands throughout the world, the modern technology innovated very quickly and lifestyle of the city people has changed very much. Most of the people around the world use technology all the time. They can very easily use the internet to share new update knowledge and to communicate with freedom through the social network. In terms of education, studying English and applying electronic devices are important for all learners. English is probably one of the most important languages in the world today in terms of international communication. Thailand, as a part of the modern world, has an authentic need to assimilate English into the daily lives of ordinary Thais, through both the spoken and written words. Because of this, English in all its forms has a profound impact on the Thai educational system, economy, and many other aspects of life (Liu & Long, 2014).

With regard to this, the Ministry of Education of Thailand is attempting to raise the priority of English studies among public and private institutions in order to emphasize the significance and value of English in education (Ministry of Education, 2001). English is a compulsory component in the curriculums of educational institutions from the primary

to university levels. In addition, many institutions provide elective international programs in English taught by Thai and/ or native English speaking instructors. Many educational institutions offer a variety of programs for learners to study English and be taught by both Thai teachers and teachers who are native English-speaking instructors (Baker, 2008; Dueraman, 2013; Kilickaya, 2009). In the Thai educational system, English is one of the dominant languages and it has become almost a necessity for learners to study because all over the world English is used as a common language and can bind a region together (Nagi, 2012). It is very clear that the English language is playing a major role in the process of globalization. Teachers should provide an effective method to teach English to the students in Thailand.

However, one of the important changes in the area of learning during the past decade is the paradigm from teacher-centered to learner-centered learning by using digital and electronic tools (Tsai, 2009). The appearance of using electronic learning has gone beyond support of learner-centered and the learners have become more autonomous learning (Lee, Cheung, & Chen, 2005). According to Prime Minister General Prayut Chan-o-cha policy of Thailand 4.0, Thai education will promote a new age of technology for education learning with virtual reality technology (Chan-o-cha, 2018). The challenge is a new concept for online teaching with individual and team driven methods. Simulating the learning environments leads to the realization of everything looking almost like the students actually participating in laboratory experiments as a real experience. The development concept is to close the gap between traditional teaching and online learning. This is a good chance to apply technology in the Thai educational system in terms of English learning and teaching because this will push Thailand to implement the policy as Thailand 4.0.

Moreover, technology also provides support and conditions by increasing freedom of choice, flexibility in scheduling, authentic materials, and electronic communication. Technological wizardry and innovation may lead the teacher to forget the basic

pedagogical principles which underlie autonomous language teaching (AbuSeileek & Abualsha'r, 2014). In English as a second language (ESL) and English as foreign language (EFL) students, it is necessary that teachers have to access to a variety of methods which give opportunities for learners to practice and develop their English skills. Thailand is now entering the ASEAN Community English, so there is practically a medium tool for everyday communication and for careers. As a consequence, English is a key for all the member countries that develop their human resources so as to compete in the local, national, or international job markets in Asia. It is inevitable for Thai universities to convince students to have communication skills in English Writing, Speaking, Reading, and Listening.

Among these skills, writing is a skill used in everyday life such as academic writing, writing a paragraph, writing an essay, filling forms, taking messages, writing emails, or conducting business correspondence. Moreover, such skill is essential when some of the students participate in international environments such as studying overseas to further their education. Nevertheless, writing has seen as the most challenging skill for a significant number of Thai EFL / ESL students (Boonyarattanasoontorn, 2017). The Thai educational system tends to focus on the "four skills" of English: speaking, writing, listening and reading. Writing skills are one of the most important skills and often linked to other skills, thereby lessening the valuable role. Writing is perceived to be the hardest skill to acquire; it is becoming more demanding in the age of entire communication via email and other communicative technologies, also.

Writing is a complex activity, and as students enter the workforce, they will be asked to convey ideas and information in a clear manner. This increase in writing importance as well as the eventual writing skill development will allow the students to graduate with a skill that will benefit them for life (Alber-Morgan, Hessler, & Konrad, 2007). As a result, the trends in language teaching has recently moved toward making learners more autonomous and shifting the responsibility toward the students. Thai students have problems with many aspects while writing a task.

All of these problems are the main causes of difficulties in writing abilities. Hence, writing requires that students draw on many skills at the same time. The student must write, think and compose, all the while using proper grammar and spelling (Kieft, Rijlaarsdam, Galbraith, & van den Bergh, 2007). Some students are successful writers while others struggle with the written word (Penrod, 2007).

In the writing process, the three elements of writing; content, organization, and language, it is fair to say that language has been considered the most problematic difficulty for the second language (L2) writers due to their limited language proficiency or limited linguistic knowledge. Inadequate language knowledge, at times, leads to ineffective L2 writing on account of the differences between first language (L1) and second language. Hinkel (2006) mentions that it is impossible for L2 students to write in a second language properly without linguistic knowledge regarding grammar and vocabulary. That's why, L2 writing can be more difficult if syntactic properties of the two languages are very different, which makes L2 students rely on their first language when writing in a second language especially vocabulary and grammatical structures. The most writing problems reported by L2 learners were grammar and vocabulary. Therefore, grammar and vocabulary are totally perceived to be the principal problems obstructing the effective writing of Thai ESL/EFL learners. What causes such trouble can be from the different systems between the first language and the target language (Hinkel, 2006). Due to this, L2 writers are dominated by the rules of their first language (L1), which, eventually, leads to committing errors in their written works.

Furthermore, results of research on learning and studying English have shown that learning efficiency is enhanced through a focus on the learner and learner autonomy. Official writing in Thai ESL/EFL education system is taught during one class and the teacher determines the title, what they will write about during class, the aspects the teacher wants them to cover, and then students begin writing dependent on their own personal skills. This follows that both teachers and learners should participate actively in teaching and learning. Therefore, access to and use of high-quality educational resources

in the classroom are important factors that a professional preparation system needs to be highly effective. Applying blogging and electronic writing, or e-writing, are able to increase students' narrative and imaginative writing skills (Ozdemira &, Aydina, 2015). Additionally, e-Writing also boosts morale and reduces anxiety. Adding blogging and e-Writing in an educational platform would be a highly effective educational tool for teachers and would function as a prompt for students.

It is important for educators to motivate their students to write by showing them appropriate strategies so that they will be successful in writing. Teachers of basic writing need to give many different kinds of writing assignments in order to discover their students' strengths and weaknesses and the Internet has many tools to help in this determination (Stine, 2010). This might improve student' skills to enable all students to write; a student who does not originally have talent and superior skills can still become a successful author. However, Albalawi (2015) has mentioned that there are many teaching delivery methods such as virtual classes and blended as well as traditional face-to-face classes. Gregoriades, Pampaka, and Michail (2009) indicated teachers should select an effective teaching delivery method to teach the students as understanding students' learning style assists teachers to adapt their teaching method to better support the student learning and using a suitable teaching delivery method leads to meaningful learning. Hence, an effective writing strategy instruction must be hastily carried out to promote Thai university EFL students' writing ability and autonomous learning.

At this point, the goal of electronic writing in this study is to provide a selective teaching method by combining delivery modalities. It is used to describe a solution that combines several different delivery methods, such as web-based courses, electronic learning and knowledge management practices. Whereas the traditional teaching method focuses on the teacher as organizers of learning activity, and the teacher carries too much of the responsibility for teaching in the classroom to make sure everything

they are teaching is understood by the students (Richardson, 2010). Additionally, there is a typical way to control a class where the teacher teaches using a blackboard, explains concepts, asks students to copy and makes sure that students pay attention.

Autonomous learning is a modern learning theory based on the theory of constructivism. In addition, it is a student-focused learning model which is aimed at the learning environment and cooperative learning (Wang, 2010). Autonomous learning also means that students take responsibility for their own learning by implementing their own learning plans according to their own needs. Learning is not confined to the classroom and teachers, but the students are able to learn by themselves and become autonomous learners. Furthermore, learner autonomy requires the content of learning which should be freely determined by learners. Autonomy is indicated to be highly related to motivational variables and is found to nurture innate goal orientation, task value, and self-esteem.

Moreover, autonomous language learners are expected to take responsibility for their learning in terms of objectives, contents, and methodology (Rou-Jui, 2014). The process also involves evaluative reflection on learning and metacognitive awareness of the process itself. Since learners differ in their capacity for autonomy, the teacher's role is to provide the support and conditions that will foster it. The e-Writing instructional design model aids autonomous English reading ability, it means that the students learn and practice English reading ability not only in classrooms but also in computer-rooms or anywhere using materials on the Internet, learning discs or other electronic learning tools.

The learners are able to study from e-Writing lessons without the limitations of time or place. The learners also study by themselves in accordance with their individual differences (Vurdien, 2013). Consequently, the researcher designed an e-writing instructional design program and it is the application of computer programs that assist in the learning process through planning a course step by step, and responding to learners.

e-Writing is one of the media that are very useful in the learning process. This program reviews the lesson, initiates exercises, evaluates, interacts with learners, and all of these combined.

In this study, the researcher tries to help motivate students who enroll in Basic English Writing course in their learning by providing different teaching delivery methods including electronic writing (e-Writing) and traditional writing classroom. The students who study English as an ESL / EFL in education are now quite important to promote Thailand's economy. Thailand is one of the developing countries which emphasizes tourism, education, politic, and implements policy changes to promote inbound foreign travel, create jobs, and stimulate their sluggish economies (Bonham & Mak, 2014). These students, in the future, will be the driving force in the economy of Thailand.

1.2 Statement of the Problem

Problems in teaching and learning English as a foreign language (EFL) and English as a second language (ESL) are related to both students and teachers. Some of these problems are concerned with teaching methodologies (Kannan, 2009). Most EFL teachers teach language by lecturing and focusing on grammatical rules instead of communicative language. Other instructors employ the traditional teacher-centered approach in which instructors monopolize the teaching and learning procedure (Nunan, 2004). According to Ellis (2003), it is more effective to teach language from meaning and context. Most learners would not like and do not like teachers or instructors to spend a lot of time lecturing only (Ruso, 2007).

Learners in this situation have limited input to the learning procedure because lecturing time de-motivates and they do not like being passive during their learning process. Hashim (2006) stated that language learning meets with success when learners are in a positive environment and they are given a chance to communicate in authentic

situations. As in my teaching experience, most Thai students have problems in writing English sentences, paragraph, essay, academic tasks and they are not successful in writing. Limited knowledge of vocabulary and sentence structure is regarded as the main problem (Gunning, 2002). In terms of vocabulary, the problem involves word difficulties such as technical vocabulary, synonyms, antonyms, and words with several meanings (Nuttall, 2000).

One cause of ungrammatical writing is the native language or mother tongue interference. Mother tongue interference occurred in when second language learners use the only previous language's system which occurred in their brain to apply with the target language. Storch (2009) mentioned that learners may make errors because they assume that the target language and their native language are similar which in fact different. Therefore, an investigation of types of error in English writing and the influence from mother tongue or native language will be beneficial for learners. Similar to Patramongkorn (2005), she found that mother tongue interference is the cause of the errors found in her study. Furthermore, Nonkukhetkhong (2013) investigated grammatical errors made by first-year English major students. The errors found were verbs, nouns, possessive case, articles, prepositions, adjectives, adverbs, sentence structure, ordering, coordination/subordination, capitalization, spelling, punctuation, word selection, word formation, ambiguous communication, and miscommunication.

As an English teacher at HCU, the researcher has experienced the same challenge. Students at HCU, especially who study in Basic Writing in English course, have difficulty in English writing. These students were not successful in writing. Since teaching the students in this major for many years, the researcher doubted that students' writing problems concerning vocabulary, grammatical structure, teaching media, the insufficiency of linguistic knowledge or limited language competence, and sentence structure are regarded as barriers to become writing proficiency as well as L2 writing quality. The limited knowledge of vocabulary and sentence structure causes problems

of writing. Vocabulary knowledge is used to apply word in various meanings whereas sentence structure knowledge is used to determine word order in sentences and patterns of language. Additionally, topics and exercises are not relevant to the students' interests in their field. Moreover, the teaching media may cause the students to practice writing a paragraph because now technology grows rapidly. These problems affect students' ability. The students cannot produce their task what they have written because they lack the ability to create their own writing.

This can be seen that English writing plays an important role for students at HCU. The students have to create and write their task by themselves. They also need to write their task in a variety of situation such as explanatory paragraph, how-to paragraph, express their opinion for each situation, and many other fields. Likewise, it is found that a better way to provide language teaching is to come up with the students' needs and make them become independent learners (Seyyed Mohammad Reza, 2013). Therefore, the way to improving students' English writing skills might provide suitable teaching delivery methods and modern teaching media to stimulate their desire for interacting in the target language and to create multiple opportunities for students to practice. In the traditional teaching approach, however, much emphasis is put on explaining linguistic facts, and few interactive activities are organized, resulting in inadequate training of students' writing competence.

With regard to the problems experienced in teaching and learning English, this study tries to improve students' writing skill. Therefore, the teaching methods and the teaching media might be a tool to motivate the students to practice their writing. The e-Writing instructional design program is selected in this study as a tool for students to develop their learning for many reasons. At first, e-Writing promotes autonomous learning by decreasing time pressure in classroom teaching. Second, the students are comfortable to access digital resources and they can access them at anytime, anywhere. Hence, the researcher tried to assist all of them to improve their writing skills. In the future, these students will probably be the driving force in the economy of Thailand.

1.3 Purposes of the Study

This study aims to separate methods which could help to improve learners' writing ability through the use of the e-Writing program. Therefore, the following objectives are set:

1. To compare students' writing ability through e-Writing classroom and traditional writing classroom.

2. To compare the effectiveness of e-Writing classroom and traditional writing classroom.

3. To explore learner autonomy after receiving the two different kinds of teaching methods.

1.4 Research Questions

The central research questions for this study are:

1. Are there any differences in students' e-Writing classroom and traditional writing classroom?

2. What are the effects of e-Writing and traditional writing methods on student satisfaction and motivation?

3. How do the two different teaching methods promote autonomous learning?

1.5 Conceptual Framework

Independent Variable	Dependent Variable
Teaching Delivery Methods 1. e-Writing method 2. Traditional writing method	1. Students' English writing ability 2. Student satisfaction and motivation toward the course 3. Autonomous learner
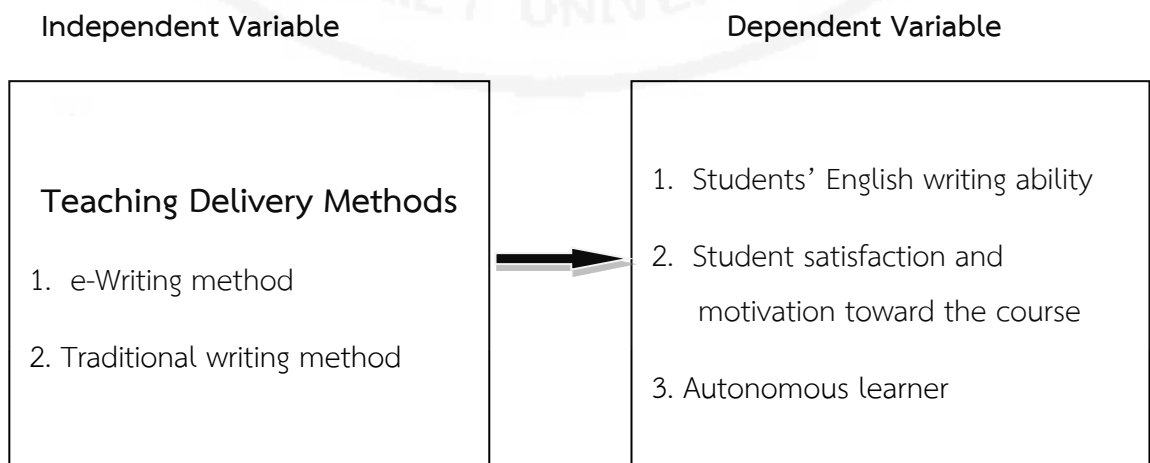
Figure 1-1 Conceptual framework of this study

According to this conceptual framework, the independent variable in this study is the teaching delivery methods which consist of e-Writing instructional design program and traditional teaching method. A comparative study between two teaching delivery methods which hope to find out that one teaching delivery method might be effective for students' English writing ability, their satisfaction, and autonomous learner. The dependent variable in this study depends on students' English writing ability, student satisfaction and motivation toward the course, and autonomous learner.

1.6 Research Assumption

In this study, the researcher designed lessons to be used for e-Writing, and traditional teaching methods with the hope to:

1. Enhance learners' writing ability and motivate autonomous learning.

2. Find the students who are taught using the e-Writing instructional design program might have better improvement in writing skills than those who are taught by the traditional teaching methods.

1.7 The Significance of the Study

This new modern technology plays an unavoidable role in daily life. The technological revolution poses tremendous challenges for educators to rethink their basic tenets and to apply technology in a creative way to redesign education. In this context, e-Writing plays a significant role. This is a new innovation which offers greater learning opportunities for students. The study covered a wide range of topics relating to the context of e-Writing. The study reveals supporting education through modern technology, solving educational problems, promoting educational outcomes linked with real-life situations, provides evidence of English writing skills and development through the e-Writing instructional design program.

Furthermore, the findings from this study prove the effectiveness of the e-writing instructional design model and autonomous learning motivation and success in an English learning environment. Moreover, the e-writing instructional design program is a better way to teach students who enroll in this course. In addition, this study may help lecturers decide to provide e-writing courses or degree programs by showing the factors that encouraged students to study and successfully complete the e-writing course.

1.8 Delimitations of the Study

This study falls within the following parameters; population and participants.

1. This study investigated the effectiveness of e-Writing and traditional teaching methods. There were 60 participants in this study, who enroll Basic Writing in English course at Huachiew Chalermprakiet University (HCU), Samut Prakan. The learners are chosen by a purposive sampling method approach.

2. The participants were divided by quota sampling method into two groups of 30 learners. In this study, all participants were focused on a specific case that is very important and all are a similar level. They are primary sources who could contribute to the study.

1.9 Limitations of the Study

The limitations of this study are that it was quite difficult to control all students participating in their learning. Most students who enrolled in this course were non-English majors. Some students were absent from class. Also, differences in the students' computer skills affected their study. In addition, the researcher could not control the learners who studied their lessons after they finished classes using this program outside the classroom. The students might have a problem with techniques, such as internet connections and malfunctions of the system that may have affected the students' behavior, perception, and opinion. Finally, the researcher could not control students

who did not wish to participate in the e-writing instructional design program during their learning process.

To select the participants in this study, the participants could not be selected by a normal random sampling method. A purposive sampling method was used because of the limitations on the number of students who enrolled in this course. The students were assigned to particular sections. This meant that the students could not be switched between different sections. Therefore, it was not possible to divide the participants in each group with the random sampling method.

1.10 Definition of Terms

Terms defined in this study are as follows:

Writing material is a set of extra writing lessons which the researcher has constructed and designed with the innovation and technology to improve the learners' writing skill.

e-Writing refers to a new multimedia technology that the researcher designed for writing lessons and provides drill and practice exercises in the study via the internet.

English writing ability refers to the ability of the students to organize the idea, opinions, and feelings into written form and the purposes of the writing are to express one's self, to provide information for one's reader, to persuade one's reader, and to create a literary work.

Traditional writing method refers to the face to face teaching style for the teacher to teach the students (the control group) as usual. (Textbooks and Worksheets)

Motivation refers to the level of desire students feel to perform and enjoy their learning without any pressure.

Autonomous learning refers to a student's ability to set appropriate learning goals and take charge of his or her own learning without a teacher's direction.

1.11 Summary

       This chapter introduces the foundation for the empirical research study. It explains the background of the research, statement of the problem, the research questions, purposes of the study, significance of the study, delimitations, and limitations of the study, and the definition of terms. The next chapter consists of a literature review. The information in the literature review assisted the researcher to adjudge whether the research plans meet expectations and whether or not they could contribute new knowledge to the subject. Elaboration on some of these issues is made in the literature presented in Chapter two.

CHAPTER 2

LITERATURE REVIEW

The goal of this chapter is largely to complement the introduction. Together, this chapter provides an account of the literature reviewed during the design of the study and presents the e-Writing instructional design program and motivates autonomous learning which is used to develop English writing skills. It is judged that the reader would also appreciate a comprehensive explanation of the importance of English writing, the e-Writing instructional design program, autonomous learning, motivation and technological program with writing instruction. This chapter is divided into the following parts.

2.1 The Importance of English Writing Ability and Effective Writing Instruction

    2.1.1 Definition of Writing

    2.1.2 The Importance of Teaching Writing Skills

    2.1.3 The Most Important Features of Writing and How to Focus on e-Writing

    2.1.4 Stages and Activities of the Process Writing

    2.1.5 Error Analysis in English Writing

    2.1.6 The Importance of Writing Assessment

2.2 e-Writing Strategies Instruction and English Language Learning Motivation

    2.2.1 Definition of e-Writing

    2.2.2 The design of e-Writing instruction

    2.2.3 Using e-Writing in Writing Instruction

    2.2.4 Motivation for English Writing

    2.2.5 Learner autonomy and Writing with Using Technological Program

2.3 Traditional Teaching Method

    2.3.1 Definition and Problem of Traditional Teaching Method

    2.3.2 Benefits and Limitation of Traditional Teaching Method

2.1 The Importance of English Writing Ability and Effective Writing Instruction

The present age is an age of globalization. Anything invented in any part of the world gets global character or recognition very rapidly. The importance of English cannot be denied. Knowing English is like having an international visa. Anywhere in the world, English is useful and helpful. To keep pace with the process of globalization, English is very important for all people to learn. Studying English focuses on four skills which including reading, writing, listening, and speaking. Among these skills, writing is also quite important because writing is a skill that requires the use of strategies such as planning, evaluating, and revising the text to accomplish a variety of goals (Graham & Perin, 2007b). In addition, writing is an important communication format to express one's ideas and needs. When children become adolescents, writing skills seem more important in their daily lives to communicate with others as a formal means. Effective writing skills are necessary for students when graduating from an educational organization, also.

Moreover, English writing provides a means for students to precede new information in their own words. It is particularly effective in large classrooms where breaking students into pairs or groups may be prohibitive. It also appeals to an individual who prefer to learn independently (Mourtaga, 2004). Writing is claimed by a number of scholars/linguists (Hyland, 2003; Kroll, 2003; Matsuda, 2003; Sawalmeh, 2013) as one of the most important skills in learning English. Hyland (2003) points out that second language (L2) writing is unique and requires learners to use strategies in the process of writing, namely planning, translating, and reviewing. Furthermore, regarding English writing contexts, they are generally divided into English as a second language (ESL) and English as a foreign language (EFL) contexts. The difference between these two contexts is that ESL contexts are those in which the English language is normally used in everyday

life activities and in local communities. Hence, the difference directly influences how English writing instruction is taught by writing teachers and how it is learned by L2 writing learners (Hyland, 2003).

Similarly, Chappell (2011) mentions that writing is an essential job skill which helps the learner understand how truth is established in a given discipline. It also fosters the writer's ability to explain a complex position to readers clearly. In short, writing is one of the significant skills which all English instructors must focus on as it prepares the learner to fight in life. Therefore, in this study, communication through writing is an extremely critical component of education, livelihood, and foundation functionality in society. Especially, in higher education where English happens to be the medium of instruction, writing is extremely important because it is used extensively in communicating with professors, employers, peers, or just about everyone. The importance of English writing ability and effective writing instruction will be reviewed as the following sequence.

2.1.1 Definition of Writing

The term writing has been defined as the activity or skill of making coherent words on a paper composing text. Writing is not only important in communication, but it is also an effective way in many fields of expression, judgment of a person, flexibility, and maturity. As Mourtaga (2004) defines that the writing skill solidifies ideas and thoughts, and allows the reader to reflect on the tasks better than if the ideas remain evolving in his or her thought. If someone does not write well, she/he will be cut off from a large community. The ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practice in formal instructional settings or other environments. In addition, writing is considered the most important language skill that students require for their personal development and academic success (Mukulu, Indangasi, Mwangi, Gecaga, & Okanga, 2006).

Furthermore, writing requires organizational strategies and students need to ensure sentences are structured into paragraphs. Paragraphs need to be in a meaningful,

sequenced order so that one idea flows into the next (Sarfraz, 2011). However, (Graham, Gillespie, & McKeown, 2013) mention that writing is used for gathering, preserving, and transmitting information to a wide audience. While Andrew (2003) defines writing is a medium of human communication that represents language and emotion with signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not a language, but a tool used to make languages be read. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols.

The result of writing is called text, and the recipient of the text is called a reader. Motivations for writing include publication, storytelling, correspondence, record keeping, and diary writing. Writing has been instrumental in keeping history, maintaining the culture, dissemination of knowledge through the media and the formation of legal systems. Good writing skills are essential for effective communication. The better you write, the more easily readers will understand you. Learning to write well takes time and practice (Baker, 2011). It has been agreed that writing is a means of communication made possible through graphics symbols, arranged according to certain conventions to form words which in turn are arranged to form sentences. The sentences are logically and grammatically connected to form a piece of writing.

To sum up, according to the above definitions, writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text.

2.1.2 The Importance of Teaching Writing Skills

Writing is a skill that requires the use of strategies such as planning, evaluating, and revising the text to accomplish a variety of goals (Graham & Perin, 2007b). These goals can be writing an essay, a report, or an evidence-based opinion. Writing can also act as a tool for learning subject matter by extending and deepening students' knowledge (Shanahan, 2004; Ridha, 2012). As students write a report or expository essay,

they must research relevant information and link the information to an overarching topic. The ESL or EFL teachers include writing skills in the curriculum because this is a necessary element for students' academic success. Kellogg (2008) gives an emphasize that writing helps to reinforce the grammatical structure, enhance the students' vocabulary, and help other language skills such as reading, listening and speaking.

Furthermore, Vanderburg (2006) point out that learning to master writing skills are able to help students to deal successfully with their academic demands and to perform effectively in their disciplines and professional contexts. In the academic context, students are required to produce specific writing genres such as paragraph, essays, summaries, reports, and so forth (Dudley-Evans, 2001). Writing requires a wide range of cognitive and reasoning skills. These skills involve encoding, relating, and transferring a thought into logical output (Hollyoak & Morrison, 2005). Hence, transition relies on writing, which in turn depends on an abundance of skills such as extended knowledge, working memory capacity, control, and presenting ideas to express one's thoughts and beliefs (Sahyoun, Soulie`res, Belliveau, Mottron, & Mody, 2009).

It is important to realize that even a proficient writer can struggle with written language production (Ahmed, 2010). Most often, a universal writing strategy could be taught to typically developing students. This method guides students to brainstorm or cluster ideas before writing, plan a strategy, organize notes, and develop a plan to write while including additional information throughout the writing process (Mason, Harris, & Graham, 2011). With attention to daily living skills, writing is quite important for getting around in the community, engaging in leisurely activities, using recreational facilities, preparing and consuming food, meeting marriage responsibilities and raising children, caring for personal needs, and managing personal finances (Sitlington, 2008).

Moreover, writing requires organizational strategies (Bangert-Drowns, Hurley, & Wilkinson, 2004). For example, in a science report, students need to ensure sentences are structured into paragraphs. Paragraphs need to be in a meaningful, sequenced order so that one idea flows into the next. Writing is used for gathering, preserving, and

transmitting information to a wide audience, also (Graham, Gillespie, & McKeown, 2013). This is especially important in an academic setting. The permanent nature of writing allows ideas to be available for review and evaluation in a learning environment (Graham, Gillespie, & McKeown, 2013). In a classroom, teachers may have students write answers to exam questions or write a story to explain an idea. In this point, teachers are able to evaluate the performance of students' academic skills immediately or at a later time.

To help the students' writing skills, the teaching methodology in writing instruction will be an important way to improve them because writing involves a complex process, for example, steps in planning, drafting, self-monitoring, and revising (Delano, 2007). The use of integrating technology, such as the internet, enhances and improves students' writing abilities. According to Malloy and Gambrell (2006), the internet exemplifies growing literacy that engages readers of all ages and abilities. Scott and Mouza (2007) report that writing skills are critical no matter what age level one may be. That's why writing skills are also important for people all ages to communicate with others, making adequate decisions, gaining independence, being able to maintain good personal skills, obtaining socially responsible behavior, and achieving self-awareness.

2.1.3 The Most Important Features of Writing and How to Focus on e-Writing

Writing provides a means for students to precede new information in their own words. It is particularly effective in large classrooms where breaking students into pairs or groups may be prohibitive. It also appeals to individuals who prefer to learn independently (Rusen, 2011). e-Writing is a vital means of communication and social interaction. It has something in common with the theory of Social Constructivism as they both lead to active, authentic and enjoyable learning. Social constructivism, strongly influenced by Vygotsky's (1978) work, recommends that knowledge is first constructed in a social context and is then taken up by individuals. According to social constructivists, the process of sharing each person's point of view-called collaborative elaboration results in learners building understanding together that wouldn't be possible alone.

In addition, e-Writing is a kind of networking site which supports collaborative work among learners, sharing experiences in thoughts and ideas especially in the writing skill which by its turn plays an important role in improving the learners' abilities to write effectively. It is also an important means of motivation and interest to reinforce students' writing skills. Advocates of social constructivism prove that learners should constantly be challenged with tasks that refer to skills and knowledge just beyond their current level of mastery. This captures their motivation and builds on prior successes to increase learners' confidence (Meyer 2009).

In terms of academic writing in English, it is linear which means it has one central point or theme with every part contributing to the main line of argument, without digressions or repetitions. Its objective is to inform rather than entertain. As well as this it is in the standard written form of the language. Conventions of the writing process are the surface features of writing mechanics, usage, and sentence formation. These might be called main features of academic writing. Conventions are a courtesy to the reader, making writing easier to read by putting it in a form that the reader expects and is comfortable with Cunningham, Patricia, Hall, Dorothy, and Cunningham, James (2003). Hence, the main features of academic writing in this study will be focused on as the following.

1. Mechanics: error-free writing requires more than just using good grammar. You must also use correct mechanics of writing in your documents. The mechanics of writing specifies the established conventions for words that you use in your documentation. Grammar reflects the forms of words and their relationships within a sentence. Mechanics are the conventions of print that do not exist in oral language, including spelling, punctuation, capitalization, and paragraph. Moreover, the students should have control of conventions such as spelling, punctuation, and paragraphing. Spelling should be more a matter of acquiring specialized content-area vocabulary than learning new spelling strategies. Students should have a repertoire of spelling strategies to help them identify potentially misspelled words in their writing. They also should know how to use

tools such as dictionaries and spell-checkers to check for the correct spelling. Students should now learn how to use conventions that are specific to different genres, also.

2. Usage: refers to conventions of both written and spoken language that includes word order, verb tenses, and subject-verb agreement. Usage may be easier than mechanics to teach because children enter school with a basic knowledge of how to use language to communicate. As children are learning to use oral language, they experiment with usage and learn by practice what is expected and appropriate. However, the oral language that many children use at home is often very different from formal school language. In addition, children who speak a language other than English at home may use different grammatical rules, word order, and verb conjugations. However, it may be easier to teach "correct" usage when a child's oral language at home is already very similar to school language, children from all oral language backgrounds benefit from learning about how language is used in different situations. For undergraduate students, the students are ready to explore usage in different contexts and genres. (Rosen, 2011).

3. Sentence formation: refers to the structure of sentences, the way that phrases and clauses are used to form simple and complex sentences. In oral language, words and sentences cannot be changed once they have been spoken. But the physical nature of writing allows writers to craft their sentences, combining and rearranging related ideas into a single, more compact sentence. As students become more adept at expressing their opinion in written language, the sentences become longer and more complex. The students are able to further refine their writing by learning to structure their sentences and paragraphs to achieve specific effects in their writing. Students can use parallel structures within their sentences to make them easier to read. Students can also structure their sentences and paragraphs to emphasize the new information they provide about their topic (William, 2001).

Learning the mechanics, usage, and sentence formation of writing are critical components of learning to write. Having strong skills in writing and grammar allows

writers to get their message or story to their readers in a clear and understandable way. It is important to know the rules of academic feature and how to use them properly. The importance of writing should not be ignored or denied; whether in science, history, math, or language class, writing to learn is not just putting words on paper. The critical thinking process involved in writing for an electronic platform promotes higher level learning in a motivated and engaged student who will get better grades. In the 21st century, the growing influence of the world marketplace and global recognition for the need of superior educational technology, devices, and tools that could be accessed anywhere and anytime (Targeted News Service of Washington, D.C., 2012).

As technology has been applied to language instruction for decades, technology is considered as a tool for inquiry, learning, communicating and composing (MacArthur, 2006). The use of technology in language classrooms has grown up rapidly over the past years, the language teachers have recognized and acknowledged its value for teaching and learning. Students are able to learn about language anywhere and anytime by using a portable electronic device. Furthermore, multimedia technology for foreign language instructions has been used widely. Many teachers use technology instruction to replace traditional classroom instruction. At the same time, Santoso (2010) claims that the use of technology tools such as word processing, computer writing systems, and computer-assisted writing software increased the quantity and quality of student writing more than traditional instructional methods. Additionally, technology in today's classroom is powerful, but it must be used to meet learning objectives and not just as a convenience to keep students occupied (Ness & Lin, 2015).

Therefore, the new ways of writing teaching and learning with the implementation of technology have emerged because technology will enhance learning, motivate students, and allow them to develop writing skills. A large number of teaching technology tools are created and employed for developing language skills especially writing skills such as drill and practice, automated essay scoring, and web-based peer reviews (Kelley, 2008). e- Writing is an important factor in improving skills for all students,

across subject matter and grade levels, also. In the process of writing, using technology is important not just to accommodate all students' learning styles and needs because 21st century students are digital natives. The e-writing allows students to express their competence. The students are able to demonstrate their performance, knowledge, abilities, and also improve their tasks by themselves.

However, sometimes the teacher is able to guide the students in how to assemble their study with an e-Writing program. There are numerous advantages to using e-writing in classrooms. It is easy to share, access, organize and search. Ferdig and Trammel (2004) explain that blogs represent the potential to promote interactivity, provide opportunities for active learning, and improve relationships. It supports learning and skill building. Google Sites is one of e-Writing which is a great source of natural language patterns; helping to enhance writing ability (Conroy, 2010; Geluso, 2013). It helps students to improve their writing skills because children who engaged in blogging showed great improvement in overcoming depression.

Writing to learn, supportive and encouraging teachers in 21st century education systems and the effective use of technology will improve the writing and learning process for every grade level of student, no matter their background or experience. Panah, Yunus, and Embi (2013) point out that using Google or other electronic devices for word searches is an effective tool for students who are learning another language or who are given writing tasks; research has shown that it is both motivating and effective as a learning tool. Similarly, Hussein (2011) confirms that collaborative technology in the classroom has facilitated in helping students to be personally responsible for their own learning and provides them with the ability to vary their creativity as they choose.

Applying technology in educational instruction assists students to improve not only English writing skills but also vocabulary skills. In terms of students' vocabulary skills, they are improved with the use of the Internet and when combined with instruction and motivational e-Writing tools, technology supports and heightens learning by stimulating creativity and a thirst for details. Along with proper mentoring and

instruction, students are encouraged to find information, plan and organize their opinion, imagine and then develop a paper that will be interesting and shared with the rest of the class. Hence, writing becomes a fun assignment instead of a hardship. In this study, one teaching technology tool that is frequently used in writing instruction is e-Writing. e-Writing is an electronic version of the portfolio which can also be supported in the process writing approach. The users of e-Writing can collect the pieces of work in many formats such as text, picture, audio, and video. It is stored digitally and organized by some sources of software.

2.1.4 Stages and Activities of the Process Writing

The process approach treats all writing as a creative act which requires time and positive feedback to be done well. In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself. According to Kroll (2003), some stages and activities of the process approach to writing that takes place in second language (L2) classes. For instance, pre-writing, drafting, and revisions that could be made through feedback from the teacher or from peers) are important. These activities take place when writing in both first language (L1) and L2 classes. Whereas, Williams (2005) also supports that all students involved in writing need to engage in the activities contained in the various stages of the process

approach: namely, pre-writing stage activities such as brainstorming, collecting ideas, clustering, discussing; the drafting stage, and the revising and editing stages. Albesher (2012) identifies the stages of writing approach into four stages as the following. Stages of the process approach to writing

---

Pre-writing

(Specifying the task/planning and outlining/collecting data/making notes)

↓

Composing

↓

Revising

(recognizing/shifting emphasis/focusing on information and styles for your readership)

↓

Editing

(checking grammar/lexis/surface features: for example, punctuation, spelling, layout, quotation conventions, references)
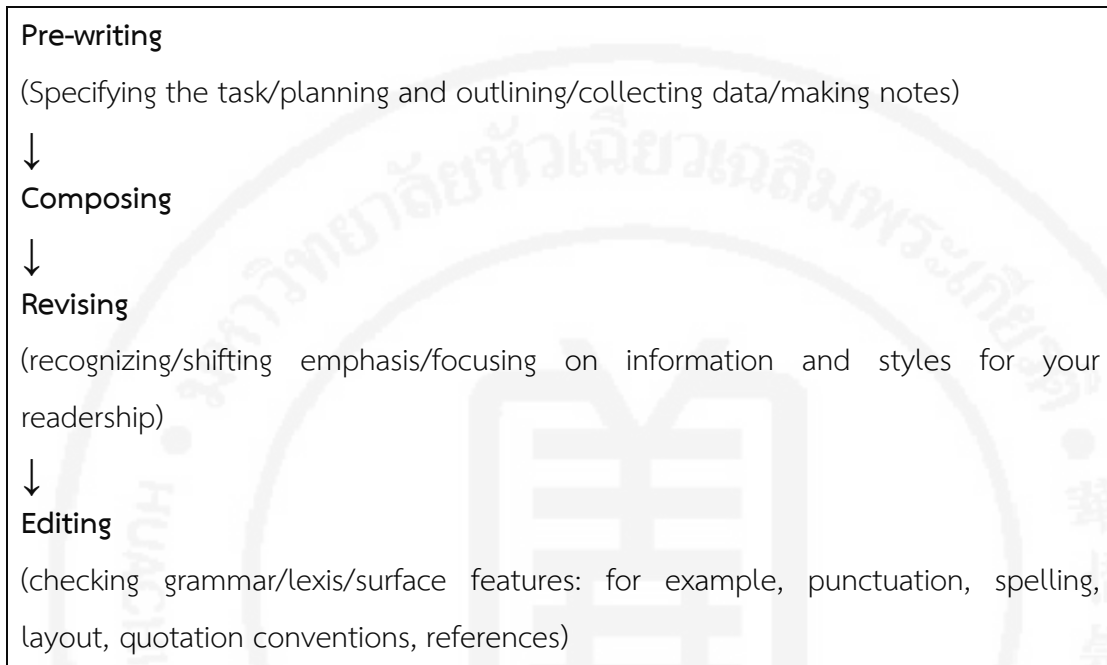
Figure 2-1: Stages of the process approach to writing

Source: Stages of the process approach to writing (Albesher, 2012)

Meanwhile, Raimes (2002) classifies the process approach to writing, unlike speaking, provides us with a way not only to generate ideas before presenting them to an audience but also to scrutinize the ideas and language we produce. This seeing again lets us receive feedback from ourselves and others and, learning as we go, make changes and corrections. Process writing mainly incorporates the four basic writing stages- planning, drafting (writing), revising (redrafting) and editing- and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating, and post-writing as in Figure 2-2.
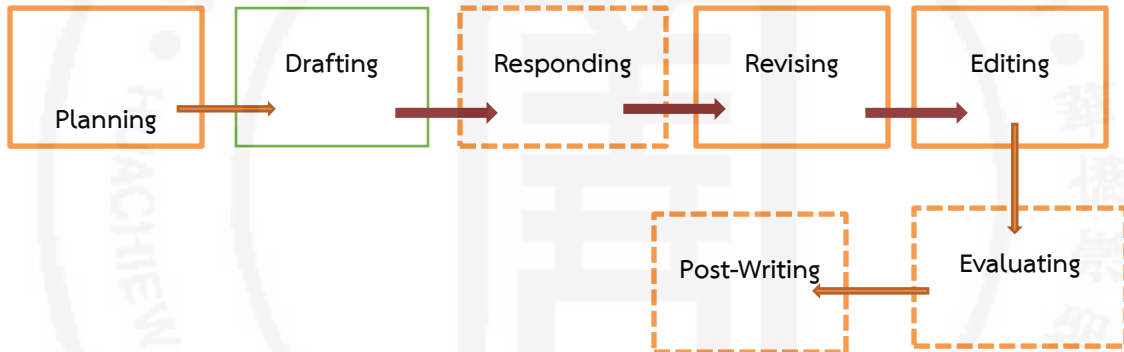
Figure 2-2: The Steps in Process Writing

Source: The Steps in Process Writing (Raimes, 2002)

In this study, writing is a process that involves at least four distinct steps: prewriting, drafting, revising, and editing. It is known as a recursive process. While the students are revising, they might have to return to the prewriting step to develop and expand your ideas as in figure 2-3.
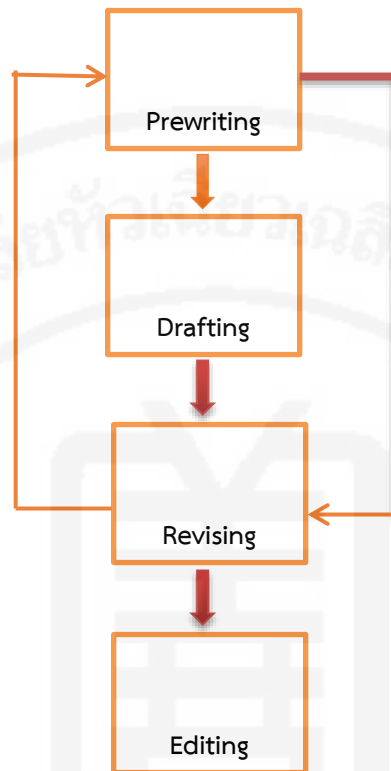
Figure 2-3: Four steps in writing

1. Prewriting is anything you do before you write a draft of your document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g., interviewing people, researching in the library, assessing data). Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process.

2. Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate upon explaining and supporting your ideas fully. Here you also begin to connect your ideas. Regardless of how much thinking and planning you do, the process of putting your ideas in words changes them; often the very words you select evoke additional ideas or implications. Don't pay attention to such things as spelling at this

stage. This draft tends to be writer-centered: it is you telling yourself what you know and think about the topic.

3. Revising is the key to effective documents. Here you think more deeply about your readers' needs and expectations. The document becomes reader-centered. How much support will each idea need to convince your readers? Which terms should be defined for these particular readers? Is your organization effective? Do readers need to know X before they can understand Y? At this stage you also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas explicit and clear.

4. Editing is checking for such things as grammar, mechanics, and spelling. The last thing you should do before printing your document is to spell checks it.

2.1.5 Error Analysis in English Writing

Making errors is one of the most unavoidable things in the world. Error Analysis (EA) is concerned with the analyses of the errors made by L2 learners by comparing the learners' acquired norms with the target language norms and explaining the identified errors. There is no wonder why almost inextricable in the analysis of L2 texts is the focus on errors that learners make in relation to their writing performance (Sarfraz, 2011; Sattayatham & Honsa, 2007; Kitao & Kitao, 2000). Moreover, error Analysis is one of the influential theories of second language acquisition (SLA). It is concerned with the analysis of the errors committed by L2 learners by comparing the learners' acquired norms with the target language norms and explaining the identified errors.

Error Analysis in language teaching and learning is the study of the unacceptable forms produced by someone learning a language, especially a foreign language. AbiSamara (2003) states that error Analysis could be viewed as a type of linguistic analysis that focuses on errors committed by learners. According to James (2001, p. 62), error analysis refers to the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance. Meanwhile, Kavaliauskiene (2009, p. 4) mentions that errors may occur because the learners lack the

necessary information in the second language or the attentional capacity to activate the appropriate second language routine.

Regarding errors in language learning, scholars had discussed the sources and levels of errors as follows:

1. Interlingua errors: Mother-tongue interference (L1) is the cause of this error type. Learners use L1 to learn and produce the target language.

2. Intralingua errors: These errors occur during the learning process of the target language. False analogy, misanalysis, incomplete rule application, exploiting redundancy, overlooking co-occurrence restrictions, hypercorrection and overgeneralization in the target language are the causes of errors.

The interlingua refers to the systematic knowledge of an L2 which is independent of both the learner's L1 and the target language (AbiSamra, 2003). Whereas, the intralingua refers to faulty or partial learning of the target language rather than language transfer (Keshavarz, 2003, p. 62; Fang and Jiang, 2007, p. 11). The following figure shows the nature of the L2 knowledge system and the difficulties learners have in using it in production.
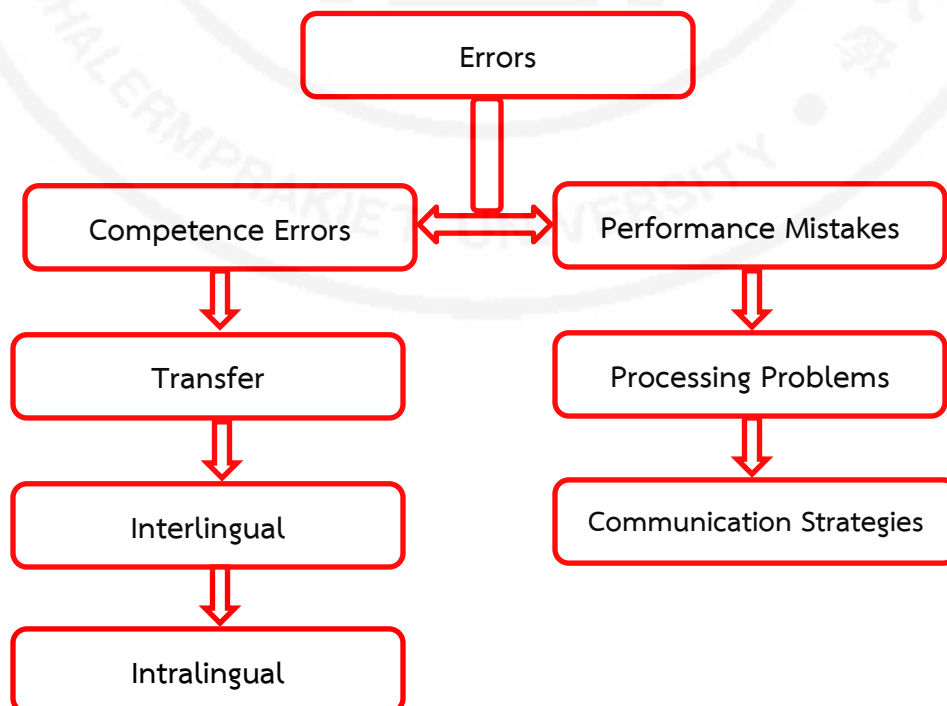
Figure 2-4: Source of Errors

Source: Adapted from psycholinguistic sources of errors (Ellis, 1994)

In Thailand, writing skills are certainly required by students, especially university students since it is a tool for acquiring knowledge. In addition, an analysis of errors in writing is believed to be one way to improve learners' writing skills. There also were studies focusing on errors in English writing committed by university students during the past decade. Making errors is something inevitable; nevertheless, mistakes constitute a source of learning if they are corrected appropriately. To do a good job, the teacher should clearly understand the different types of errors that most students usually make in order to explain them to the students and to anticipate problems. Therefore, this paper reviews the studies on errors of Thai university students. The three main errors found from the studies are lexical grammatical errors, first language interference, and writing organization errors.

Firstly, lexical errors are defined as mistakes at the word level, and they include choosing the wrong word for the meaning the students want to express. While, grammar errors mean writing faulty structures which may include wrong verbal tenses, incorrect verbal forms, and syntax problems, among others (Chodorow, Tetreault, & Han, 2008). Grammar errors could be found as the errors made by the students such as verbs, nouns, possessive case, articles, prepositions, adjectives, adverbs, sentence structure, ordering, coordination/ subordination, capitalization, spelling, punctuations, word selection, word formation, ambiguous communication and miscommunication (Nonkukhetkhong, 2013). In addition, Bataineh (2005) identifies the kinds of errors in relation to the use of indefinite articles. This is a grammatical error study. Similar intralingual grammatical errors in L2 learners' writings are found in studies by Sattayatham and Honsa (2007), Collins (2007), and Ahmadvand (2008).

Secondly, the first language (L1) interference is another source of errors studied by the researchers. Second language (L2) writers employ their L1 skills in their writing.

They adopt L1 composing strategies to compensate for possible deficiencies in their L2 proficiency and as a tool to facilitate their writing process (Karim & Nassaji, 2013). Likewise, Kim (2002) and Maniam (2010) have also studied that there is a frequency of occurrence of grammar transference in the L1 to the L2. In the same instance, Barto, Nicol, J. Witzel, and N. Witzel (2009) state in a study of Spanish students learning English that transferability of native language grammar and structure exists when acquiring a second language (English). It is also perceived that there is L1 lexical interference in L2 writing concerning collocation, plural words, general meaning, and literal word translation (Nattama, 2002).

These research works have been supported by Hung (2000) in a study of Thai ESL (English as a Second Language) students. He points out that written English assignment of students is impacted by their L1 grammar structures which include subject-verb agreement, auxiliaries, noun, determiners, and clause/sentence structure. Bennui (2008) discovered the effects of first language interference in paragraph writing of 28 third-year students at Thaksin University, and three levels of L1 interference which are word, sentence, and discourse were analyzed, also. Form the review above, language style and L1 cultural knowledge are also clearly shown as language interference in the students' compositions.

Thirdly, writing organization errors, Sattayatham & Ratanapinyowong (2008) studied writing organization errors in English paragraph writing. The results show the top four errors of the format of paragraph writing which are no transitional words, lack of organization, no introduction, and no conclusion. For content and organization, ESL or EFL writers struggle to stay focused on what they want to say in their writing. Writing that is riddled with errors can block the writers' messages (Kathryn Sorg, 2014). The main issues all ESL or EFL writers have to improve on understand writing assignments, overcoming inherent weaknesses in their own writing, avoiding content and organization errors, also. Contextual issues can stem from individual differences and predispositions,

educational background, cultural background, linguistic background, English writing proficiency, and motivation for writing (Ferris and Hedgcock, 2005).

From the above discussion, grammatical-lexical errors, first language interference, and writing organization errors conform to the studies of English writing errors in other EFL learners. However, in order to write an effective piece of English writing, learners should not only learn how to write, but they should also know their weak points, so the analysis of errors is needed. The study of errors takes on great significance in the field of language learning since the error analysis is the study of the process of language acquisition (Ellis, 2008). Error analysis plays an important role in language learning and learning to write in English is difficult for EFL learners. Error analysis observed that errors are advantageous for both learners and teachers. It provides information to the teachers on students' errors. This helps the teachers in three ways, firstly to correct their errors, secondly to improve their teaching and thirdly to focus on those areas that need reinforcement (Al-haysoni, 2012).

This can be concluded that error analysis is essential as it can be the identification of language understanding and the instrument for acquiring the language of the learners during the process of language learning. It is also able to identify the problems and weak points of the learners. Consequently, it is beneficial for teachers in selecting teaching approaches and appropriate materials for enhancing the writing ability of learners, and it is valuable information for learners in order to understand their own mistakes. Learners are able to learn from their own mistake and improve their writing skill better.

2.1.6 The Importance of Writing Assessment

Writing assessment relates to the evaluation of a writer's ability or performance in a writing task. Writing assessment can help students with guidelines for use both inside and outside the classroom, for example, giving a grade, placing students in proper places, allowing students to finish the course, identifying proficiency and evaluating programs. One of the problems of the teachers is being a guide and a rater at the same time. The most important characteristics of the raters are fairness and explicitness in

their assessment and feedback. It provides guidance for revision, feedback to both the students and teachers that they can use to improve teaching and learning of writing skills (Kroll, 2003). Assessment of students' writing abilities is an integral part of effective teaching and learning. Furthermore, effective assessment of a student's writing requires the teacher to have a conceptual model of written expression taking into account purpose, process, and product.

However, Isaacson (1996) disputes that a teacher cannot ensure students' success and make necessary adjustments in instruction without engaging in frequent assessment and self-assessment helps students take ownership for their own writing and enables them to internalize the skills they are learning. Okwara (2012) supports that the lack of adequate assessment can easily affect students' writing competence. It was recommended that teachers should provide adequate practice to students in paragraph or essay writing. Consequently, assessment of students' written work provides more instructional information to both teachers and students. It is also shown that assessment should be holistic, that is, taking into account a variety of aspects considered vital for effectively written expressions such as purpose, process, and product.

2.2 e-Writing Strategies Instruction and English Language Learning Motivation

Second language learning or foreign language learning, like higher education in general, has been changed dramatically because of internationalization. Technology is hastening the process whereby the world is fast becoming a global village (Akinwamide, 2011). However, barriers exist related both to students' and teachers' attitudes towards the use of technology. Academic writing requires tools to aid with grammar, spelling, structure, style. During the past years, new tools have been developed to aid in the teaching and learning of writing. Nevertheless, more importantly, there are other kinds of tools more suited to a formal kind of writing, for example, blogs mobile application, e-Learning, and e-Writing. Today's world is changing and globalization has closed the gap between students. Standards of excellence are required, and technology plays a role in

this development. In this section, e-writing strategies instruction and English language learning motivation are presented as the following.

2.2.1 Definition of e-Writing

The current generation of students grew up in a technological society. They are familiar with a computer and the internet. This generation of students uses internet access at home and play with a computer with their parents at a very young age. Primarily, they use technology in two ways. First, they are either involved in instant messaging, texting, or social networks sites. Second, they are seeking and researching credible information to pursue their interests (Lenhart, Arafeh, Smith, & Macgill, 2008). Therefore, the definition of e-Writing can be defined as writing by using technology such as social networking, Blogger, Protopage, and Wikispaces. Text messages, Yahoo, Gmail, Hotmail, Facebook, Twitter, and WhatsApp, along with other tools that access modern technology and smartphone technology, are all examples of successful electronic writing tools that can motivate students to write quality narrative texts.

Electronic writing is a singular product of the computer age, and electronic writing enabled by computers has affected traditional writing significantly. Hence, e- Writing transforms traditional writing by introducing oral elements that differentiate it from secondary orality that is, the new orality introduced in the age of media as much as from traditional literacy (Barnes, 1996). Computers incorporate a new morality by bringing new perspectives to the manipulation and understanding of writing. The text becomes more immediate, more fragmented and fluid, and the medium offers greater capacity for individual participation and interactivity.

Therefore, e-Writing means the use of electronic circuits and electron devices to reproduce symbols, such as an alphabet, in a prescribed order on an electronic display for the purpose of transferring information from a source to a viewer of the display device. In this study, Google Sites is chosen as the electronic tool "to make information accessible to people who need quick, up-to-date access". Google Sites is a good choice

for students to create their portfolios. Students are already using Google Documents for their essays, so the interface was reasonably familiar to them. Using Google Sites along with Google Documents makes it very easy for students to control who's allowed to see what. I created two "reader accounts" in Gmail, and students were expected to share all of their documents with both me and the readers, and to make their sites accessible to us Cavender (2012).

2.2.2 The design of e-Writing Instruction

Technological language learning is one method for encouraging students to learn both inside and outside the classroom. Using unusual and exciting activities instead of textbooks can motivate learners to study the English language. Technology is a good method of instruction to assist the students to communicate (Prapphal, 2004). The new ways of writing teaching and learning with the implementation of technology have emerged. A massive number of technology instruments are created and employed for developing language skills especially writing skills such as drill and practice, automated essay scoring, and web-based peer reviews (Kelley, 2008). The use of technology tools such as word processing, computer writing systems, and computer-assisted writing software increased the quantity and quality of student writing more than traditional instructional methods (Jones, 2006).

In the 21st century, educators must utilize technology to encourage and inspire thinking and knowledge building. Writing to learn is a platform that uses the digital students' active brains and guides them to a higher critical thinking and energetic learning. Prensky (2001) has focused on the fact that digital students have brains that can be said to be already hard-wired for activated learning. The effective teachers will supply them with the strategies and skills needed to develop a broader knowledge base than digital immigrants might be able to achieve as easily. Using the different means of learning that digital natives have acquired on electronic platforms, often outside of school, can be integrated into the classroom along with the broader sources of knowledge and learning.

Learning that is facilitated by electronic technologies can be either fully online, mixed mode or web-assisted; however, regardless of the delivery method, the use of learning technologies can transform the concept of teaching and learning by redefining the role of the teacher and transforming the meaning and content of the learning procedure. e-Writing using Google Site to create the student's tasks in this study is easy to access, organize and search. It also helps the students to become involved in the assessment process. It can also promote the exchange of ideas and provide feedback. Students can get feedback regularly and quickly because of the development of media channels. The design of e-writing instruction will be presented as the following.
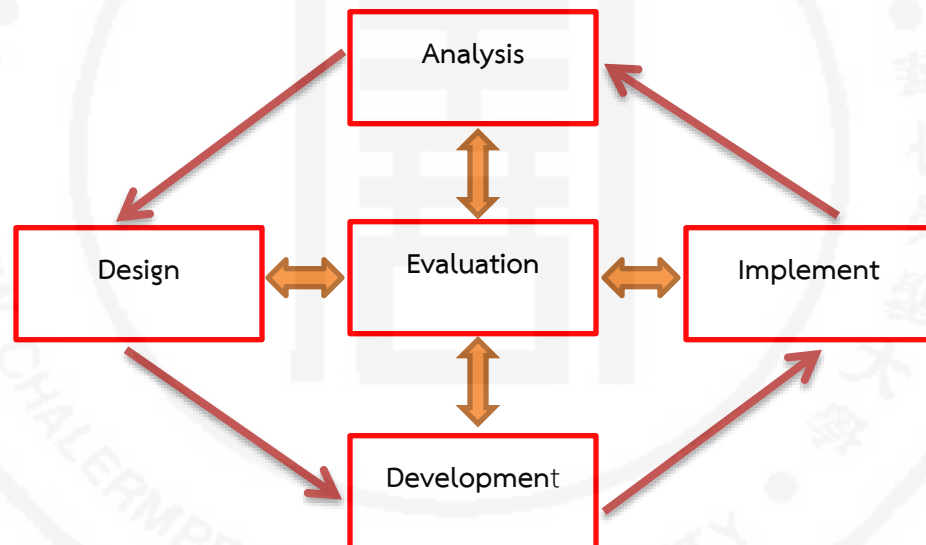
Figure 2-5: ADDIE model

The systematic approach most often quoted when describing instructional design is often referred to as ADDIE, standing for:

1. Analysis: consider why you are developing the e-Writing. Who are your learners? What must they be able to do after completing the course?

2. Design: checking technical accuracy with subject matter experts and testing usability with potential learners (often referred to as formative evaluation).

3. Development: refine the design

4. Implementation: the finished course is implemented with the learners. You evaluate the course by considering whether the learners like it they learn from it.

 5. Evaluation: take the evaluation to another level and see if the learners are applying what they have learned. What you find here may lead to you making changes to the design.

However, as with most simple models, the simplicity hides complications. In the case of ADDIE, complications include: the process is not purely linear; each stage to some extent iterates as the next stage progresses the final stage of evaluation can lead into another round of analysis and design refinement.

2.2.3 Using e-Writing in Writing Instruction

The use of integrating technology in the educational system, such as the internet, enhances and improves students' overall writing abilities. Using technological devices in education is now important for all ages not only children but also for all ages. Many students are already adept the Internet to searching and surfing. Scott and Mouza (2007) mentions that writing skills are critical no matter what age level one may be. There have been numerous amounts of studies that show students have an easier time expressing themselves when they are able to write their thoughts and feelings down on the computer. By having the ability to access and utilize Wikis, e-Writing, Blogs, and chats allow students to express their feelings without having to be apprehensive about what others may think or say aloud in class. Having these resources for our students increases their abilities to write meaningful text.

The use of e-Writing has increasingly provided an expanded motivation to write. Furthermore, technology is a powerful tool in education and in most cases increases writing skills. David, Keaton, Morris, Murphy, and Stapley (2008) claim that instructional needs must drive the arrangement of technology. Nevertheless, technology may not be the best solution for all students, but states that when students know there is a purpose behind their writing, publishing their work on the internet, their motivation tends to

increase because now they know that there is an authentic audience who will be reading their tasks (Halsey, 2007).

By incorporating, technology assists learners explore higher levels of thinking skills with the use of e-writing programs, new forms of writing and electronically submitted forms and assignments, can be advocated with students (Cramer & Smith, 2002). For instance, computers can support parts of the writing process such as, drafting, editing, and revising (Nagin, 2005). This way, technology is alternative methods of sharing, editing, and even commenting on writing. It can provide new pathways of teacher-writer and peer-writer relationships, allowing students to collaborate with classmates at remote locations, and enable them to reflect upon the quality of their writing (Peterson-Karlan, Hourcade, & Parette, 2008).

2.2.4 Motivation for English Writing

Motivation in education effects on how students learn and how they behave towards a subject matter. It can direct behavior toward particular goals, lead to increased effort and energy. Educational psychologists have long recognized the importance of motivation for supporting student learning. Prakash (2007) reports that motivation is the heart of significant age level. When motivation is high, students learn things without taking much time, but when it is low, they take a longer time to learn the writing skill aspects and they are exposed to make many errors in learning the material. Learning is equally essential for performance; learning enables learners to acquire new knowledge and skills, whereas motivation provides the impetus for showing what we have learned.

In addition, motivation increases an individual's energy and activity level. Next, it affects choices people make and the results they find rewarding. Then it increases the like hood that people will begin something on their own, persist in the face of difficulty, and resume a task after a temporary interruption. Furthermore, it affects the learning strategies and cognitive processes an individual employs. It increases the likelihood that people will pay attention to something, study and practice it, and try to learn it in a

meaningful fashion. It also increases the likelihood that will seek help as they encounter difficulty (Emily, 2011). Whereas, Myles (2002) suggests that for teachers to motivate students in writing for academic purposes, they should encourage students to read academic texts and work with other students who are more acquainted with the discourse.

Nevertheless, if the students do not take part in the text or actively contribute during the study sessions, these activities will have little effect on students' progress. Hence, if students are motivated to write in L2, they will develop a higher level of proficiency and positive attitudes, which can have a positive effect on their writing. However, Jarvis (2005) argues that in order to motivate students in L2 writing, teachers should write positive comments on learners' exercise books and verbally reinforce good language responses as part of their instructions. Sometimes, they can display exemplary students' work on school notice boards. The learning goal is to help build learners' self-esteem and morale towards L2 writing. Further, to improve motivation teachers can provide rewards for an achievement to learners.

Gditawi, Noah, & Abdul Ghani (2011) conduct a study investigating motivation relationship with learning reading and writing skills. The results have pinpointed the influence of motivation on learning reading and writing. Similarly, L2 learner's motivation is influenced by both external factors related to the sociocultural and contextual background of the learner and internal factors related to the individual learner. Internal factors include the learners' attitudes towards the activity, its intrinsic interest, and the perceived relevance and value of the activity.

Motivation is also influenced by learners' sense of agency and feelings of mastery and control over the learning activity and their interest in it. The study of Gupta & Woldemariam (2011) shows that the students that have strong motivation demonstrated a high level of enjoyment, confidence, perceived ability, and positive attitude towards effective teaching methods of writing, and they are found to have employed writing strategies most frequently.

Moreover, Godwin-Jones (2009) wrote that instructors use e-writing tools and online publishing platforms because they have found how easy it is "to provide a flexible and creative learning environment more in tune with today's students through the use of free tools that allow for a customized set of resources students who are supported and guided toward becoming successively activated learners are also motivated to discover new information and build upon new ideas; both involve technology, motivation, encouragement, and an expansion into a new path of thought. Therefore, the teachers can use e-writing to motivate their students to write. It can be used to promote more formal writing online rather than the informal writing style of most electronic writing.

From the above studies, it is important to remember that motivation is not fixed and that teachers can work actively to improve students' motivation (Dornyei, 2001, 2003). One way of enhancing students' motivation and engagement to write is to provide opportunities for them to engage at a more meaningful level with the language through refocusing their writing classes to make them relevant to their social and cultural context as well as designing writing tasks which have meaning and interest to them and offer opportunities for social interaction and self-expression.

2.2.5 Learner Autonomy and Writing with Using Technological Program

Learning attitudes are important predictors of achievement. Learner autonomy in this study is often defined as learners' ability to take control of their own learning. Learner autonomy has become a key concern in the foreign language or second language instruction context in recent decades due to the change from traditional classroom settings which students are passive learner learner-centered approaches. Autonomous learners are more active and efficient in the process of language learning and autonomous learners are more motivated to take part in various activities for learners (Zarei & Gahremani, 2010). The development of learner autonomy is widely varied depending on teachers' roles and overall classroom environment.

On the other hand, if teachers have different knowledge or perspectives regarding learner autonomy or different abilities to implement a system rich in student choice and self-directedness, the impact on learner autonomy would be different. According to Thanasolus (2000), there are three philosophies which are related to the concept of autonomy the first philosophy is positivism. The second philosophy is constructivism. Constructivist here is an orientation to unique learning because at its heart lies the personal learner, brain mechanism, mental structure, and willingness to learn. Finally, the philosophy of autonomy is a critical theory. Learners take an active role in language learning. As Kohonen (2001) claims that making choices about learning contents and processes, reflecting on their learning process and being aware of their achievements and discovering new needs are the essential parts of developing learner autonomy.

In a word, to develop learner autonomy, it is crucial for learners to have opportunities to reflect on what they have done and how they achieve their personal learning goals because the key purpose of autonomy is to help learners take up responsibility for their learning and its results. Managing such an ambitious purpose, teachers should encourage their students to begin to feel responsible for learning on their own, which is connected with the direction of learning alongside its pace, learning styles and strategies applied, and so on. Foreign languages constitute a specific type of education. Hence, it requires a transformation in teachers' roles, as well. The following figure is the roles of teachers and learners in developing autonomy have been outlined, what seems necessary now is to discuss a couple of crucial techniques and strategies for advancing it (Benson, 2001).

Resource based: Independent use of learning	Curriculum based: Control curriculum	Technology based: Independent use of

Autonomy

Classroom based: Control classroom	Teacher based: Teacher's role	Learner based: Development of
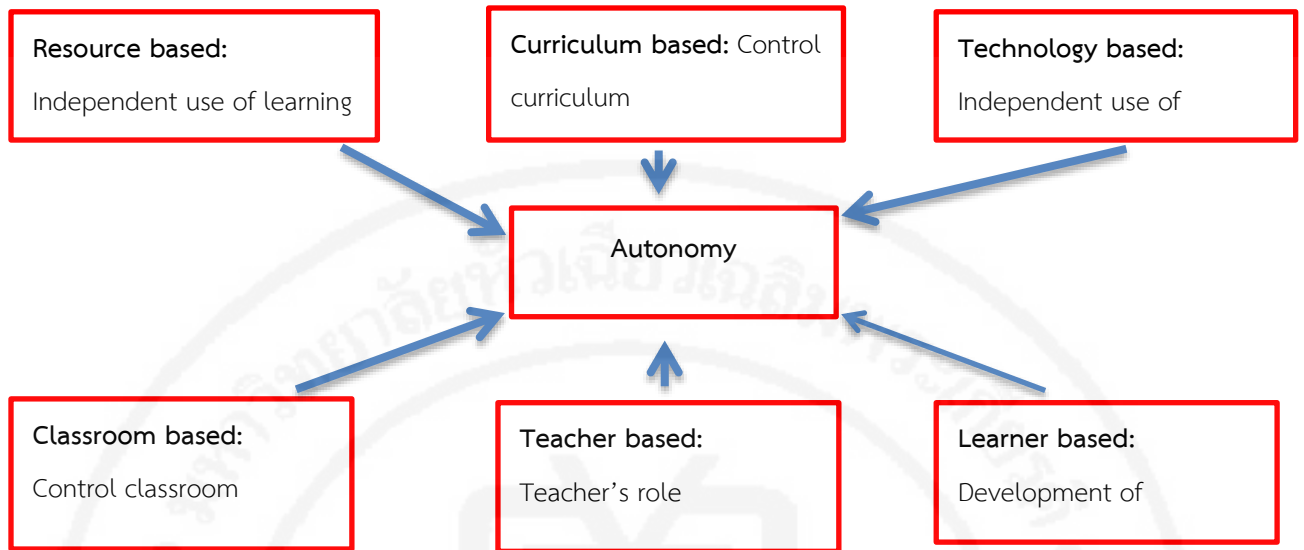
Figure 2-6: Autonomy in language learning and related areas of practice
Source: Adapted from Benson (2001, 2008)

This can be seen that using technological devices is a good way for them to reflect on their learning processes. In addition, the continuous interaction between teachers and learners will also provide teachers with opportunities to reflect on their own teaching and to be aware of what is in their students' minds. Writing journals or diaries can also be used for this purpose (Carroll, 1994). In addition, Richardson (2010) pointed out that integrating technology such as World Wide Web, Blog, or Wiki in the classroom instruction would be the useful tool's potential for collaborative learning among students, and teachers. Learners can easily keep a record of their individual reflections on their learning experiences in a computer. Consequently, technology has often been used for repetitive practice for language learning with authentic audio and video texts. The practice of pronunciation, spelling, and grammar are popular examples of using technology as a tool for language learning.

Furthermore, the relationship between learner autonomy and the development of language proficiency has gone together. Dafei (2007) pointed out that effective learning is strongly affected by autonomous learning. The success of an autonomous learner depends on his activation and use of metacognitive knowledge (Little, 2007).

In addition, Dafei (2007) agreed that in order to promote autonomy in language skills, the learners should extend their strategies of learning beyond teacher-guided to self-guided and autonomous learning. Teachers should put more effort into developing learner autonomy in order to help their students to improve language proficiency and provide various activities to motivate students to learn a language, which affects the development of learner autonomy. Teachers generally believe using technology in the classroom is a positive factor that helps students to be autonomous learners. Therefore, teachers should provide various ways to apply technology in language classrooms to promote learner autonomy and efficient learning outcomes.

2.3 Traditional Writing Teaching Method

Teaching styles have changed significantly over the years. The traditional way that education was delivered was through recitation and memorization techniques, whereas the modern way of doing things involves interactive methods. Traditional learning also as a single path helps learners identify a clear direction and goal, thus a learner has a lower chance of getting lost or having trouble (Martin, 2008). In addition, the traditional approach is mostly teacher-centered, occurs frequently with the whole class, teacher talk exceeds student talk, and use of class time is largely determined by the teacher. Furthermore, Qian (2010) pointed out that the most influential approach of the traditional methods of organizing language teaching is that of the 3Ps: presentation, practice, and production. The first step is generally focused on a single point of grammar which is presented explicitly to maximize the chances that the underlying rule will be understood and internalized which is the development of declarative knowledge. This initial stage would be followed by practice activities and to convert declarative to procedural knowledge. For the production stage, the learners would want to express their knowledge with themselves to produce their tasks. In this study, the traditional teaching method will be discussed as the following sequence.

2.3.1 Definition and Problem of Traditional Writing Teaching Method

Traditional education is defined as teacher-centered delivery of instruction to classes of students who are the receivers of information. Thakur (2011) defined traditional teaching methods as being teacher-oriented, in a lecture style and are inflexible. Lessons are usually taught by the teacher introducing skills using a blackboard accompanied by a verbal explanation or lecture. The traditional role of teaching focuses on the teacher as organizers of learning activity, providers of information and experts of knowledge. McKay (2002) pointed out some of the problems of traditional teaching method during classroom as a single path and often limited by frameworks such as a teacher's professional background and material design.

According to Wong (2006), the traditional environment has some major restrictions. Some of these restrictions are the limited one-to-one teacher-student interaction, the delayed feedback that is given to the students and the limitations in visual aids and materials that the instructor can use in the class session. The problem of the traditional method is that students who have learning difficulties are unable to cope with how the lessons are delivered. Above-average students are also disadvantaged because the lessons are not challenging enough. This means that students in either category are at an instant disadvantage compared to an average student without a learning disability (Selinger, 2008).

Moreover, traditional teaching method does not engage every learning style and the right fit for every subject. Lui and Long (2014) described the problems of traditional teaching method because it puts teachers at the center all the time, mainly relying on class knowledge, which emphasizes the role of teachers too much. Furthermore, students are passive in the class teaching and teachers are not able to take care of each student who has different basis and interests. They also mention that teaching mode of traditional method is single and in the teaching process the teacher is the center, and the teaching process emphasizes system and completion but few thinking spaces for students.

Writing was one of the four basic skills in English learning which reflected learners' capacity to exert the language. However, in the present English teaching, the importance of writing is always being neglected, and then writing becomes a weak link in English teaching and learning. Although, most of the teachers adopt the traditional teaching method, "teacher-centered" model. Learners are able to receive certain knowledge of English writing under the guide of traditional teaching approach, they haven't understood the key of writing (He, 2015). Many students are able to understand the language, but most of the students face the problem of communicating their ideas effectively. The problems were the lack of both the inadequate stock of English vocabulary and creativity in writing. It is evident that writing is the biggest challenge for many students (Adas & Bakir, 2013).

In short, traditional teaching methods might be also deemed restricted to some degree. Traditionally, classroom settings are teacher-centered where the teacher often talks at the students instead of encouraging them to interact, ask questions or make them understand the lesson thoroughly. Most classes involve rote learning, where students depend on memorization without having a complete understanding of the subject. These are some of the problems of using traditional teaching method to teach students in a learning environment. The quality instruction is the ability to teach students in a variety of ways in order to accommodate the different learning styles of the students. This does not mean that teachers have moved away from a traditional teaching paradigm, but it could mean additional variations in teaching that are still cognitively focused. These same studies suggest that student programs of study seem to be an indicator of what their learning style will be.

2.3.2 Benefits and Limitation of Traditional Writing Teaching Method

Traditional education has benefited many students. It is a fact that traditional education is the best mode of education but it also has some drawbacks which can be eliminated with proper planning and implementation of these policies. In this section,

the advantages and disadvantages of traditional education are discussed. There are several additional factors that keep traditional teaching alive, including what some students want. These are having one teacher per course, using one classroom, not adjusting the classroom setting, accepting the 50-minute class period, conducting courses in 15to 18-week block, failing to provide opportunities for reflection and other effective pedagogy, and following curriculum designs that are not always focused on learning. In addition, traditional education is an active mode of learning. Students learn quickly in the classroom. The one on one student teacher interaction helps students to actively learn the lessons delivered by the teacher. This is the most prominent feature of traditional education.

As Thakur (2011) mentions that traditional teaching methods used in the educational institutions have many benefits. For instance, traditional teaching method firstly is cheaper than the modern teaching methods which make it more suitable in the schools of rural areas. Secondly, traditional teaching has more discipline in the class and there is more interaction between the teacher and student. Finally, in some subject areas, it is suitable to be taught on a blackboard like physics, mathematics, and chemistry because there is a need of explaining the concept at each every step. It allows the students to understand clearly. Moreover, the traditional teaching is the most direct and effective method. Teachers control and inspire students effectively when the students encounter problems or arise conflicts, they take flexible teaching method adjusting the content according to an actual requirement under the general teaching arrangement, which is not only conducive to cultivate the basic technique but also for the good habit informing students' self-study ability. Teachers' action and language become the target imitated by learners, whose outlook towards right and wrong, attitude, value orientation, and academic level have a great impact on students.

Traditional teaching is humanistic; teachers stand in as a moderator and handle interactions to maximize learning and this improves communication skills. Traditional teaching mode is single. In the teaching process, the teacher is the center, and the

teaching process emphasizes system and completion but few thinking spaces for students. Students are passive in the class teaching and teachers cannot take care of every student in a class who has different basis and interests. Students are listeners and put the teacher as the center. The knowledge is limited; the resource is scarce; the learning is passive but the knowledge is well-formed and departed from real life. The main experience is insufficient or lack of subjective experience, which will restrict the effectiveness of learning strategy teaching. In contrast, according to Koscielecki (2002), the limitation of traditional teaching approaches is that they are low on efficiency because the scope is small and the level is low. Teachers are authoritative in the classrooms, there is inhumanity.

Traditional teaching can easily be boring for learners because there is not enough time or power to teach, also. In this point, Selinger (2008) agreed that traditional learning is often limited by frameworks of a teacher's professional design and lack of motivation students to interact, ask questions or make them understand the lesson thoroughly. Similarly, Writer Staff (2011) pointed out that the traditional teaching method might not be the right fit for every course and it did not encourage the students in all learning styles. Teachers were more emphasis on examinations and results rather than an understanding of concepts, and they were in the mode of knowledge dispensers rather than facilitators (Nazzal, 2014). At the same time, Kelly (2018) still insisted that traditional teaching method was a time-tested instructional method where an instructor who possesses the knowledge on a given topic delivers all relevant information to students verbally as well. Moreover, Al-Khsawneh (2010) claimed that the students identified that the teaching method and the environment are the main causes of their weaknesses in English. Their Weak qualification in English is either related to the lack of student motivation, or the teacher's interest.

In conclusion, the traditional teaching method had some advantages and the teaching methods are simple and convenient for teachers to manage the classroom teaching and learning. In the traditional teaching method, teachers describe the concept

to the students with the assistance of chalks and blackboard. Every imperative thing regarding the topic is written on the blackboard. Students also make important notes from the blackboard and try to memorize the notes.

2.3.3 Traditional Teaching Method and Modern Teaching Education

With the development of modern technology, multimedia has been applied to teaching widely, however, as for English teaching, the traditional way has been shocked, multimedia teaching has been applied to English teaching class gradually, which reformed the teaching method, concept and form of teaching materials, class structure, ideology, and theory. An impeccable and mature multimedia network English teaching system is being formed among many educational institutions, which adds vitality to the reformation of college English class and makes various image teaching method, breaking the traditional mode and broadening the horizon of students, also, it improves the efficiency of the class (Douglas, Ayres, Langone, Bramlett, 2011).

Furthermore, the multimedia teaching is a design that selects and applies teaching media reasonably, according to the characteristics of teaching target and aim, organically combining with traditional teaching method to participate the whole teaching process, simultaneously, forming reasonable teaching process and structure to achieve the optimized teaching. Utilize multimedia networking to improve class efficiency, increase the active involvement of the students and cultivate their ability to use English comprehensively technology for language training. Multimedia teaching breaks the traditional teacher-centered way, which shifts the focus to the students, who could obtain the knowledge under the guidance of a teacher via the interaction between them. The modern teaching reflects the themes of our era, with its abundant information.

Multimedia assists English teaching, displaying contents actively and intuitively, which makes them talk and communicate the relative concrete content joyfully, also, students obtain perceptual understanding from so vivid and large information, generating a distinct image and inspiring their thinking so that to deepen their understanding of

learning content within a short time. Multimedia realizes openness, interaction, sharing, cooperation and autonomy of English learning between teachings and learning, which renders all-around sensory stimulation (Yang, 2001). Cognitive psychology argues that mobilizing multiple senses to apperceive is more comprehensive, profound than the single one. Simultaneously, it improves input of information overtly and quickens the tempo on the class, also, increases the efficiency.

It is a necessary developing trend to use multimedia technology and internet in English teaching class. The two teaching methods are complemented with each other. The traditional teaching method focuses on the rational knowledge of the language rules and frame. The modern teaching method uses multimedia technology as the assistant method focuses on the practical application and specific operations of the language. This should be better not only promoting the advantages of the traditional teaching method but also use the multimedia rationally to achieve the best teaching results. Timely adequate and appropriate are the rules of multimedia teaching, we should lead the students to use the advanced technology to find out the information and material out of the books to increase the stock of knowledge, expand and consolidate learning content.

2.4 Relevant research

2.4.1 Relevant Research in Foreign Countries

Current research has mostly emphasized the adoption of e-Writing media techniques and strategies. e-Writing education research and development focuses on the inclusion of new technological features and the exploration of software standards. A variety of researchers have tried to study and experiment with the electronic writing system and traditional teaching method. The following studies are presented below.

Ferdig and Trammel (2004) investigate that blogs represent the potential to promote interactivity, provide opportunities for active learning, and improve

relationships and as an educational tool, it supports learning and skill building. Furthermore, routines and processes can be prompted with the use of technology in a timely way just as a teacher or a tutor would initiate traditional writing processes, and then guide the student to perform the task more independently. A study by Ouma (2005) on achievement motivation in English composition writing among secondary school students, showed that students from schools with adequate teaching and learning resources were motivated to achieve in composition writing, unlike those from schools which were not adequately equipped with teaching and learning resources. This, therefore, shows that teaching and learning resources have a bearing on students' motivation and achievement in L2 composition writing.

In a study of Nouri and Shahid (2005), the views of two student groups comparing the traditional way of teaching with blackboard against the one using PowerPoint. The findings suggest that teaching with the help of such software as PowerPoint helps students' understanding of a topic; also, it is considered more fun thereby triggering student attention and resulting ultimately, into better student performance in the final exam. Accordingly, the findings of Englert, Zhao, Dunsmore, Collings, & Wolbers (2007) indicated that electronic writing tools and text structure strategies have improved students' organizational output and written structure of composed stories, with an overall improvement in written production. It is also indicated that teaching and learning writing skills can be advanced through computer-assisted programs (Englert, Ahao, Dunsmore, Collings, & Wolbers, 2007).

At the same time, Godwin-Jones (2009) also supports that instructors use e-writing tools and online publishing platforms because they have found how easy it is to provide a flexible and creative learning environment more in tune with today's students through the use of free tools that allow for a customized set of resources and services. Ramaswami (2009) also conducts a study to see if electronic journaling could improve writing skills as a result of writing more frequently. Using five teachers, the study looked at technology and its effect on student achievement. The students used the electronic

journal while working to elaborate the arguments for the paper. The results showed that the students who used electronic journaling felt better about their writing and 74% of the students believed that journaling helped them to articulate their ideas better.

While Wilson & Allen (2010) investigates the success rates of online versus traditional college students. The purpose of this research was to determine whether there was a significant difference in the success rates of online versus face-to-face learners at one HBCU and if there was a significant difference what are the characteristics of successful online learners versus online learners who either fail or withdraw from courses. The results found that the traditional teaching method was better than an online course. The assertion that attention needs to be paid to course-taking decisions by students was supported. Certain students could be setting themselves up for failure by taking courses for which they are not prepared. However, the assertion that online students perform poorly relative to face-to-face students was not supported.

In addition, Gupta and Woldemariam (2011) try to examine the influence of motivation and attitude on the writing strategy use of undergraduate EFL students at Jimma University, Ethiopia. The students are required to develop their writing skills to meet academic requirements and future demands of writing in professional settings. The results present that undergraduate students with strong motivation demonstrated a high level of enjoyment, confidence, perceived ability, and positive attitude towards effective teaching methods of writing, and they were found to have employed writing strategies most frequently. That is, highly motivated students are found to use more writing strategies than less motivated ones.

At the same time, Weijen, Bergh, Rijlaarsdam, & Sanders (2009) study the use of L1 in writing augmentative essays of 20 second language students. The participants were asked to write under the conditions of a think-aloud protocol. The students' writing process, as well as their language use, was then observed and recorded. The results present that all the participants are dominated by L1 while performing the tasks; that is, because of L1 influences, the quality of L2 writing was significantly decreased. It was,

therefore, concluded that L1 use during L2 writing had a negative impact on L2 students' writing quality and proficiency in terms of writing performance and language structures.

Inconsistency with Gupta and Woldemariam (2011), Gditawi, Noah, & Abdul Ghani (2011) conducted a study investigating motivation relationship with learning reading and writing in sixth graders in public schools in the Hashemite Kingdom of Jordan. The findings also indicate a positive significant correlation between motivation and learning reading and writing. The results have pinpointed the influence of motivation on learning reading and writing.

From the above studies, many researchers have tried to investigate e-writing with English as a Second Language and English as a Foreign Language. Most of the results present that e-writing is a technological media to support English language teaching and it is a tool to motivate the students to learn by themselves and their language skills especially writing skills are improved.

2.4.2 Relevant Research in Thailand

In this study, the researcher studied the relevant Thai research that is related to the study. There are a variety of researchers and studies who have investigated e-Learning and teaching together in Thai education. The following studies are in the field of the study.

A study by Thep-Ackrapong (2005) identifies that English and Thai are different at all levels: pronunciation, word, grammar, and text. Apparently, grammar is one of the aspects involved in all types of language skills ranging from listening to writing and is always thought the most difficult by Thai learners. Therefore, writing tasks do not seem easy for them because most of the Thai language systems are different from the English systems. Errors, consequently, can be made at all times. The researcher also insists on that errors caused by the dominant of the first language are called the negative interference of the mother tongue.

Moreover, Sattayatham & Ratanapinyowong (2008) studied writing organization errors in English paragraph writing of first-year medical students from four medical

schools at Mahidol University. The students were assigned to read 3 medical ethics passages and chose one to write the opinions about ethics. The study's results revealed top four errors of the format of paragraph writing which were; no transitional words, lack of organization, no introduction, and no conclusion. The students did not write an introduction and a conclusion and they also did not use transitional words to link their ideas among the sentences.

While, Jenwitheesuk (2009) tries out the syntactic errors demonstrated in Thai college students' writing and concluded that the causes that led to the errors in EFL learners' paragraphs were mainly from the interference of the first language. She explained that the learners applied the structures of their mother tongue when they write in English. The differences in both vocabulary and the structures of the two languages cause the problems in writing the second language. Inconsistency with Jenwitheesuk (2009) and Weijen et al., Mojica (2010) reveals that the writing problems reported by L2 learners from Korea, Turkey, The Philippines, Thailand, and China. The findings show that the two problems that concerned L2 writers the most were grammar and vocabulary.

In a nutshell, the importance of EFL writing, and the influence of EFL writing on teaching and researching in Thailand, it is important to examine EFL writing research that has been recently conducted in Thailand. Teaching English, especially writing skills, can vary according to the cultural and academic environment. It is quite important for English teachers to find a way to help the students to improve their English writing abilities. Therefore, the researchers assist in online writing or new technology and writing and genre-based writing instruction in the future. Therefore, the use of this technology should be recognized to be used for language learning and EFL writing improvement for both academic and professional purposes.

2.5 Summary

This chapter reviews the e-Writing program and motivates autonomous learning which was used to develop English writing skills. In addition, in the first section, the researcher reviews the main points of the importance of English writing and the effective writing instruction which are divided into six sections. Then, the researcher presents e-Writing strategies instruction and English language learning motivation which is divided into five sections. Next, the researcher reviews the traditional teaching delivery method. Finally, the relevant research in foreign countries and the relevant research in Thailand are reviewed. Therefore, further research in the next chapter is necessary for terms of research methodology which includes the research design, methodology, data collection, and data analysis.

CHAPTER 3

RESEARCH METHODOLOGY

This study is a research and development study which aims to isolate methods which could help to improve learners' writing ability through the use of the e-Writing program of undergraduate students who enroll in Basic Writing in English course at HCU. This chapter presents the methodology employed, including the research design, research methodology, research instruments, data collection, data analysis, and ethical considerations.

3.1 Research Design

The research design as the plan, structure, and strategy of investigation is conceived so as to answer the research questions and control variance. In this study, the researcher designs a model for the e-Writing instructional design program. The researcher divided this study into two sections. The first section of e-Writing instructional design program is extra content concerning writing strategies. The second section is four kinds of paragraph writing with assignments. Moreover, this study is developmental research using learners' perception questionnaires. Hence, learners' perception questionnaires are carried out. Further interviews are carried out with the learners. The researcher uses interview questions to support the findings of the questionnaires, transcript analysis, and documents as data sources. The data collection method employed used both quantitative and qualitative approaches. This study aims to compare the student achievement of English language learning using e-Writing and traditional teaching methods for students who study in Basic English Writing course and to enhance the English writing ability and motivate autonomous learning of students.

There are two groups of students (A and B) which are used in this study. The students of experimental group A practice their writing skills activities model on the e-writing instructional design program, and the students of group B practice study with a traditional teaching method. Moreover, this research does not affect the students' grades on their grade online system because the e-Writing instructional design program is designed as an extra activity for the students to practice after class. The scores which come from the data collection for the two groups do not count on the students' grade, also. Therefore, in this study, the steps in each group are presented in the figures below.

Group A: Experimental group studying with e-Writing

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│                      Students                         │
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┌─────────────────────────────────────────────────────┐
│ 1. Pre-test, online self-study on writing strategies and 4 │
│ kinds of paragraph writing from W. 1-12               │
└─────────────────────────────────────────────────────┘
                          │
                          ▼
┌─────────────────────────────────────────────────────┐
│ 2.  e-Writing instructional design program is developed │
└─────────────────────────────────────────────────────┘
                          │
                          ▼
┌─────────────────────────────────────────────────────┐
│ 3.  Start the lessons                                 │
└─────────────────────────────────────────────────────┘
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                          ▼
┌─────────────────────────────────────────────────────┐
│ 4.  Scores are collected for each lesson              │
└─────────────────────────────────────────────────────┘
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                          ▼
┌─────────────────────────────────────────────────────┐
│ 5.  Posttest                                          │
└─────────────────────────────────────────────────────┘
                          │
                          ▼
┌─────────────────────────────────────────────────────┐
│ 6.  Questionnaire                                     │
└─────────────────────────────────────────────────────┘
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                          ▼
┌─────────────────────────────────────────────────────┐
│ 7.  Interview: Students' opinion                      │
└─────────────────────────────────────────────────────┘
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                          ▼
┌─────────────────────────────────────────────────────┐
│ 8.  Data are collected and analyzed                   │
└─────────────────────────────────────────────────────┘
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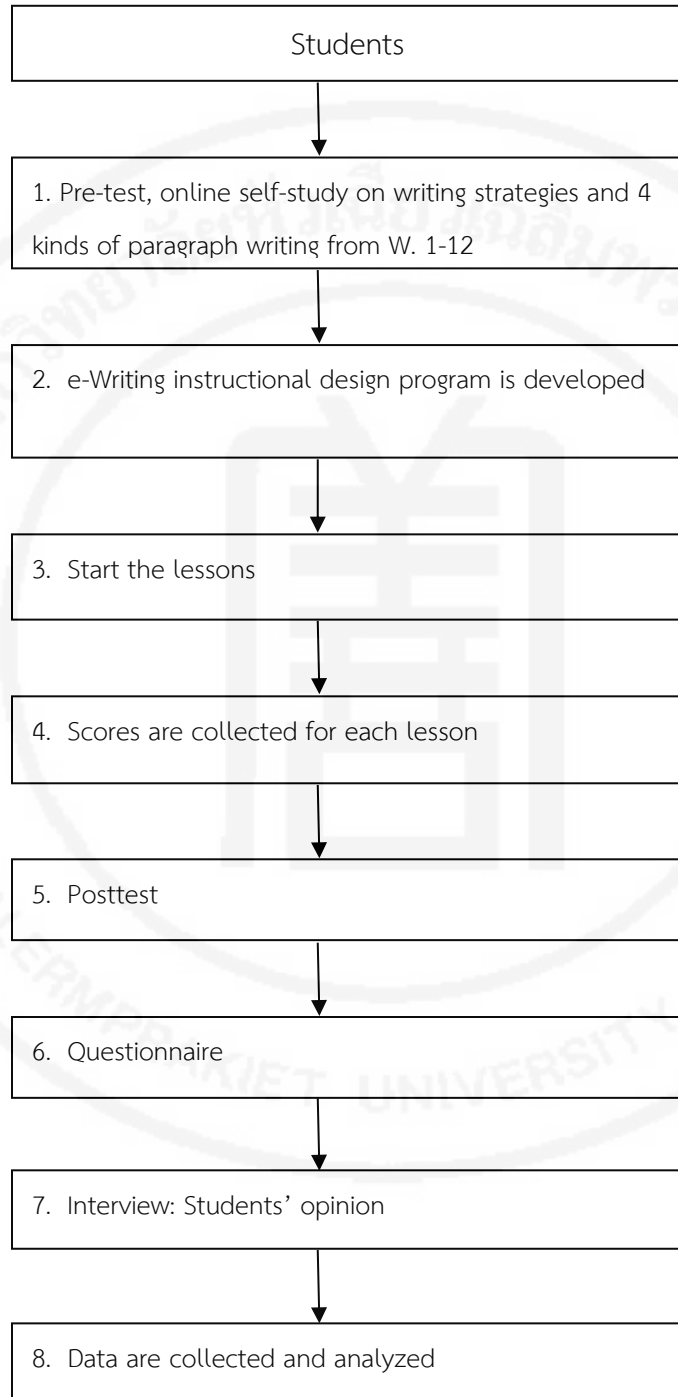
Figure 3-1 Experimental Group A studying with e-Writing

Group B: Control group studying with a traditional writing classroom

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┌─────────────────────────────────────────────────────┐
│                      Students                          │
└─────────────────────────────────────────────────────┘
                          │
                          ▼
┌─────────────────────────────────────────────────────┐
│  1.  Pre-test, lessons on writing strategies, and four kinds of │
│  paragraph writing from W1-W.12                        │
└─────────────────────────────────────────────────────┘
                          │
                          ▼
┌─────────────────────────────────────────────────────┐
│  2.  Start the lessons and produce exercises with face to │
│  face teaching style                                   │
└─────────────────────────────────────────────────────┘
                          │
                          ▼
┌─────────────────────────────────────────────────────┐
│  3.  Scores are collected for each lesson              │
└─────────────────────────────────────────────────────┘
                          │
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┌─────────────────────────────────────────────────────┐
│  4.  Posttest                                          │
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                          │
                          ▼
┌─────────────────────────────────────────────────────┐
│  5.  Questionnaire                                     │
└─────────────────────────────────────────────────────┘
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│  6.  Interview: Students' opinion                      │
└─────────────────────────────────────────────────────┘
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┌─────────────────────────────────────────────────────┐
│  7.  Data are collected and analyzed                   │
└─────────────────────────────────────────────────────┘
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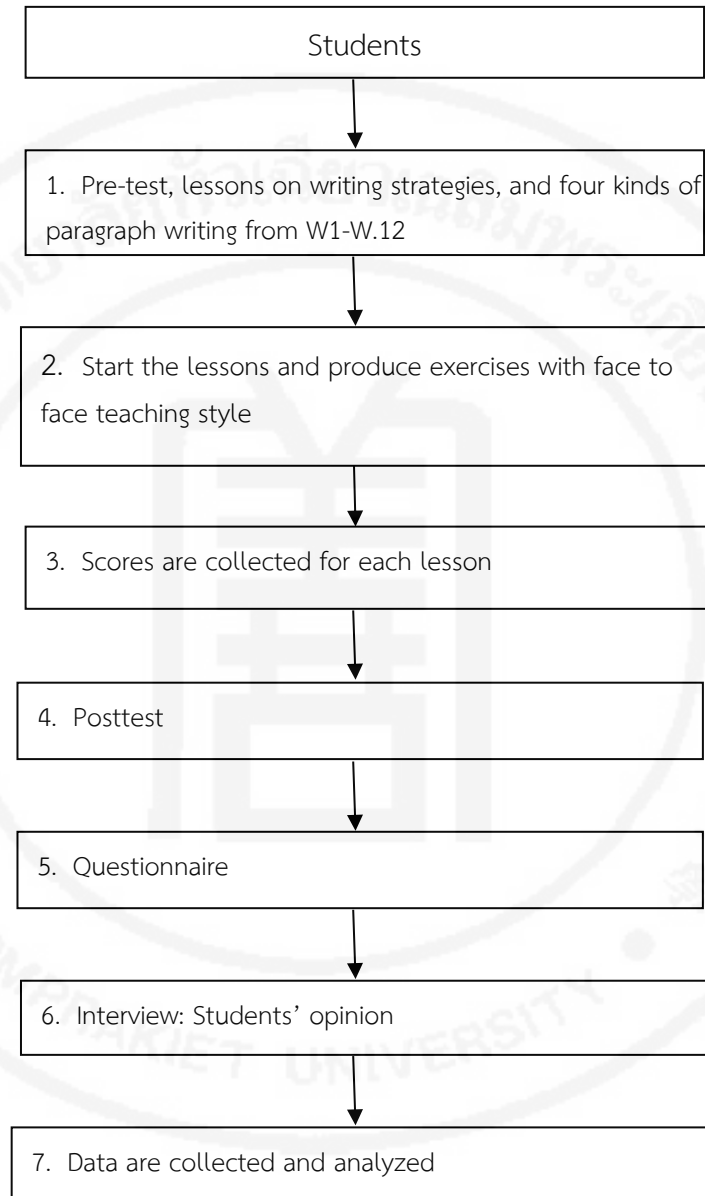
Figure 3-2 Control Group Studying with Traditional Teaching Method

Starting from week one to week twelve, the students of two groups produced the pre-test. The writing section of the TOEIC test was selected as the pre and posttest. Then the students of group A started their lessons with an online self-study on writing

strategies and 4 kinds of paragraph writing on the model of the e-Writing instructional design program. The students of the control group only had to study with the traditional teaching method. The writing topics were selected according to the students' interest. The students produced their lessons with different teaching methods. The scores of each student were recorded. The posttest was produced by all the students after they had finished their lessons. In this point, these scores do not affect the students' grade, also. After finishing, the questionnaires were gathered by opinions concerning the perceived advantages and disadvantages of learning English of these teaching delivery methods. At the final session of this study, the students were randomly selected for interviews so that they could share, express, and give any suggestions toward using the e-writing program and paper-based activities in their writing learning in English.

3.2 Research Methodology

In this section, the researcher presents the setting, sample selection, and population.

1. Setting

Situated in Samut Prakan, Huachiew Chalermprakiet University (HCU) provides a complete bachelor degree, master degree, and doctoral degree education and was established in 1941. HCU is a boarding school with approximately 2,000 students each academic year. In order to make readers clear about the setting of the present study, a map of the geographic location of HCU is displayed in Figure 3-3.

Figure 3-3 A Map of the geographic location of Huachiew Chalearmprakiet
              University (HCU), Samut Prakarn, Thailand
Source: Huachiew Chalermprakiet University [HCU] (2017)

2. Population

The population of this study was the sophomore students who enroll in Basic Writing in English course in the semester one, 2018 academic year of HCU, Samut Prakan.

3. Participants

The participants in this study were the students who enroll in Basic Writing in English course. The participants are divided by quota sampling method into two groups of 30 learners, the experimental group A (e-Writing), and group B the control group (Traditional Writing Teaching Method). In selecting the participants in this study, the participants could not be selected by a normal random sampling method. Therefore, a quota sampling method was used because of the limitations on the number of students who enrolled in this course. This issue has already mentioned in the limitation of the study.

4. Research Plan

In this research, the researcher used a pre-test and post-test for the following three groups of students. The quasi-experimental groups of students are shown below.

Group A (E1)	T1	ME1	T2
Group B (C)	T1	MC	T2

E1: Experiment with e-Writing

E2: Control (Traditional Writing Teaching Method)

T1: Pre-test

T2: Post-test

ME1: Method of experimental group (e-Writing program)

MC: Method of control group (Tradition writing teaching method, paper based forms)

3.3 Research Instruments

In this section, the researcher presents the research instruments in the first section and the processes and steps of developing all the five instruments are presented in the second section.

1. Research Instruments

The following instruments were used in this study.

1.1 Lesson plans

1.2 Model for an e-Writing instructional design program

Section 1: Lessons on writing strategies

Section 2: Four kinds of writing paragraph topic with assignments

1.3 Learners' perception questionnaire

1.4 Interview questions

1.5 Writing test (Pretest and posttest)

2. Processes and Steps of Development of All Five Instruments Pilot Test

According to the four research instruments above, the researcher describes the processes and steps in the development of all of the instruments. The processes and steps of research instrument development are as follows.

2.1 Lesson plan

The lesson plan was divided into three lesson plans. The first was the lesson plan for the experimental group and the other one was the lesson plan for the controlled group. Hence, the lesson plan for this study consisted of 15 sessions for a lesson on the writing strategies, four kinds of paragraph writing with assignments, and a writing test. The following are the procedures for writing the lesson plans.

1) Study the course objectives of Basic Writing in English course at HCU.

2) Study relevant research, documents, and journals concerning creating the lesson plan for lessons on the writing strategies.

3) Study the research instruments of this study in order to plan what has to be put in the lesson plan.

4) Study the data collection methods of this study to set the sequence of all research instruments to be put in the lesson plan.

5) Put all research instruments, activities, and lists of materials in each session in the appropriate sequence.

2.2 Processes and steps of developing e-Writing instructional design model

Since motivation is an important factor for learners to improve their reading ability, the researcher tries to use the writing interactive program that will interest the participants. Hence, the researcher considers the course objectives of Basic Writing in English course and chose writing topics from various resources, and lists the topic of the passage that might interest the participants. The researcher divides the lessons into two sections of developing the e-Writing instructional design model. The first section is lessons on writing strategies and the second section is four kinds of paragraph writing with assignments.

Section 1: Lessons on Writing Strategies

The researcher develops lessons on writing strategies according to the following steps.

1.1 Study the course objectives of Basic Writing in English course at HCU.

1.2 Study the relevant research, documents, and journals that involve designing the lessons on the writing strategies. The writing strategies included Paragraph organization, Grammar and mechanics, and Sentence structure.

1.3 Present these lessons to the experts to check and suggest what lessons have to be edited and check all of these in order to test the validity and difficulties of the language structure.

1.4 Edit the lessons and put all of these into e-writing lessons.

In the first section, there are four steps to designing the lessons. Next, the researcher designed the reading passages with exercises.

Section 2: Four Kinds of Paragraph with Assignments

In the second section, the program includes four kinds of a paragraph with assignments. The four kinds of the paragraph were chosen for studying and designed for the e-writing program. The following are the procedures of making the paragraph patterns with assignments.

2.1 Study the course objectives of Basic Writing in English at HCU.

2.2 Study relevant research, documents, and journals that involve designing lessons in paragraph writing.

2.3 Based on the topics of paragraph writing that states the above, the researcher studied them from a variety of resources including textbooks, the Internet, and journals.

2.4 Four kinds of paragraph used in this program.

1) "How to" Paragraph

2) Describing Paragraph

3) Reason Paragraph

4) Opinion Paragraph

2.5 Modify all four kinds of the paragraph to fit the writing levels of the participants and make them more suitable for teaching writing strategies.

2.6 After that, put all of these into e-Writing lessons.

From this section, there are six steps for designing writing instruction with assignments. The researcher developed the lesson focusing on the interactive and multimedia in the lesson. The lessons were designed to follow the e-Writing instructional design model of Gagné (1985), Davidson-Shivers and Rasmussen (2006), and Lee, Diana, and Owens (2002) which consist of five steps as follows.

 1. Preparation step

1.1 Learner analysis

The learners should have fundamental knowledge and skills in computer usage. The researcher analyzed the students' needs and their problems in learning.

1.2 Lesson Objectives

The researcher sets lesson objectives which come from the description of Basic Writing in English course for students. The lesson objectives are presented as follows.

1) To study the compositions and characteristics of various types of paragraph writing.

2) To practice paragraph writing with unstructured sentences and text.

3) To apply the ideas to generate detail and provide information to write properly.

4) To explain their ideas or opinions in written form using grammatically correct sentences and rhetorical patterns.

After that, the researcher analyzed the contents. The contents are divided into two sections. The first section consisted of two chapters about writing strategies. The second section included four types of paragraph writing with assignments.

1.3 Data collection

The researcher gathered both contents and four types of the paragraph with assignments, e-Writing lesson designs, and graphic design from textbooks, experts, journals, and Websites. The researcher collects the data from various ways to make sure that these are accurate.

2. Design step

The researcher sets the lessons formats. Next, made a sequence for content presentation. All exercises and activities focus on learners by getting feedback with the lessons.

3. Writing plan step

The researcher uses many kinds of symbols to illustrate the sequence of lessons and show clearly the relationship between learners and lessons. Moreover, the researcher presents the texts and pictures on the board to check for accuracy, appropriateness, and content clarification. The plans of e-Writing lessons are shown below. There are two figures which present the following steps:

The Process Development of e-Writing Instructional Design Model Set topic

```
                              ┌──────────────────────┐
                              │  Problems, students' │         ┌──────────────┐
       ┌──────────────────┐   │       Needs          │──┐      │   Analysis   │
       │  Analyze content │──▶├──────────────────────┤  ├┈┈┈┈┈▶│              │
       └──────────────────┘   │      Contents        │──┘      │     step     │
                │             └──────────────────────┘         └──────────────┘
                ▼
       ┌──────────────────┐                              ┌┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┐
       │     Set topic    │                              ┊   Design step  ┊
       └──────────────────┘                              └┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┘
                │
       ┌────────┴────────────────────────┐
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 ┌──────────────────┐        ┌────────────────────────┐   ┌┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┐
 │  e-Writing lessons│       │    Lesson evaluation   │   ┊ Development Step  ┊
 └──────────────────┘        └────────────────────────┘   └┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┘
                │
 ┌──────────────────┐        ┌────────────────────────┐
 │ e-Writing lessons│◀───────│      Design lesson     │
 └──────────────────┘        └────────────────────────┘
          │
 ┌──────────────────┐        ┌────────────────────────┐
 │     Evaluate     │───────▶│      Development       │
 │   during study   │        └────────────────────────┘
 └──────────────────┘
          │
 ┌──────────────────┐
 │ Use with Sampling│
 └──────────────────┘
          │
 ┌──────────────────┐        ┌────────────────────────┐
 │   Development    │        │   Check and Evaluation │
 └──────────────────┘        └────────────────────────┘
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                                          ┊ Implementation Step ┊
                                          └┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┘

┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈   ┌┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┐
                                          ┊   Evaluation step   ┊
                                          └┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┘

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       ┌──────────────────┐        ┌────────────────────────┐
       │   Application    │───────▶│        Summary         │
       └──────────────────┘        └────────────────────────┘
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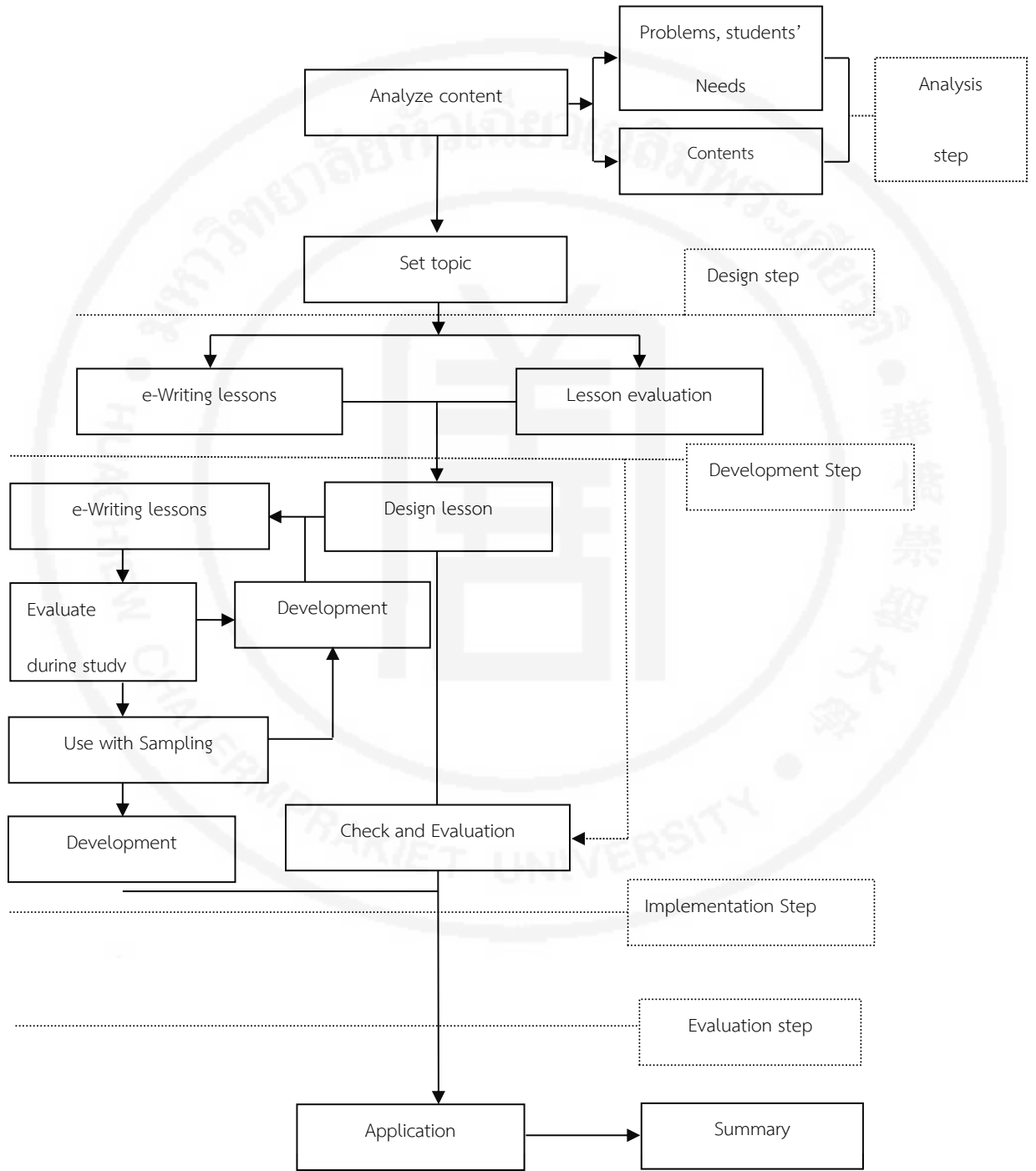
Figure 3-4 The Process Development of the e-Writing Instructional Design Model

The Structure of Lesson Introduction
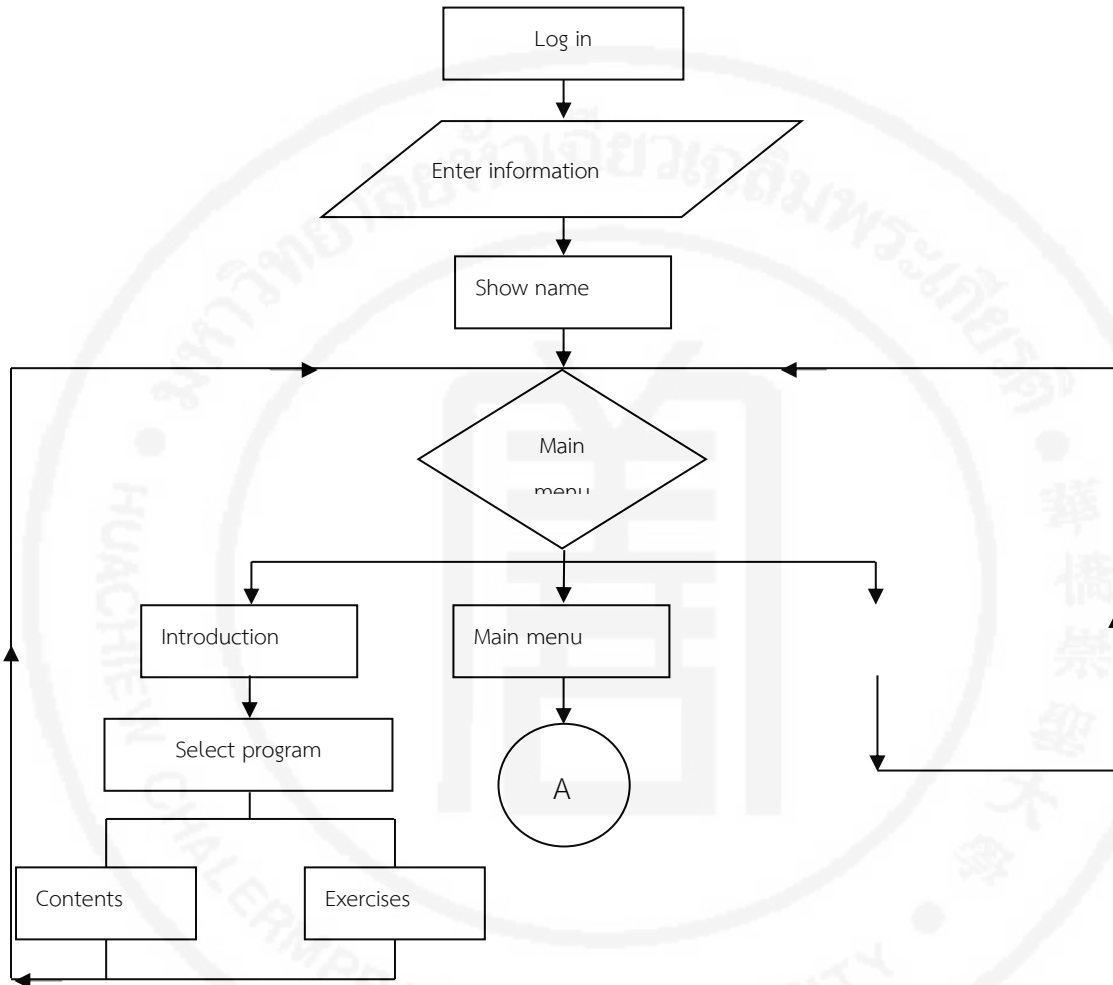
Figure 3-5 The Structure of Lesson Introduction

4. Implementation step of e-Writing lessons

The researcher designed and developed the lessons in accordance with the plan. When the e-Writing lessons were completely finished, five experts evaluated the quality of the e-Writing lessons to check content accuracy, designing the lessons, and other suggestions for improvement. The quality evaluation form consisted of an introduction

to the lessons, using instruction, objectives, content, exercises, testing, and designing screen: pictures, sound, and language. The evaluation scale is divided into 5 levels as follows:

       5 means Excellent

       4 means Good

       3 means Fair

       2 means Poor

       1 means Very poor

The results of the quality evaluation of the e-Writing instructional design program by five experts were at "Good" level and the mean score of the evaluation was at 4.00.

5. Lesson pilot

The e-Writing instructional design model was tried out with the 20 second year students who have never studied this lesson before.

3. Perception Questionnaire

The perception questionnaire is designed by the researcher to find student satisfaction and student autonomy in learning and using different teaching methods. The questionnaire is a method used in data collection. The questionnaire is composed of two sections. The first section contains demographic questions to gain information about the learners. The second section, learners are asked to provide their own reaction and opinions concerning the different teaching methods. Learners answered each question using a five-point Likert scale ranging from strongly agree to strongly disagree. Before, the experiment, the perception questionnaire was tried out to see the reliability with the 20 participants. The average coefficient of the perception questionnaire was at .9194.

4. Interview Questions

Interviews are used as a supplementary instrument to provide additional information for the topic under study. Interviews are based on a set of structured

questions, which allow the researcher to explore the topic in depth and provided rich data for analysis and interpretation. Data from interviews are used to provide additional information to support the findings of the perception questionnaire. Then, the researcher organizes and classified the questions. After that, this interview questions were evaluated by experts to see that each interview question was congruent with the objective of this study. Hence, the IOC result of the interview questions was at 0.915. Finally, twelve questions are finalized as the interview guide questions used in this study.

4.1. Conducting the Interview

Conducting the interview, and recording the interview. In this study, the researcher uses a face-to-face interview based on a series of 12 questions developed in interview questions, as the data collection instrument of this study. In terms of the interview place, it is proposed in advance by the researcher and each participant to ensure the convenience and comfort for interviews. The researcher interviews in the participants' classroom. Similarly, this is to ensure that the researcher is well prepared and familiar with the interview sited and this allows enough time to test the interview. A digital camera with a recording function is used with each interview throughout the data collection process, storage of recording is saved in a notebook and then transcribed for data analysis.

5. Writing Test (Pre-test and post-test)

The reading section of the TOEIC test was selected to test as pre and posttest. The aim is to use this as an instrument to check the writing ability of the participants on the pre and posttest because it was one kind standardized test. The pre-test is given to the learners before starting the lessons. However, the participants are asked to take the posttest after they finish the course.

3.4 Data Collection

This study is taught and conducted by the researcher for 15 weeks with a total of 15 sessions in the first semester of the academic year 2018. This research was carried out from August 2018 to December 2018. The whole inquiry was an on-going process with data collection and analysis paralleling overlapping each other. Therefore, the researcher collects the data using the following procedure. The researcher asks HCU's permission to conduct the study. The scores from this study do not affect the students' grade for each group. After permission is granted, the participants are divided into three groups as follows:

1. The experimental group A (e-writing): 45 hours in total (3 hours per week): The experimental group received the lesson on reading comprehension strategies and doing the e-writing with assignments.

2. The control group B (Traditional writing teaching): 45 hours in total (3 hours per week): The controlled group studied through traditional writing teaching method focusing on a textbook and worksheets.

Data collection procedures

1. The 1st session: The students of group A and B produced the pre-test. The scores were recorded.

2. The 2nd session: The students of experimental group A started to learn the lesson with an e-writing instructional design program, and the students of the control group start the lesson with a worksheet.

3. The 3rd -12th session: The students of experimental group A started to learn the e-writing program with assignments. At the same time, the students of the controlled group started the writing strategies with assignments on a worksheet. The participants produced the exercises by themselves with the teacher as a facilitator. The scores were collected for data analysis.

4. The 13th session: Students in each group produced the post-test, which was the same tests as the pre-test. The scores were collected for data analysis.

5.   The scores of the pre-test and post-test of each group were collected and statistically analyzed by a t-test for two groups.

5.1 The scores of the pre-test of group A and B were collected and statistically analyzed by t-test.

5.2 The scores of the post-test of group A and B were collected and statistically analyzed by t-test.

6.   The 14th session: Students in group A and B were asked to answer the perception questionnaire. The data are analyzed with the mean () and standard deviation (SD).

7.   The 15th session: Students in group A and B were interviewed with ten questions. The findings of the interviews supported the findings of perception questionnaires. Then, the data were coded.

3.5 Data Analysis

The data obtained from different methods were analyzed and interpreted in two main ways, quantitative and qualitative data analysis. Both of the data were analyzed as follows:

3.5.1 Quantitative data analysis

The following statistical analysis was used in this study.

1.   Frequency and percentage are used to calculate Part 1 of the perception questionnaires.

2.   The statistics used for interpretation of the questionnaire and the questionnaires are analyzed by the mean ($\bar{x}$) and standard deviation (SD).

3.   The scores on the pre and posttest were computed and converted into mean scores and dependent t-test. The steps of the data analysis process involved determining the

mean and standard deviation of each group to check whether or not the mean scores of the pre and post tests are significantly different.

4. The relationship analysis of the pretest and posttest scores using Fisher's Exact Test.

3.5.2 Qualitative data analysis

Interview questions, the data were read, reread, and then coded. Coding organized the raw data into meaningful categories. As coding proceeded, the researcher reorganizes the data into more precise categories. The final list of codes is used to code all the data.

Trustworthiness

Trustworthiness refers to criteria for judging the quality of qualitative research. The criteria used judged the trustworthiness. There were two dimensions of rigor or trustworthiness applied in this study.

Triangulation

Triangulation of data sources was applied in this research. The technique of comparing the consistency of information derives at different times and by different means within this research was applied.

Authenticity

Authenticity checks conducted in this study were included by obtaining informed consent from all participants, and an additional interview with certain participants. All informed consent from all participants was obtained from each of them during the interview process.

Ethical considerations

Ethical considerations were involved in this study plans. The following ethical protocols were followed in the conduct of this study.

Informed consent

Informed consent could be defined as the knowing consent of each individual to participate in an exercise of each choice, similar unfair inducement or manipulation. Informed consent was an important way to respect different individuals. The researcher specifies the kind of things that occur in the study, the kind of information that was sought and given, and the procedures that use to assure confidentiality. Consent forms also were developed prior to data collection, which was used upon request. Participants were told the purposes of the study during the first request for participation. In conclusion, the researcher's responsibility to the participants includes issues such as obtaining consent, ensuring confidentiality, and avoidance of harm.

Privacy and confidentiality

Participant's confidentiality was maintained by using a number to represent each participant, rather than the participant's name. All research-related documents are kept in a locked filing cabinet to make sure that they remain confidential and secure. The researcher has ensured that ethical issues were the first priority and has discussed the issue with each participant before the interview. Therefore, as described above, to guarantee confidentiality with the protection of the participants' names and code numbers. The researcher protects the privacy of each participant and confidentiality of data to the maximum extent possible and communicates how this was done in the consent statement.

3.6 Summary

In conclusion, this chapter presents the research methodology used in this study. The methodology begins with the research design, research methods, and research instruments. The data collection comes from multiple sources such as achievement tests, questionnaires, and interview questions. The data is analyzed with statistical devices and coding. Ethical considerations of this study are described. Detailed descriptions of the major findings are presented in the next chapter.

CHAPTER 4

RESULTS

This chapter displays and discusses the major findings of the study. The findings were extracted from two groups: 60 participants. It was organized in the order of answering the research questions. In this study, the results are presented in two sections. The first section is the quantitative data report and the final section is presented as the qualitative data report. In addition, this chapter compares the student achievement of English language learning using e-Writing and traditional teaching method and examines the difference in learners' satisfaction of using e-Writing and traditional teaching method. Therefore, the findings of the study are reported as follows:

4.1 Students' ability of writing before and after receiving e-Writing and traditional writing classroom including a comparison of the pre-test of the two groups (A and B), a comparison of the post-test of the two groups (A and B), and a comparison of writing exercises of the two groups (A and B).

4.2 Student satisfaction toward e-Writing and traditional writing classroom, the results are from an analysis of perception questionnaires for each group (A and B), and coding interview questions from each group (A and B).

4.3 Student autonomous learning after receiving two different kinds of teaching methods, the results are from an analysis of perception questionnaires for each group (A and B), and coding interview questions from each group (A and B).

Results from the study to answer the research questions

4.1 Students' ability to write before and after receiving e-Writing and traditional writing classroom

Research question 1: Are there any differences in students' e-Writing classroom and traditional writing classroom?

The results of the writing test before and after receiving the two teaching delivery methods are presented as the following.

1.1 The pretest scores and posttest scores of group A were analyzed using t-test and the findings are presented as the following table.

Table 4-1 Comparison of the pretest and posttest scores of group A (n = 30)

Test	n	$\overline{X}$	SD	t	Sig
Pretest	30	13.93	3.028	-13.933	.000**
Posttest	30	21.10	.885		

According to the statistical information from Table 4-1, the comparison of differences within a group of students with Pre-test scores (30 points) in this study was analyzed using the test statistics for the t-test. Therefore, the result shows that the Pre-test scores (30 points) of group A had statistical significance at the 0.001 level. The posttest scores of the students after receiving their teaching delivery method (e-Writing) were higher than the pretest scores. The mean scores of the pretest of Group A (e-Learning) were at 13.93 and the standard deviation was at 3.028. Whereas, the mean scores of the posttest of Group A (e-Learning) were at 21.10 and the standard deviation was at 0.885.

1.2 The pretest scores and posttest scores of group B were analyzed using t-test and the findings are presented as the following table.

Table 4-2 Comparison of the pretest and posttest scores of group B (n = 30)

Test	n	$\bar{X}$	SD	t	Sig
Pretest	30	13.93	2.164	-7.243	000**
Posttest	30	16.07	1.911		

According to statistical information from Table 4-2, the comparison of the control group students with Pre-test scores (30 points) in this study were analyzed using the test statistics for the t-test. Therefore, the result shows that the group of students and Pre-test scores (30 points) had statistical significance at the 0.001 level. The posttest scores of the control group students after receiving their teaching delivery method were higher than the pretest scores. The mean scores of the pretest of Group B (Traditional Writing Classroom) were at 13.93 and the standard deviation was at 2.164. Whereas, the mean scores of the pretest of Group B (Traditional Writing Classroom) were at 16.07 and the standard deviation was at 1.911.

1.3 The relationship among groups of students and the different levels of the pre-test and post-test scores were analyzed using Chi-square and the results are presented in the following table.

Table 4-3 The relationship among groups of students and the different levels of the pre-test and post-test.

Group	Different level scores of pre-test and post-test			Total
	Decrease	Be the same	Increase	
A (Experimental Group)	0.0	0.0	100.0	100.0
	(0)	(0)	(30)	(30)
B (Control Group)	0.0	16.7	83.3	100.0
	(0)	(5)	(25)	(30)
Total	0.0	8.3	91.7	100.0
	(0)	(5)	(55)	(60)

X2 = 5.455   df = 1   Sig. = .020*

** Level of statistical significance .001

* Level of statistical significance .05

Table 4-3 found that the posttest scores of students in group A (e-Writing) were higher than the pretest scores from 30 students at 100 %. The posttest scores of students in group B (Traditional Writing Classroom) were higher than the pretest scores from 25 students at 83.3 %. From the above results, the mean scores of the posttest of both groups (A and B) were higher the pretest scores of both groups (A and B) from 55 students, and there was statistical significance at the 0.05 level.

In conclusion, the students' ability of writing before and after receiving e-Writing and traditional teaching methods was different. According to the achievement results, the pretest scores and the posttest scores of each group (A and B) were different. The posttest scores of students in each group were not similar. The posttest scores of group A (e-Writing) were higher than the pretest scores, and the posttest scores of group B (Traditional Writing Classroom) were also higher than the pretest scores. This meant that the teaching delivery method using e-Writing assisted students to significantly improve their English writing ability. However, when the relationship among groups of students and the different levels of the pre-test and post-test scores were analyzed, the findings show that the students in each group (A and B) had higher posttest scores after they studied with the teaching delivery method that they received.

1.4 The Different Level Scores of Six Exercises between Group A and B

Table 4-4 The Different Level Scores of Exercises No. 1 between Group A and B

Students' Group	N	$\bar{x}$	SD.
Opinion Support (10 Points)			
Group A (e-Writing)	30	6.10	.712
Group B (Traditional Writing Classroom)	30	5.00	.000
Total	60	5.55	.356
Grammatical Structure (5 Points)			.

Students' Group	N	$\bar{x}$	SD.
Group A (e-Writing)	30	2.40	1.163
Group B (Traditional Writing Classroom)	30	2.00	.000
Total	**60**	**2.20**	**.581**
Verb (5 Points)			
Group A (e-Writing)	30	2.83	.834
Group B (Traditional Writing Classroom)	30	1.00	.000
Total	**60**	**1.91**	**.417**
Organization (10 Points)			
Group A (e-Writing)	30	6.23	.971
Group B (Traditional Writing Classroom)	30	5.00	.000
Total	**60**	**5.61**	**.485**
Total Average (30 Points)			
Group A (e-Writing)	30	17.57	3.266
Group B (Traditional Writing Classroom)	30	13.00	.000
Total	**60**	**15.28**	**1.633**

Students' Group	N	$\bar{x}$	SD.	t	Sig
Group A (e-Writing)	30	17.57	3.266	7.658	.000**
Group B (Traditional Writing Classroom)	30	13.00	.000		

** Level of statistical significance .001

* Level of statistical significance .05

From table 4-4, Exercise No. 1 had 30 points. The total average scores 0f student group A (e-Writing) were at 17.57 and Group B (Traditional Teaching Method) was at 13.00 respectively. In this study, there were four criterions to evaluate in each writing exercise including opinion support, grammatical structure, verb, and organization. When each criterion was considered, it found that the mean scores of opinion support of

group A (e-Writing) were at 6.10 and group B (Traditional Writing Classroom) was at 5.00. Second, the mean scores of the grammatical structure of student group A (e-Writing) were at 2.40 and group B (Traditional Teaching Method) was at 2.00. Next, the mean scores of the verb of students group A (e-Writing) were at 2.83 and B (Traditional Teaching Method) were at 1.00. Finally, the mean scores of the organization of student group A (e-Writing) were at 6.23 and Group B (Traditional Writing Classroom) was at 5.00 respectively. To sum up, when the different scores of both groups of students were compared; it showed that the achievement result of students in group A (e-Writing) was higher than the students of group B (Traditional Writing Classroom), and there was statistical significance at the .001 level.

Table 4-5 The Different Level Scores of Exercises No. 2 between Group A and B

Students' Group	N	$\bar{x}$	SD.
Opinion Support (10 Points)			
Group A (e-Writing)	30	6.27	.980
Group B (Traditional Writing Classroom)	30	6.50	.731
Total	**60**	**6.38**	**.855**
Grammatical Structure (5 Points)			
Group A (e-Writing)	30	2.67	.844
Group B (Traditional Writing Classroom)	30	2.73	.828
Total	**60**	**2.70**	**.836**
Verb (5 Points)			
Group A (e-Writing)	30	3.03	.669
Group B (Traditional Writing Classroom)	30	3.13	.571
Total	**60**	**3.08**	**.620**
Organisation (10 Points)			

Students' Group	N	$\bar{x}$	SD.
Group A (e-Writing)	30	6.50	1.075
Group B (Traditional Writing Classroom)	30	6.33	.884
Total	**60**	**6.41**	**.979**
Total Average (30 Points)			
Group A (e-Writing)	30	18.47	3.048
Group B (Traditional Teaching Method)	30	18.70	2.366
Total	**60**	18.58	2.707

Students' Group	N	$\bar{x}$	SD.	t	Sig
Group A (e-Writing)	30	18.47	3.048	-.331	.048*
Group B (Traditional Writing Classroom)	30	18.70	2.366		

** Level of statistical significance .001

* Level of statistical significance .05

According to the table 4-5, Exercise No. 2 had 30 points. The total average scores 0f student group A (e-Writing) were at 18.47 and Group B (Traditional Writing Classroom) was at 18.70. In this study, there were four criterions to evaluate in each writing exercise including opinion support, grammatical structure, verb, and organization. When each criterion was considered, it found that the mean scores of opinion support of group A (e-Writing) were at 6.27 and group B (Traditional Teaching Method) was at 6.50. Second, the mean scores of the grammatical structure of student group A (e-Writing) were at 2.67 and group B (Traditional Writing Classroom) was at 2.73. Next, the mean scores of the verb of students group A (e-Writing) were at 3.03 and B (Traditional Teaching Method) were at 3.13. Finally, the mean scores of the organization of student group A (e-Writing) were at 6.50 and Group B (Traditional Teaching Method) was at 6.33 respectively. In conclusion, when the different scores of both groups of students were compared, it found that the achievement result of students in group A (e-Writing) was lower than

the students of group B (Traditional Writing Classroom), and there was statistical significance at the .05 level.

Table 4-6 The Different Level Scores of Exercises No. 3 between Group A and B

Students' Group	N	$\bar{x}$	SD.
Opinion Support (10 Points)			
Group A (e-Writing)	30	7.83	1.577
Group B (Traditional Writing Classroom)	30	5.00	.000
Total	**60**	**6.41**	**.788**
Grammatical Structure (5 Points)			.
Group A (e-Writing)	30	3.57	.898
Group B (Traditional Writing Classroom)	30	3.00	.000
Total	**60**	**3.28**	**.449**
Verb (5 Points)			
Group A (e-Writing)	30	3.73	.691
Group B (Traditional Writing Classroom)	30	3.00	.000
Total	**60**	**3.36**	**.345**
Organisation (10 Points)			
Group A (e-Writing)	30	7.87	1.592
Group B (Traditional Writing Classroom)	30	5.00	.000
Total	**60**	**6.43**	**.796**
Total Average (30 Points)			
Group A (e-Writing)	30	23.00	4.379
Group B (Traditional Writing Classroom)	30	16.00	.000
Total	**60**	**19.50**	**2.189**

Students' Group	N	$\bar{x}$	SD.	t	Sig
Group A (e-Writing)	30	23.00	4.379	8.756	.000**
Group B (Traditional Writing Classroom)	30	16.00	.000		

** Level of statistical significance .001

* Level of statistical significance .05

According to the table 4-6, Exercise No. 3 had 30 points. The total average scores 0f student group A (e-Writing) were at 23.00 and Group B (Traditional Writing Classroom) was at 16.00 respectively. In this study, there were four criterions to evaluate in each writing exercise including opinion support, grammatical structure, verb, and organization. When each criterion was considered, it found that the mean scores of opinion support of group A (e-Writing) were at 7.83 and group B (Traditional Teaching Method) was at 5.00. Second, the mean scores of the grammatical structure of student group A (e-Writing) were at 3.57 and group B (Traditional Teaching Method) was at 3.00. Next, the mean scores of the verb of students group A (e-Writing) were at 3.73 and B (Traditional Teaching Method) were at 3.00. Finally, the mean scores of the organization of student group A (e-Writing) were at 7.87 and Group B (Traditional Teaching Method) was at 5.00 respectively. In short, when the different scores of both groups of students were compared, it found that the achievement result of students in group A (e-Writing) was higher than the students of group B (Traditional Writing Classroom), and there was statistical significance at the .001 level.

Table 4-7 The Different Level Scores of Exercises No. 4 between Group A and B

Students' Group	N	$\bar{x}$	SD.
Opinion Support (10 Points)			
Group A (e-Writing)	30	7.37	.890
Group B (Traditional Writing Classroom)	30	7.00	.000
Total	**60**	**7.18**	**.445**
Grammatical Structure (5 Points)			.
Group A (e-Writing)	30	3.40	.894
Group B (Traditional Writing Classroom)	30	2.00	.000
Total	**60**	**2.70**	**.447**
Verb (5 Points)			
Group A (e-Writing)	30	3.43	.817
Group B (Traditional Writing Classroom)	30	3.00	.000
Total	**60**	**3.21**	**.408**
Organisation (10 Points)			
Group A (e-Writing)	30	7.20	.997
Group B (Traditional Writing Classroom)	30	6.00	.000
Total	**60**	**6.60**	**.498**
Total Average (30 Points)			
Group A (e-Writing)	30	21.40	3.114
Group B (Traditional Writing Classroom)	30	18.00	.000
Total	**60**	19.70	1.557

Students' Group	N	$\bar{x}$	SD.	t	Sig
Group A (e-Writing)	30	21.40	3.114	5.980	.000**
Group B (Traditional Writing Classroom)	30	18.00	.000		

** Level of statistical significance .001

* Level of statistical significance .05

Table 4-7 showed that Exercise No. 4 had 30 points. The total average scores 0f student group A (e-Writing) were at 21.40 and Group B (Traditional Writing Classroom) was at 18.00 respectively. In this study, there were four criterions to evaluate in each writing exercise including opinion support, grammatical structure, verb, and organization. When each criterion was considered, it found that the mean scores of opinion support of group A (e-Writing) were at 7.73 and group B (Traditional Teaching Method) was at 7.00. Second, the mean scores of the grammatical structure of student group A (e-Writing) were at 3.40 and group B (Traditional Teaching Method) was at 2.00. Next, the mean scores of the verb of students group A (e-Writing) were at 3.43 and B (Traditional Teaching Method) were at 3.00. Finally, the mean scores of the organization of student group A (e-Writing) were at 7.20 and Group B (Traditional Writing Classroom) was at 6.00 respectively. In short, when the different scores of both groups of students were compared, it found that the achievement result of students in group A (e-Writing) was higher than the students of group B (Traditional Writing Classroom), and there was statistical significance at the .001 level.

Table 4-8 The Different Level Scores of Exercises No. 5 between Group A and B

Students' Group	N	$\bar{x}$	SD.
Opinion Support (10 Points)			
Group A (e-Writing)	30	7.40	.770
Group B (Traditional Writing Classroom)	30	7.33	.802
Total	**60**	**7.36**	**.786**
Grammatical Structure (5Points)			.
Group A (e-Writing)	30	3.37	.999
Group B (Traditional Writing Classroom)	30	3.33	.711
Total	**60**	**3.35**	**.855**
Verb (5 Points)			
Group A (e-Writing)	30	3.57	.728
Group B (Traditional Writing Classroom)	30	3.53	.507
Total	**60**	**3.55**	**.617**
Organisation (10 Points)			
Group A (e-Writing)	30	7.47	.819
Group B (Traditional Writing Classroom)	30	7.30	1.022
Total	**60**	**7.38**	**.920**
Total Average (30 Points)			
Group A (e-Writing)	30	21.80	2.683
Group B (Traditional Writing Classroom)	30	21.50	2.162
Total	**60**	21.65	2.422

Students' Group	N	$\bar{x}$	SD.	t	Sig
Group A (e-Writing)	30	21.80	2.683	.477	.295
Group B (Traditional Writing Classroom)	30	21.50	2.162		

** Level of statistical significance .001

* Level of statistical significance .05

From table 4-8, Exercise No. 5 had 30 points. The total average scores 0f student group A (e-Writing) were at 21.80 and Group B (Traditional Writing Classroom) was at 21.50. In this study, there were four criterions to evaluate in each writing exercise including opinion support, grammatical structure, verb, and organization. When each criterion was considered, it found that the mean scores of opinion support of group A (e-Writing) were at 7.40 and group B (Traditional Writing Classroom) was at 7.33. Second, the mean scores of the grammatical structure of student group A (e-Writing) were at 3.37 and group B (Traditional Teaching Method) was at 3.33. Next, the mean scores of the verb of students group A (e-Writing) were at 3.57 and B (Traditional Writing Classroom) were at 3.53. Finally, the mean scores of the organization of student group A (e-Writing) were at 7.47 and Group B (Traditional Writing Classroom) was at 7.30 respectively.

In a nutshell, when the different scores of both groups of students were compared, it found that the achievement result of students in group A (e-Writing) was higher than the students of group B (Traditional Writing Classroom), and there was not statistical significance at the .05 level.

Table 4-9 The Different Level Scores of Exercises No. 6 between Group A and B

Students' Group	N	$\bar{x}$	SD.
Opinion Support (10 Points)			
Group A (e-Writing)	30	8.00	.525
Group B (Traditional Writing Classroom)	30	6.87	.937
Total	60	7.43	.731
Grammatical Structure (5 Points)			.

Students' Group	N	$\bar{x}$	SD.
Group A (e-Writing)	30	3.57	.568
Group B (Traditional Writing Classroom)	30	2.93	.640
Total	**60**	**3.25**	**.604**
Verb (5 Points)			
Group A (e-Writing)	30	3.93	.521
Group B (Traditional Writing Classroom)	30	3.30	.596
Total	**60**	**3.61**	**.558**
Organisation (10 Point)			
Group A (e-Writing)	30	7.90	.845
Group B (Traditional Writing Classroom)	30	6.47	1.042
Total	**60**	**7.18**	**.943**
Total Average (30 Points)			
Group A (e-Writing)	30	23.40	1.976
Group B (Traditional Writing Classroom)	30	19.57	2.648
Total	**60**	21.48	2.312

Students' Group	N	$\bar{x}$	SD.	t	Sig
Group A (e-Writing)	30	23.40	.976	6.355	.144
Group B (Traditional Writing Classroom)	30	19.57	2.648		

** Level of statistical significance .001

* Level of statistical significance .05

From table 4-9, Exercise No. 6 had 30 points. The total average scores 0f student group A (e-Writing) were at 23.40 and Group B (Traditional Writing Classroom) was at 19.57. In this study, there were four criterions to evaluate in each writing exercise including opinion support, grammatical structure, verb, and organization. When each criterion was considered, it found that the mean scores of opinion support of group A (e-Writing) were at 8.00 and group B (Traditional Writing Classroom) was at 6.87. Second, the mean scores of the grammatical structure of student group A (e-Writing) were at 3.57 and group B (Traditional Teaching Method) was at 2.93. Next, the mean scores of the verb of students group A (e-Writing) were at 3.93 and B (Traditional Teaching Method) were at 3.30. Finally, the mean scores of the organization of student group A (e-Writing) were at 7.90 and Group B (Traditional Writing Classroom) was at 6.47 respectively. In summary, when the different scores of both groups of students were compared, it found that the achievement result of students in group A (e-Writing) was higher than the students of group B (Traditional Writing Classroom), and there was not statistical significance at the .05 level.

4.2 Student Satisfaction Toward e-Writing and Traditional Writing Classroom

Research question 2: What are the effects of e-Writing and traditional writing methods on student satisfaction and motivation?

To answer research question 2, the findings of each group (A and B) were analyzed from the perception questionnaires which are presented in the first section and then the coding results from the interview questions of students in each group (A and B) are presented as the second section. The satisfaction of students in each group (A and B) toward the instruction of English writing course was measured with the Likert Scale. Each question measure varied in terms of positive information so that this was consistent with the definition of variables which needed to be measured. Hence, the following scale was used to calculate the rating for each question.

5 = Excellent

4 = Good

3 = Average

2 = Fair

1 = Poor

In addition, the criteria to measure the level of satisfaction and the interpretation of samples measured 5 levels. The threshold is calculated from the level scores below.

Maximum scores-Minimum scores = 5-1 = 0.80

         Number of level   5

Therefore, the criteria of satisfaction and interpretation of samples using 5 levels are as follows:

Average 1.00-1.80 means Poor

Average 1.81-2.60 means Fair

Average 2.61-3.40 means Average

Average 3.41-4.20 means Good

Average 4.21-5.00 means Excellent

4.2.1 Results from Perception Questionnaires

The perception of learners toward the teaching delivery method received was presented in the first section. In this section, all the findings of the student groups were presented, followed by a comparison of each group (A and B) of students' satisfaction and between a pair group of students on the teaching delivery method that they received, and finally an analysis of variance for the group of students toward student satisfaction.

2.1.1 Student satisfaction of two groups toward the two teaching delivery methods

Table 4-10 Students' satisfaction toward the teaching method (A and B)

Groups of students	n	$\bar{X}$	SD
1. Learners are satisfied with the teaching methodology.			
A (e-Writing)	30	4.37	.490
B (Traditional Writing Classroom)	30	3.73	.521
Total	60	4.05	.505
2. The teaching methodology is suitable for learning English Writing.			.
A (e-Writing)	30	4.57	.504
B (Traditional Writing Classroom)	30	3.64	.479
Total	60	4.12	.491
3. Learners often learn with their lessons and practice being responsible.			
A (e-Writing)	30	4.27	.521
B (Traditional Writing Classroom)	30	3.63	.490
Total	60	3.95	.505
4. Learners like to practice writing with their teaching method.			
A) e-Writing)	30	4.30	.466
B (Traditional Writing Classroom)	30	3.63	.490
Total	60	3.96	.478
5. Learners gain more academic knowledge with their teaching method.			
A) e-Writing)	30	4.20	.484
B (Traditional Writing Classroom)	30	3.50	.509
Total	60	3.85	.496

Table 4-10 (Continued)

Groups of students	n	$\bar{X}$	SD
6. The teaching methods affect the learner's study.			
A (e-Writing)	30	4.33	.547
B (Traditional Writing Classroom)	30	3.60	.498
Total	60	3.96	.522
7. Learners have no limit to study and can study any time and place.			
A (e-Writing)	30	4.77	.430
B (Traditional Writing Classroom)	30	1.97	.669
Total	60	3.37	.549
8. It is convenient for learners to review the lessons outside the classroom using their teaching media.			
A (e-Writing)	30	4.47	.507
B (Traditional Writing Classroom)	30	3.13	.776
Total	60	3.80	.641
9. Using this teaching media allows learners to meet their learning objectives.			
A (e-Writing)	30	4.27	.450
B (Traditional Writing Classroom)	30	3.50	.509
Total	60	3.88	.479

10. Learners have the freedom to study from their teaching method.			
A (e-Writing)	30	4.57	.568
B (Traditional Writing Classroom)	30	1.90	.662
Total	60	3.23	.615
Total average			
A (e-Writing)	30	**4.41**	**.496**
B (Traditional Writing Classroom)	30	**3.22**	**.560**
Total	60	**3.81**	**.528**

Table 4-10 presents the comparison of differences between groups of students toward the level of student satisfaction with their teaching method. This study found that a group of students toward a level of satisfaction for this course had different mean scores in each item. The overall level of learners' satisfaction after they have received their teaching method was at a "good" satisfaction level, 3.81. The mean scores and standard deviations of each item were different for each student's group as presented in the above table. The total average was calculated into the mean and standard deviation. Therefore, the mean scores of students' satisfaction in the group A (e-Writing) were at 4.41 and the standard deviation was at .496 whereas the mean scores of students' satisfaction in group B (Traditional Writing Classroom) were at 3.22, and the standard deviation was at .560.

According to the above table, when each list was considered, it found that students were satisfied with the teaching methodology for learning English writing at 4.12. Second, students were also satisfied because the teaching methods motivate students to improve writing skills at 4.05. In addition, the teaching methods affect the students' study, and they were satisfied to practice writing skill at 3.96. Students were satisfied because the teaching method was suitable for teaching and help them practice

being responsible at 3.95. as well. Moreover, they were able to meet their learning objective via the teaching media that they received at 3.88. The teaching method helped the students increase academic knowledge and writing skills at 3.85. Students were also satisfied because they had a convenience to review the lessons outside the classroom at 3.73, also. Additionally, they were satisfied with the teaching methods because there was no limit time to study and they were able to study at any time and place at 3.37. Finally, students were satisfied with their teaching method because they have freedom with their learning at 3.23.

To sum up, the results from Table 4-10 presented those students in Group A (e-Writing) were satisfied studying with the e-Writing program more than a traditional teaching method. The level of students' satisfaction of Group A (e-Writing) presented that the students preferred to study and practice their writing skill via e-Writing program more than to study with traditional writing classroom.

4.2.2 Results from the interview question toward student's satisfaction

The semi-structured interview was used to elicit the students' satisfaction and suggestions toward the teaching method that they received. Three groups of students (A and B) were asked questions to give in-depth information. The data were organized according to three categories that were discovered in the data during data analysis. Therefore, the following are summaries of the students' stated reasons for both positive and negative aspects of the teaching method that they studied in each group.

Table 4-11 The Abbreviation of Each Coding Category

Coding categories	Abbreviation
Learning experience	CLE
Satisfaction	CS
Recommendations	CR

"I think this program is quite good for me to practice my reading" (CLE P2, L 1-3

Italics represent the quotation of data extracted from the interview

CLE represents the coding categories

P2 represents participant No.2

L1-3 represents the sentence number
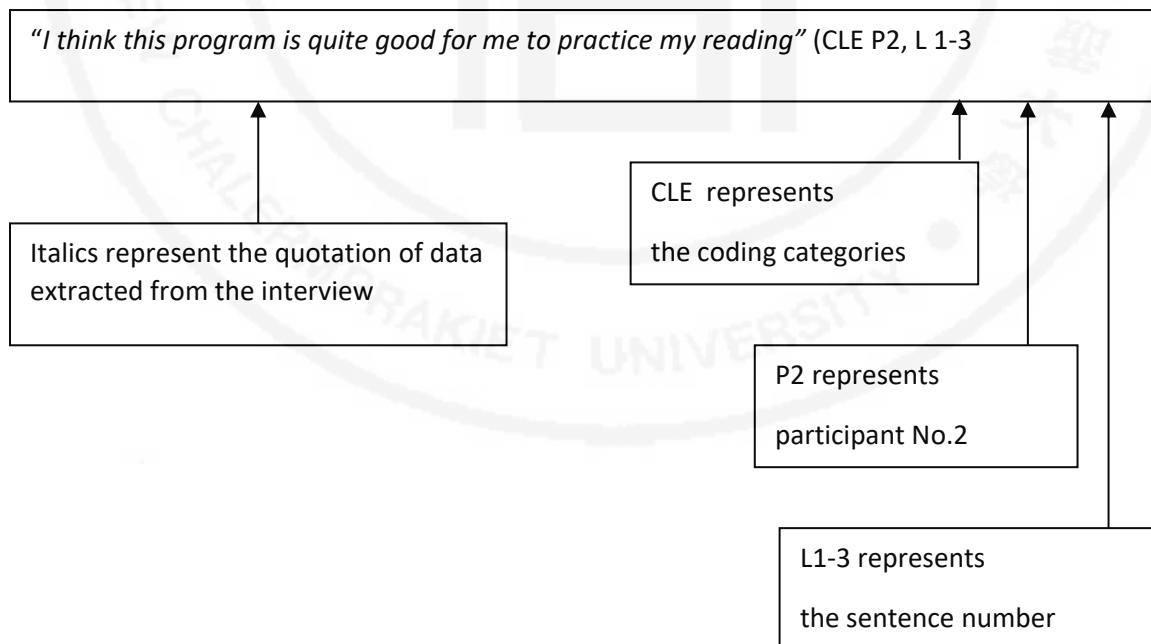
Figure 4-1 The demonstration of specific coding information that emerged in the data

According to Figure 4-1, first, the quotation of data (Italics section) was categorized into the Category of Learning Experience (CLE), and it was extracted from the interview of participant No. 2 from lines 1 to 3. Therefore, the following was the data report from each group interview.

Results from group A (e-Writing) interviews

When the participants were asked about their teaching and learning with the e-Learning program, the category here was "Learning Experience" with four sub-categories distributed in this category. The participants' perceptions of this category are provided in Table 4-12 and the details follow.

Category of Learning Experience (CLE)

Table 4-12 Category of Learning Experience (CLE)

Category	Sub-Categories
Learning Experience (CLE)	1. Improved English writing skill and realized writing processes
	2. Importance of applying technology in educational instruction
	3. Access whenever convenient
	4. Be responsible
	5. Promote autonomous learning

1) Improved English writing skill and realized writing processes

After students in group A learned with the e-Writing program, participants expressed that they benefited from their learning experience and the main thing was that they were able to improve their writing ability. In addition, they clearly understood the writing processes.

"I thought, I gained more knowledge. I could write the paragraph from beginning level up to a difficult level. I also could write a long paragraph within the time limitation and follow writing processes in each step. In addition, I knew how to write each step of the writing process." (CLE P1, L 2-5).

"In my view, my writing skills have improved. I could write understand more details about the writing process in each step; prewriting, drafting, revising, and editing." (CLE P1 L13-17).

"After learning with the e-Writing program, my writing ability has improved. I did not know about the writing process and how to write in each step during before. When I have learned I know how to write in a paragraph. For instance, I could write prewriting, make an outline, start to write, and revise my task." (CLE P2, L14-18).

"According to the e-Writing program, I understood clearly about paragraph writing. This program assisted me to go further study more than in the classroom. My writing skill was improved because I had many chances to practice with the program." (CLE P4, L3-10).

"After, I finished this program I felt English writing was important for my studies. This program helped me to improve my writing skill." (CLE P9, L7-12).

"E-Writing program was useful for me to study because I could review my lessons by myself without the textbook. Now I know how to make an outline of each paragraph title and write a good topic sentence, supporting sentences, and concluding sentences. I could practice each exercise as much as I could." (CLE P20, L9-18).

"In my opinion, my writing skill was improved so much because I could learn from all things in the program. I did not want to ask the teacher when I did not understand the lesson. There was all the information in the program. I was able to write each step of the writing process." (CLE P25, L19-22).

"My English writing skill was developed because this program pushed me to write many times. That's why my mistakes were decreased. I revised many times before submission to the teacher." (CLE P29, L19-25).

According to the participants' opinion, their English writing ability was improved. They felt they were able to write various kinds of paragraphs. They also clearly understood each writing process. They knew how to write a good paragraph.

2) Importance of applying technology in educational instruction

After finishing this course, the participants expressed their attitudes toward the importance of educational technology in teaching. Educational technology was a systematic and organized process of applying modern technology to improve the quality of education. Classroom layouts were moving away from traditional designs in favor of flexible zones that support a variety of learning activities within the classroom. Therefore, preparing for learning and teaching should be considered with the application of modern educational teaching techniques.

"I would like the other subjects to design the course by using e-Writing such as Academic listening and speaking, Computer, Literature and Bible, and Mathematics. I could practice by myself at anywhere and anytime." (CLE P6, L 29-33).

"Well-designed educational programs were also a good example of how using technology in the classroom can extend the reach and effectiveness of the teacher in the classroom. I would like other subjects to design lessons using e-Writing such as English for academic purposes. It was not enough to study in the classroom. Teachers should design lessons using e-Writing so that the students could study by themselves." (CLE P17, L 28-30).

"I would like other the subjects using e-Writing to design the lessons for the students to study after class. The technology was an important factor for education now and it would save papers. This was an updated learning media." (CLE P18, L 20-24).

"I thought, it was a good way for students to learn in education 4.0. I would like other courses such as Thai language and if possible that all subjects should use technology to support the learning system. Now, the global theme has changed. The teacher should develop a learning procedure as well." (CLE P13, L 30-35).

"The other subjects should use technology to design the course for students to study and practice. The students could learn by themselves without teacher's directions at home or any places." (CLE P14, L 25-31).

"I would like other courses to design the chapter using the e-Writing program because this course had a lot of information, it was a better way to use the e-Writing program. I could study after class. It was not boring. When I studied with the textbook, it lacked motivation." (CLE P16, L 30-34).

"I liked all subjects that were related to writing skill to use technology like e-Writing to design the lessons. It was useful for students. The students could study by themselves. It was good when you did not have any textbook. You could study from an online program." (CLE P25, L 21-22).

"My personally, I would like all subjects in my major design the courses using an e-Writing program. It allowed the students to review and study again after the study in the classroom." (CLE P26, L 23-28).

"I would like all subjects to design the lessons using technology. It would be interesting for students to study. It was a good way to motivate them to pay more attention." (CLE P19, L 22-24).

From this sub-category, the participants claimed that educational technology was growing in the classroom. The new generation of students came ready to work with these new technologies, which play an important role in their learning and acquiring various cognitive pieces of knowledge so that educational technology must be incorporated into future curricula. The application of educational technology increased skills and cognitive characteristics with the help of new technology comes to an explosion of learning and receiving new information. Consequently, teachers have been using new technological appliances in the classroom.

3) Access whenever convenient

During learning with the e-Writing program, participants expressed that they could access the program easily. The e-Writing program was simply convenient and accessible

anytime and anywhere. Today, technology integration makes everything different and simpler. Students can easily access newspapers, scientific articles, studies, and any other type of content online. Today, technology integration made everything different and simpler. Students could easily access any other type of content online.

"My feeling during using the program, I felt comfortable to access the program. It was very easy to use, clear instructions, and very systematic. I could study and practice the lessons anytime I want." (CLE P1, L 12-14).

"I thought e-Writing is a good kind of learning media. I could study using this program anytime I wanted. It had independence." (CLE P9, L 14-19).

"I liked this program because I could work whenever and wherever I preferred. Touch-screen technology and online presentations made the classes more interactive." (CLE P12, L 14-16).

"I felt that it is an interesting program and easy to access, and I could review materials when I wanted and felt very comfortable doing the task at home." (CLE P18, L 8-12).

"In my point of view, this program was useful for my learning. Online tools and apps offer a unique setting for students to engage in a group project easily. I understood exactly how the knowledge was applied in practice. In addition, it has become pretty easy to get access to relevant information at any time and anywhere." (CLE P26, L 12-18).

The participants showed that they could access the program easily. They felt convenient to study with the program and they could study anywhere and anytime that they preferred. This allowed them to become an independent learner.

4) Be responsible

Combining new technology appliances with traditional classroom instruction was one example of how the introduction of new technology could enhance the learning experience and create new opportunities. The e-Writing program was one of new

technology media for students to learn, so the participants pointed out that studying with technology allowed them to have more responsibility.

"Technology helped students be more responsible for their study because they had to study and produced all exercises by themselves. The teacher did not control anything. I could practice my writing a lot." (CLE P7, L 24-29).

"I had to manage the time to study by myself. Everything must be submitted on time. I studied review, and practice each chapter without the teacher's directions. Because of these reasons, learning with technology would allow the students to have more responsibility. I finished my writing exercises on time to keep the good record points." (CLE P11, L 27-30).

"I liked to study with this kind of technology because it helped me to be punctual, and I had more responsibility in my learning." (CLE P 23, L 22-27).

"This program was useful because the integrating technology into the classroom was an effective way to connect with students of all learning styles. Therefore, I thought that my responsibility in this course was important to achieve my learning goal." (CLE P 29, L 25-29).

To sum up, this sub-category, using technology in the classroom gave teachers and other faculty members the opportunity to develop not only their student's digital citizenship skills but also their English writing skill. Technology transformed the learning experience. Students had access to an incredible amount of new opportunities. From learning how to code to learn how to better collaborate across teams and with their instructors, technology empowered students to be more creative and be more connected.

5. Promote autonomous learning

Technology has become a primary "globalizing force" that should be considered as a significant appliance in the education. It could make learning more motivational and help students get better results. Therefore, the technology could boost learner

autonomy. From the interview's results, the participants claimed that e-Writing promoted their learning autonomy.

"In my perspective, the e-Writing program helped me to study by myself. Everything was studied by students at anytime and anyplace. I liked student-centered more than teacher-centered, so learning with technology promoted my autonomous learning." (CLE P4, L 20-25).

"It helped me to find all the information in the program. I tried to study by myself at home. I paid much attention. I had a meditation to produce my writing task." (CLE P8, L 22-26).

"I learned by myself when the class finished. e-Writing encouraged me to write a lot in each exercise. I tried to practice writing in each step including prewriting, drafting, revising, and editing." (CLE P10, L 25-29).

"I thought, this program supported my autonomous learning because I had to study by myself outside the classroom. On one forced me to study, but I learned, reviewed, and practiced with my pleasure." (CLE P13, L 28-32).

"Technology affected my learning autonomy. The e-Writing program improved the motivation to learn and develop learner autonomy. There were various kinds of paragraphs to write which affect the development of learner autonomy." (CLE P17, L 30-34).

In short, the idea of using autonomous learning through technology in language classrooms seemed to be challenging as the participants mentioned. Innovations in teaching and learning were directly related to new ways and new tools that correspond to the lifestyle of learners and to those things that attracted and motivated them to study by themselves.

According to the category of Learning Experience, participants expressed positive opinions toward studying with the e-Writing program. They enjoy learning with the e-Writing program. They gained more knowledge. Moreover, their English writing skills were improved. They were able to produce each exercise and motivated autonomous

learning. When they used the program, it was very easy and convenient. They could access the program at any time and place. In addition, the students had responsibility for their study. The teacher should emphasize to apply technology in the educational system in order to get more efficiency for teaching and learning.

Category of Satisfaction (CS)

The coming category was "Satisfaction" There are two sub-categories in this category. The participants' perceptions of this category are provided in Table 4-13.

Table 4-13 Category of Satisfaction (CS)

Category	Sub-Categories
Satisfaction	1. The program was useful
(CS)	2. The program was suitable for learning

1) The program was useful

With the significant amount of technology currently available, the students were curious as to why this technology, which essentially only allows them to write directly on the screen, might have this impact. Participants felt toward studying with the e-Writing program. There was no doubt that all of them believed the program was good and modern to apply in educational instruction.

"According to the program, I felt it was good for my learning. It was an interesting program to practice my English writing. I felt good, and I satisfied with this program." (CS P1, L 1-2, 5-6).

"My feeling during using the program, I felt comfortable to access the program. It was very easy to use, clear instruction, and very systematic." (CS P3, L 10-14).

"This program was very good which I have never used before. It was more interesting and exciting than learning with exercises. I felt this program was very useful to study. After the course, I felt happy to practice to write each paragraph. It was a new learning style for me. I enjoyed learning with it." (CS P6, L 12-16).

"During my studies, I felt happy. I liked to practice such as writing a paragraph about describing an interesting place. It made me imagine in the real world. After the course, this course was good. I enjoyed it because I have never studied these lessons before. I was motivated by using the program." (CS P13, L 9-11).

"e-Writing decreased pressure compared to study in the classroom. It was more fun. I felt relaxed. The program supported student-centered and had more meditation to study because I had to study by myself. It was free to practice. I would like to study with technology because the world has changed. Technology motivated the student to pay more attention to their study." (CS P25, L 28-34).

"This teaching media helped my writing ability to create a learning atmosphere because it was very independent to study. I could learn by myself and it made me pay much attention to my studies. I thought it was a good way for students." (CS P26, L 22-26).

"The program was good. I thought my writing skills have improved a lot. I felt relax because it did not have a time limitation. I studied from the program at every time that I was available. I spent more time to practice my writing tasks. I did not like to study in the classroom because, in the class, there was a time restriction. For me, this program encouraged me to study by myself without a teacher or friend to help. It was a part of my responsibility. It was free to study." (CS P19, L 10, 20-23, 24-28).

"The whole image of this course was good and I was developed from using this teaching media. The e-Writing program provided the students an opportunity to study and produce the exercises as many times as I wanted. I was activated to produce the exercise, so I could write with various kinds of the paragraph. It built my learning atmosphere a lot. I felt free to study and this made me go further for the study." (CS P24, L 19-20, 25-29).

"This method was good for me. It was very convenient to study. This program did not have any pressure. I had a meditation and focus on my study. It taught me how to become a punctual person and more responsible." (CS P14, L 6-8, 24-26).

"From my studies, I thought the teaching was good. The time was very flexible. I learned a lot from the e-Writing program. I felt relax and learner autonomy would happen. I felt free to study because it depended on me." (CS P15, L 1-3, 18-19).

"e-Writing program, it was very easy to access and I studied with program easily and I enjoyed learning with it. In my opinion, I liked to study by myself. I liked to study with a modern program. I liked this program because I could work whenever and wherever I prefer." This course I am happy to study this kind of teaching media." (CS P27, L 1-3, 13-16).

"I really liked studying with e-Writing. I gained more knowledge from learning with this program. It was very suitable for me. I felt that it was an interesting program and easy to access. It was coherent with my learning objective of this course. After the course, I felt happy because my writing skill was improved." (CS P, L9 1-3, 8, 11-13).

"I liked to study with the program because I got better skills in writing and reading as well. After the course, I was pleased. In the past, I was afraid to ask the teacher when I did not understand. For now, in the e-Writing program, I did not have to care if anyone blames me. If I did not know the lesson, I tried to find and study by myself." (CS P17, L 15-19).

According to the sub-categories mentioned above, this program was very useful for them to study because it was a new media learning that they have never studied before. The program was easy to use and there was not any time pressure during their study. Moreover, this program assisted the students to develop their English writing skills. It was not as familiar as studying in a regular classroom.

2) The program was suitable for learning

The e-Writing program also known as digital writing has been touted for their ability to reduce paper waste and for their portability. In this study, the participants in this group preferred to study with the e-Writing course. They mentioned that this course or program was suitable for them to study and practice their lessons by themselves.

"I thought this program was suitable for my education level. The content was not too difficult, but not too easy. The writing assignments were various types such as opinion paragraph, descriptive paragraph, and reasoned paragraph." (CS P1, L 1-6).

"I felt that e-Writing program was interesting which was suitable for learning and the education level." (CS P3, L 10-11).

"With regards to study, I thought this program was appropriate for my learning because it was not too difficult. The contents and writing assignments were appropriated together. There were many kinds of paragraphs to write. The exercises were quite challenging even though some exercises were difficult. I could apply knowledge in an authentic situation such as write a descriptive interesting place when I go sightseeing." (CS P7, L 8-10).

"In my opinion, this program was suitable including the contents and writing assignments. The assignments were varied for me practice writing. The writing processes were also very helpful for me to write." (CS P10, L 4-6).

"e-Writing program was very appropriate. I studied and practice by myself. It taught me how to be punctual. The program was good and it was a new teaching version that I have never studied before." (CS P14, L 4-8).

"It is proper for second-year students. I paid attention and gained knowledge all the time that I studied. The more I studied, the more I gain new knowledge. Both content and all writing assignments were good. I learned a lot form my writing." (CS P16, L 6-9).

"This program was very appropriate for me to learn by myself. As my experience, this program was very convenient. It was an online course and I could access and review my study all the time. It was different from studying in the old way that teacher explained and provided assignments in paper format." (CS P19, L 7-12).

"This program helped me to know how to identify each part of writing processes, prewriting, drafting, revising, and editing. My English writing skill was improved. After

I learned from the program, it was better for me. It was very suitable for me." (CS P24, L 4-8).

"It was modern to study. This program helped me in terms of writing because I could practice writing in the program many times. I could review my lessons even though they have been studied since last time. It was proper for my study." (CS P19, L 2, 6-10).

From the interview's results, the participants revealed that this program was modern, interesting, and suitable for their learning. They enjoyed learning with this program. The contents and writing assignments were moderate and not too difficult for their educational level.

According to the category of satisfaction, participants expressed positive, and satisfaction toward the e-Writing program. Participants expressed different satisfaction in terms of the benefit of this program, the appropriate program for learning, and the learning atmosphere. During their learning, they felt relaxed because there was no time limitation to study. They felt free to study both inside and outside the classroom. They also had meditation as well. In addition, they could share the learning experience with their peer.

Recommendations (CR)

Aiming at the recommendations in the teaching method with an e-Writing program, participants also provided constructive suggestions based on the development of this program. For example, add more kinds of writing assignments, and design for another subject. Therefore, the following Category of Recommendations with two sub-categories was presented. The participants' perceptions related to this category are presented in Table 4-14.

Table 4-14 Category of Recommendations (CR)

Category	Sub-Categories
Recommendations (CR)	1. Adding more contents, and writing assignments
	2. Designing for another online courses using technology
	3. Adding more video clip and sound

1) Adding more contents and writing assignments

e-Writing could boost students' motivation for writing and helped them learn to adapt writing for different audiences, tasks, purposes, and disciplines. The participants in this study provided some recommendations and comments for developing the course concerning designing e-Writing course. The participants suggested the information in the program, the content in the program, and the assignments for them to practice, also.

"I would like the teacher to provide more contents and writing tasks. I would like to practice more than six assignments. I would like to write many kinds of paragraphs. I enjoy learning with it." (CR P3, L 30-32).

"From this program, I thought it was a good program for learning. Anyway, there should be added more writing assignments and pictures. In addition, there should be more sample of a good paragraph and a poor paragraph." (CR P7, L 33-36).

"I would like the teacher to provide a guideline before starting writing. Therefore, it decreased the students confuse. Moreover, in the program, the teacher should add more interesting layout such as pictures" (CR P9, L 39-41).

"I would like to add more sentence patterns and grammatical structures into the program. I will study all four skills of English not only writing skill." (CR P11, L 37-39).

"I recommended that in the program should provide video call between teacher and student. Therefore, the students could chat with the teacher when they face the questions during their study." (CR P15, L 35-37).

"I wanted the teacher to add more contents in class before study with the e-Writing program. Sometimes, I did not understand in some lessons. If there was an explanation in class, I would get to the point easily during the study with the e-Writing program." (CR P17, L 29-31).

"In the program, the teacher should add more pictures and colors. It looked more interesting to study." (CR P27, L 31-32).

"I suggested that in the program should have more functional menus for clicking sending exercise not upload. It should have games for relaxing when I was studying." (CR P29, L 30-32).

According to this sub-category, the participants wanted the researcher to add more details and contents which included writing assignments. They wanted to practice with a variety of paragraph in different levels of difficulty. In addition, they recommended that the program should provide video calls between the teacher and the student. Hence, the students could chat with the teacher when they had questions. The program should have more pictures and games and provide guidelines before learning as well.

2) Designing for another online course using technology

When asking the participants, they claimed that learning with e-Writing course benefited for them. However, they would like other subjects or courses design the course using a technological application or online course for them to study and practice as in education 4.0.

"I would like other subjects to be designed using technology such as English for Business and linguistic course. It is not enough to only study within the classroom. The teacher should design the lesson using electronic devices so that the students could study by themselves." (CR P2, L 26-29).

"General education subjects should offer electronic Learning program to design the course. It was more interesting than studying with paper in the classroom." (CR P4, L 23-24).

"I would like other courses such as Thai language and it is possible that all subjects should use technology to support in the learning system. Now, the global theme has changed. The teacher should develop a learning procedure as well." (CR P6, L 33-36).

"I would like other courses to design the chapter using a technological program such as English for Business. Because this course had a lot of information, it was a better way to use e-Learning program. I could study after class. It was not boring. When I studied with the textbook, it lacked motivation." (CR P8, L 32-37).

"I like all subjects that are related to writing skill should use technology to design the lessons. It was useful for students. I wanted the teacher to add more detail in class before study with the program." (CR P11, L 22-24).

"It was more benefits learning with technology than learning with the traditional way." (CR P22, L 33-34).

"I thought technology was necessary for education, so the teacher should use it to design the course, for example, subjects in my major. I would like the teacher to provide a lot of writing assignments to let me study and practice." (CR P24, L 30-33).

In the participants' opinion, they would like for all subjects to design the learning material using technology or e-Learning program. Due to this program, they could learn as much as they wanted and they could practice their lessons without time limitation. This program was quite challenging and motivating for all learners to learn rather than learning with regular classroom. Based on the suggestions of an e-Writing program, participants illustrated and suggested for further development such as in terms of contents that should have more details and contents with writing assignments. The participants emphasized using technology to support their learning because it would motivate and develop their learning.

In conclusion, the participants in Group A (e-Writing) had positive attitudes toward their teaching method that they received. They personally thought that e-Writing was the better choice because of the flexibility in schedule and the comfort and

convenience of learning from home. An implication of this study was the possibility that the teacher should apply technology to make the students' writing skills develop.

Results from group B (Traditional Writing Classroom) interview

   This category is "Learning Experience" when the participants were asked about their teaching and learning with traditional teaching methods. Two sub-categories are distributed in this category. The participants' perception related to this category was provided in Table 4-15 and details follow.

Table 4-15 Category of Learning Experience (CLE)

Category	Sub-Categories
Learning Experience	1. English writing skills have hardly improved
(CLE)	2. Get little knowledge and learning experience from this course

   1) English writing skills have hardly improved

   Many students with learning problems were frustrated in their attempts at written expression because of difficulty with the mechanical aspects of writing. Problems with spelling, punctuation, and handwriting might draw attention away from the writer's focus on ideas. In this study, the participants in group B expressed that their learning experience in regard to English writing skill was rarely improved from this course.

   "Learning from this course, my English writing skill was a little bit improved." (CLE P6, L 19-22).

   "It still helped my writing skill, but not too much. I expected from this course that I might gain more learning experiences more than that." (CLE P7, L 18-20).

   "It helped a little bit in my learning. I expected that I might get more than that. I hoped I studied with several activities not only in the textbook." (CLE P8, L 17-19).

"It assisted my English writing skill. I had to focus on the black letters in the text. I could not imagine anything. There is no anything that encouraged me to learn." (CLE P9, L 14-17).

"It still helped my writing skill improvement, but I expected that I will obtain more than that." (CLE P11, L 25-26).

"It helped a little bit of my learning. I expected if I studied with an online program, it might be better. I did not like to sit and write because I had no idea to write and made an outline. This made me feel sleepy in class." (CLE P14, L 6-8, 9-10).

"It did not help me to learn. I sometimes got the knowledge, but not too much. I felt so bored to sit and study within the classroom and write at the same time and place. I could not find any new knowledge without the textbook." (CLE P19, L 3, 7-9).

"Traditional teaching method was an old way for students to learn. It helped a little bit improvement of my learning. My writing has not improved so much." (CLE P15, L 2-3, 11).

According to this sub-category, the participants showed that learning with the traditional teaching delivery method might not help them to develop their learning experience especially English writing skills. They intended to gain more knowledge, but they studied with the textbook and they had to sit and learn in the classroom. They had no idea to create their writing tasks or assignments.

2) Get little knowledge and learning experience from this course

The participants in group B pointed out that the traditional teaching delivery method that they received provided them little learning knowledge after finishing the course.

"I felt that I could not get enough learning experience and knowledge. I studied in the textbook only not outside the classroom. After the course, I was not pleased with the teaching procedure. It was very difficult for a student to sit for a long time and listen to a teacher. Indeed, I could not produce my writing task within the specified time." (CLE P5, L 15-19).

"Learning with textbooks provided organized units of work. Textbooks were a detailed sequence of the teacher's instruction that told me what to do and when to do it. There were no surprises like learning with an online course. It still helped in my learning, but not much. I hoped this course I had to gain more learning experiences that I expected." (CLE P8, L 14-17).

"It did not help my English writing skill and I got less knowledge than that. As I mentioned on some questions, there was no motivation to study." (CLE P13, L 17-19).

"After the course, I have not received much knowledge for this course. I didn't mean that the teacher was not good. I mentioned on the teaching media only. I could not create my own learning atmosphere" (CLE P11, L 19-21).

"At first, I hoped I could get much learning experiences from this course. Indeed, my writing skill was not improved so much." (CLE P19, L 20-21).

"It assisted me in my learning, but not too much. After the course, I obtained knowledge from your teaching, but it was not long-term. I did not like it." (CLE P23, L 22-24).

"An online course or program. When I finished the course, I was able to access the program and review the lessons. This did not make me forget. I sometimes got the knowledge, but sometimes not." (CLE P27, L 4-6, 16-22).

"I sometimes got the knowledge, but not too much." (CLE P22, L 14).

"Traditional teaching method was an old way for students to learn. It helped a little bit of my learning." (CLE P24, L 20-23).

From this interview's results, the participants did not obtain much knowledge in their study because they studied within the textbook in the classroom. They felt bored and sometimes they forgot the lessons because they were not able to review their lessons. It did not like learning with an online course. The participants expected that they could obtain more learning experience, but they did not.

According to these two sub-categories, the participants' attitudes toward their teaching method were not satisfied. They expressed negatively with the traditional teaching method. First, they claimed that their English writing skill was less improved. The participants would like to get more learning experience from this course, indeed. Then the participants expressed that they got less knowledge for learning in this course. Finally, this teaching method did not provide the participants with a learning experience and atmosphere.

Category of Satisfaction (CS)

The next category is "Satisfaction" There are two sub-categories in this category. The participants' perception related to this category was provided in Table 4-16.

Table 4-16 Category of Satisfaction (CS)

Category	Sub-Categories
Satisfaction (CS)	1. Dissatisfaction with traditional teaching method 2. Not appropriate for learning and teaching with traditional writing classroom

1) Dissatisfaction with the traditional writing classroom

According to this category of satisfaction, the participants in group B, showed that they felt disappointed to study with this teaching delivery method for many reasons.

"I thought, the lecture method involved the teacher doing all the talking with little or no input from the students. This was problematic because the student took on a passive role, which could hinder learning. Students needed to be active learners to keep the brain working and integrating new information. I did not like to study with this teaching method." (CS P7, L 3-6).

"After this course, I felt Okay with my teacher. However, I was not satisfied with teaching media that I received." (CS P8, L 6-7).

"For me, I did not like to study with paper. I liked to study online courses. I could study at my own organization. I liked to click on my computer with colorful of

pictures and have sound. I did not like learning with paper-based form." (CS P10, L 10-12).

"For teaching with the traditional method, I felt bored because I had to sit and learn with paper in class. Nevertheless, learning with the online course was more interesting and it was not boring. I opened my world widely." (CS P14, L 10-14).

"I did not like to study with paper-based form. It was not convenient. I did not have any independence. I could study within the classroom." (CS1 P17, L 11-14).

"For teaching with traditional method was so boring for all. I liked to study with technological media more than sat in and read in the paper. For me, Thai students might sleep in class while they were writing. If they wrote the text with a monitor or mobile, it made them feel awake all the time." (CS P19, L 11-15).

"In my opinion, learning with paper-based form was out of date. I felt bored to sit and learn within the classroom. I came to class and write with paper. It was not interesting. I could imagine so much on the given topic assignment" (CS P21, L 11, 13-14).

"I felt so annoyed to study within the classroom only. I liked to study at every place or at the time that I was available. After course, I was not satisfied to study with paper-based form. I expected that I might study with technology such as e-Learning, video, mobile learning, and so on." (CS P23, L 14-17).

From the participants' perspective toward traditional teaching method, they felt dissatisfaction because the traditional teaching delivery method was an old teaching style for them. It focused on the teacher in the classroom, and the participants had to sit, study, and follow the teacher's direction. In addition, this teaching delivery method did provide them to create their own learning environment.

2) Not appropriate for learning and teaching with the traditional writing classroom

When interviewing the participants, they expressed that the teaching delivery method that they received was not suitable for learning and teaching. It might have

been good in the past time, but at the present, they claimed that it was an old teaching style.

"This teaching method did not help my learning because there was no motivation comparing to learn with e-Writing or e-Learning program, in my opinion. I have studied with e-Learning before. It was more interesting than paper-based form. It was not suitable to teach students at this level." (CS P3, L 5-9).

"It might be appropriate for some students, but not for me. This was a problem because the student took on a passive role. The teacher must make sure to involve the students by asking the students questions and encouraging participation, so they learned the lessons or using an online course to support in the learning." (CS P9, L 7-9).

"Nowadays, the world has changed and everything could be learned from outside the textbook and classroom. The Internet was the main factor to support an educational system. It was very easy to learn. In my opinion, it was suitable less than the online course program. This learning media, I did not like because it was paper-based form. It was narrower than e-Learning program." (CS P10, L 6-9).

"For me, I did not think it was appropriate. I gave myself as an example. Learning in the classroom, sometimes I had a personal leave, so I could not come to study in class. It made me miss the lesson that I could not do it again. For e-Writing program or online course, even if I was absent, I was able to study at home after class. I won't miss the content or lesson. I could access the program and study as my need." (CS P17, L 11-17).

"It was not a new thing to study within the classroom. It was not appropriate because, in university level, I thought there should have an online course or e-Learning program to study instead of chalk and talk. I felt bored to sit and learn within the classroom." (CS P14, L 12-15).

"It was not suitable because of the world changing, so in educational instruction should change as well; the world of modern things. I felt so annoyed to study in the classroom." (CS P27, L 15-17).

From the participants' point of view, the traditional teaching method might not be suitable for them because they took a passive role in their learning. Everything in the classroom was followed by the teacher. In addition, they stated that undergraduate students should study with an online course instead of chalk and talk and follow the teacher's direction.

From the participants' expression, this teaching method might be uninteresting for learning. The participants expressed their attitude toward this teaching method that they were not satisfied with it. This teaching method might not be suitable for their learning.

Category of Recommendations (CR)

Focusing on the recommendations in the traditional writing classroom, participants also provided their suggestions based on the development of the teaching method. They recommended the teachers improve the teaching media. For example, apply technology in educational instruction and design for another subject using technology. Therefore, the following Category of Recommendations with two sub-categories was presented.

The participants' perception related to this category was presented in table 4-17.

Table 4-17 Category of Recommendations (CR)

Category	Sub-categories
Recommendations (CR)	1. Applying technology in educational instruction
	2. Designing for other online courses using technological appliances

1) Applying technology in educational instruction

From this category of suggestion, the participants gave some suggestions that they would like a teacher to apply technology in teaching and learning. They would like teacher change teaching delivery method, also.

"*Traditional teaching method was an old way to teach. Nowadays, technology in education was better than teaching with paper. Learning with online course had more vision and see the worldwide. I suggested that you should change your teaching method for the new generation. It might make more senses.*" (CR P3, L 11-13, 36-37).

"*This course should use technological devices to support in the instruction. I preferred to study with e-Learning program more than the traditional one.*" (CR P6, L 39-40).

"*I thought, if it was possible, teachers should apply technology in learning procedure. The students won't feel bored.*" (CR P8, L 27-28).

"*For me, I liked to learn with technology such as online course more than learning with chalk and talk. I was born in generation Y and I liked modern technology. Technology in education 4.0 illustrated and reacted to me. I imagined and saw the real world more than learning within the classroom. If it was possible, you should change your teaching method to become an online program. It benefited all students.*" (CR P9, L 11-15, 181-9, 37-38).

"*I would like to study with technological teachings such as e-Learning, mobile learning, and online learning. These were teaching medium that I preferred to study and these could entertain and encourage the students. I would like this course to adjust the instruction. Please use technology to teach the students so that all the students would not worry about time limitation.*" (CR P16, L 26-32).

"*Technology in education 4.0 played an important role for our study now. In my point of view, technology in education has more benefits than the traditional one. The teacher should be considered before preparing the course. If it was possible, next semester,*

"*I expected that this course would change the teaching style. It would be effective for students.*" (CR P22, L 35-37).

"*Sure, teachers should use technology to support in his/ her instruction. I thought an online course might be better for students. It was not a complicated program to use.*

I suggested you change your teaching method. This method was out of date for nowadays."(CR P13, L 19-23).

According to this sub-category, the participants emphasized technology in education 4.0 because it played an important role in their study now. Technology in education 4.0 illustrated and reacted to them. They could imagine and see the authentic world more than learning within the classroom, also. The teacher should use technology to support the instruction.

2) Designing for other online courses using technological appliances

When asking the participants, they suggested that the teacher should design and prepare the course using technology and electronic course not only the English course but also other courses as well.

"At present, I wanted to change my learning style If it was possible that some teachers provided lesson using technological education. I would like to study with it. Maybe it was better than a traditional teaching method. It was not boring." (CR P2, L 25-28).

"I would like this course design the lessons using technology such as e-Learning. Newer learning methods involve hands-on learning, where students could manipulate objects as well as work in groups to learn the lesson's objectives in a stimulating way. It might be better." (CR P7, L 25-30).

"All subjects should be provided by using technology in education. It was a good way to motivate the students to learn not only me but also all students. There was an inspiration to learn, so the students could achieve their learning goal." (CR P10, L 29-33).

"I would like to study with technological teachings such as e-Writing, mobile learning, and online courses. These were teaching medium that I preferred to study, and these could entertain and encourage the students." (CR P18, L 26-32).

"Yes, I would like all courses designed with technology application, the teacher should change his / her teaching style. The trends now focused on technology, not chalk and whiteboard anymore." (CR P24, L 28-32).

From these two sub-categories mentioned above, the participants expressed their perspective concerning the importance of applying technology to support the educational process at all educational levels. However, a few participants in Group B (Traditional Teaching Method) had a positive attitude toward this teaching method because they liked this teaching style and it helped in their learning. The following data reports were the participants' opinion.

"Learning with paper-based form was better than learning with online.

"I could note down some details in the paper. I was lazy because I study in class only. After class, I did not want to study anymore. This learning style was proper for students. Learning with paper could practice students. However, learning with technology, students could review and do exercises many times. These were the differences." (P2, L 1-2, 9-12).

"I think learning with paper-based form was better than learning with e-Writing because I was able to take note in that paper, and I could open my own textbook to read, not click on the page. Chalk and Talk method focused on the teacher, so I had to follow the teacher. It made me concentrate on the point." (P4, L 1-6).

To conclude, most participants emphasized the technology. They would like the teacher to apply technology in his/her instruction because today's technology enabled the participants to learn at their own pace. In addition, technology occupied an important place within their lives. By integrating technology into the classroom, teachers should change the way they taught (lectures three or six hours a day) and provide students with the tools that will take them into the modern world. Moreover, the participant suggested that teacher should revise this teaching method and next time should design the course using technology or e-Learning. These were data report from interview students that they expressed their attitude toward the teaching media.

The results from the interview questions of the two student's groups (A and B) showed a different perspective. There were three categories for each group including the category of the learning experience, the category of satisfaction, and the category of recommendations. In this section, each category of each group would be concluded. Firstly the category of the learning experience of group A, the participants expressed both similar opinions. They stated the same point of view in terms of their learning experience including improving English reading skill and applying technology in educational instruction. Furthermore, students in group A also expressed their opinions toward their teaching delivery method in terms of realizing writing processes and providing the convenience to access the lessons. These could be seen that both students groups A stated the points toward their teaching delivery method. This teaching delivery method assisted them to improve their learning especially English writing skill, but the participants preferred to study with e-Writing more than a traditional writing classroom. For the category of the learning experience of group B, they stated negatively because their English writing was improved not too much, they gained less knowledge after finishing the course, and they mentioned that teacher center. The participants might not be interested in studying with it.

Secondly, the category of satisfaction of group A and B were not quite similar. The participants were satisfied with their teaching delivery method in terms of the appropriate program for learning and relaxed learning atmosphere. In addition, the participants of group A satisfied with the e-Writing program because the program was useful. In contrast, the participants of group B did not satisfy with their own teaching delivery method. They stated that they had dissatisfaction with traditional writing classroom, it was not appropriate for learning. They would like to study with technology and teacher should design the course with an online course.

Finally, the category of recommendations of each student group (A and B) was different because the participants in each group expressed their different opinions. The participants from group A suggested the point that in the e-Writing program, the teacher

should add more detail, content, and writing assignments and design for another subject, and provide e-Learning or online course for them to study whereas, the participants from group B stated that one point that different from other. They suggested that the teacher should change the teaching delivery method instead of the traditional one.

4.3 Student autonomous learning after receiving two different kinds of teaching methods

Research question 3: How do the two different teaching methods promote autonomous learning?

To answer research question 3, the findings of each group (A and B) were analyzed from the perception questionnaires which would be presented in the first section and then the coding results from interview questions of students in each group (A and B) would be presented as the second section. The autonomous learning of students in each group (A and B) toward the instruction of English writing course was measured with the Likert Scale. Each question measure variable in terms of positive information so that this was consistent with the definition of variables which needed to be measured. Hence, to calculate the rating for each question has the following rate.

5 = Excellent

4 = Good

3 = Average

2 = Fair

1 = Poor

In addition, the criteria to measure the level of satisfaction and the interpretation of samples will measure 5 levels. The threshold is calculated from the level scores below.

$$\underline{\text{Maximum scores-Minimum scores}} = \underline{5\text{-}1} = 0.80$$
$$\qquad\qquad\text{Number of Level} \qquad 5$$

Therefore, the criteria of satisfaction and interpretation of sample using 5 levels as the following:

Average 1.00-1.80 means Poor

Average 1.81-2.60 means Fair

Average 2.61-3.40 means Average

Average 3.41-4.20 means Good

Average 4.21-5.00 means Excellent

4.3.1 Results from perception questionnaires

The perception of learners toward the teaching delivery method received was presented in five items. In this section, all the findings of the student groups are presented in each group (A and B) of students' autonomous learning.

The students' autonomous learning of two groups toward the two teaching delivery methods

Table 4-18 The students' autonomous learning toward the teaching method (A and B)

Groups of students	n	$\bar{X}$	SD
1. The teaching methods create an autonomous learning atmosphere.			
A (e-Writing)	30	4.53	0.507
B (Traditional Teaching Method)	30	1.93	0.583
Total	60	3.23	0.545
2. Learners are happy and have fun in their learning.			
A (e-Writing)	30	4.43	0.504
B (Traditional Teaching Method)	30	2.37	0.615
Tota	60	3.40	0.559

Groups of students	n	$\bar{X}$	SD
3. Learners enjoy learning with the teaching media.			
A (e-Writing)	30	4.37	0.490
B (Traditional Teaching Method)	30	2.57	0.504
Total	60	3.47	0.497
4. The teaching methods are suitable for student-center e-writing.			
A (e-Writing)	30	4.40	0.498
B (Traditional Teaching Method)	30	2.40	0.498
Total	60	3.40	0.498
5. The teaching methods motivate students to improve writing skills.			
A (e-Writing)	30	4.43	0.504
B (Traditional Teaching Method)	30	2.30	0.407
Total	60	3.81	0.455
Total average			
A (e-Writing)	30	4.43	0.500
B (Traditional Teaching Method)	30	2.49	0.521
Total	60	3.46	0.510

Table 4-18 presents the students' autonomous learning of two groups toward the two teaching delivery methods was at "good" level, 3.46. The students have developed autonomous learning during their learning in this course. In addition, the students were able to study by themselves without the teacher's direction. When each list was considered, it found that the teaching methods motivate students to improve writing skills at 3.81 followed by enjoying learning with the teaching media that they received at 3.82. In addition, students are happy in their learning, and the teaching methods are suitable for student-center e-writing at 3.40. For using this teaching media would allow learners to create their autonomous learning atmosphere at 3.23 respectively.

In the beginning, the finding from Table 4-18 shows that students in Group A (e-Writing) have developed more autonomous learning than students in Group B (Traditional Teaching Method). The mean scores of students' autonomous learning in Group A (e-Learning) was at 4.43, Group B (Traditional teaching) was at 2.49. The students in Group A (e-Writing) had autonomous learning with their teaching method because this teaching media was able to motivate them to improve their English writing skill. The students were able to study by themselves without a teacher's direction outside the classroom. They liked to practice their writing skill from the e-Writing program and they could study and review their lessons at any time and place without time limitation.

Moreover, this teaching method created an autonomous learning atmosphere and they were happy and had fun in their learning. The students became student-centered learning, gained more academic knowledge from with their teaching method, and this teaching method affected on their study. In contrast, students in Group B (Traditional Teaching Method) might not be happy with their teaching method because they could not create their own learning atmosphere. They have a time limitation to study and

review their lessons. Student-Centered learning might not be used in their learning. In conclusion, the students' autonomous learning toward the teaching delivery methods was different. Students in Group A (e-Writing) used autonomous learning more than students in Group B (Traditional teaching).

4.3.2 Results from the interview question toward student's autonomous learning

The semi-structured interview was used to elicit the students' satisfaction and suggestions toward the teaching method that they received. Three groups of students (A and B) were asked questions to give in-depth information. The data were organized according to three categories that were discovered in the data during data analysis.

Results from group A (e-Writing) interviews

When asked the participants about their teaching and learning with the e-Writing program, the category here was "Learning experience." two sub-categories were distributed in this category. The participants' perception related to this category was provided in Table 4-19 and details follow.

Table 4-19 Category of Learning Experience (CLE)

Category	Sub-Categories
Learning Experience (CLE)	1. To promote student-centered learning and autonomous learning
	2. Learners practice their responsibility, punctuality, honest, and motivation

1) To promote student-centered learning and autonomous learning

Innovations in teaching and learning are directly related to new ways and new appliances that correspond to the lifestyle of learners and to those things that attract and motivate them. Language teachers have a tradition of integrating new techniques

into teaching. Therefore, the idea of using autonomous learning through technology in language classrooms seems to be challenging. According to studying with the e-Writing program, participants expressed that this program promotes student-centered learning and autonomous learning. In addition, studying with e-Writing made the participants focus on themselves and study by themselves without any pressure.

"This program assisted me to learn by myself. I learned by myself both in class and at home. I could study by myself and develop autonomous learning. It was my part of the responsibility to manage the time to study. It would focus on the students and content." (CLE P1, L 20-24).

"It promoted student-center and promotes autonomous learning." (CLE P3 L 20-21).

"It focused on student center and felt free to access the program and practice. It also promoted students' responsibility." (CLE P6, L 21-23).

"The program supported student-centered and had more meditation to study because I had to study by myself. It was free to practice." (CLE P7, L 23-25).

"I had to study the lessons by myself. It becomes student-centered learning and autonomous learning because I managed the time to study personally, and it was my duty. I thought it was a good way for students." (CLE P11, L 24-27).

"This kind of teaching media promoted student-centered and autonomous learning so much. For me, this program encouraged me to study by myself without a teacher or friend to help. It was a part of my responsibility. It was free to study." (CLE P23, L 24-28).

"Definitely! Student-centered learning always happens. I felt free to study and became autonomous learning. I accessed the program very often because the score was the main factor to motivate me to get." (CLE P19, L 28-30).

From the participants' expression, this program promoted learners to become student-centered learning because they learned from this program by themselves anywhere and anytime as they wanted. The students got an opportunity to learn a

language collaboratively. They were more enthusiastic about learning, and they become autonomous learners. In addition, autonomous learning would happen and the students were aware of their own learning both inside the classroom and outside the classroom.

2) Learners practice their responsibility, punctuality, honesty, and motivation
Discussing the participants' expression of an e-Writing program, they expressed that this program assisted them to have responsibility, punctuality, and be honest.

"It practiced me, to be honest, and responsible. No one could cheat the scores after the lesson. I had to force myself to study after the class at home every day." (CLE P4, L 25-28).

"I studied and practiced by myself. It taught me how to be punctual. After the course, I thought I had more punctuality, responsibility, and active to pay attention during my study." (CLE P5, L 19-23).

"For me, this program encouraged me to study by myself without a teacher or friend to help. It was a part of my responsibility. It was free to study." (CLE P7, L 25-28).

"This program did not have any pressure. I had a meditation and focus on my study. It taught me how to become the punctual person and more responsibility.
In addition, I accessed the program very often because the score was the main factor to motivate me." (CLE P12, L 24-26).

From this program, the participants expressed that they had more responsibility punctuality, honest, and motivation because they had to force themselves to study both at university and home after classes. They had to access their lesson on time. In addition, they could not cheat the lessons and exercises and they have a meditation to focus on their study. The participants felt free to study and they could organize their lessons by themselves. e-Writing program or studying with this teaching delivery method practice the participants had to become student-centered because the participants had to control themselves in their learning and they could create their own learning environment without teacher framework.

Category of Satisfaction (CS)

The coming category was "Satisfaction" There was one sub-category in this category. The participants' perception related to this category was provided in Table 4.20.

Table 4-20 Category of Satisfaction (CS)

Category	Sub-Categories
Satisfaction (CS)	1. Learning atmosphere was fun and relaxed

1) Learning atmosphere was fun and relaxed

Creating a positive classroom was not that difficult, but the rewards are immense and far-reaching. A positive classroom environment yielded positive students who were motivated to learn. In this interview section, when asking participants about the learning atmosphere or learning environment, they definitely claimed that the learning environment or learning atmosphere of an e-Writing program was funny, relax, and not stressful.

"Sure, the learning atmosphere in this course was relaxed. I did not feel stress. After the course, I felt funny to practice my own writing." (CS P3, L 10-13).

"My overall feeling was that there was a good learning atmosphere. It was difficult for learning. I thought I could recall the text in long-term memory." (CS P5, L 14.16).

"During my study, I felt relaxed. The program supported student-centered and made me more meditation to study because I had to study by myself. It was free to practice in my writing tasks." (CS P9, L 7-9).

"E-Writing program provided the student's opportunity to study and produce the exercises as many times as I wanted. I was activated to produce the exercise, so I could get the highest score in each lesson. It built my learning atmosphere a lot. I felt free to study and this made me go further for my study." (CS P11, L 17-20).

"I felt relax and learner autonomy will happen. I felt free to study because it depended on me." (CS P16, L 18-19).

"e-Writing program provided me to create a learning atmosphere. I liked to study and practice alone at home without my peer. I have to be active all the time." (CS P15, L 20-23).

"I had not a tension during using this program. I felt relax. I activated myself all the time. I focused on me, not the teacher." (CS P19, L 22-25).

According to this sub-category, the e-Writing program provided the students the opportunity to study and produce the exercises at any time and place. The participants were able to create their own learning atmosphere or learning environment without any pressure. They also felt relaxed and could access the program to study many times. Hence, they reviewed their lessons and became autonomous learning. In addition, they were able to study by themselves and become autonomous learners. They enjoyed learning with the program and created their learning atmosphere, also.

From the category of the learning experience and the category of satisfaction of Group A students, the participants were pleased to study with the e-Writing delivery teaching method. The e-Writing program was one of the teaching media which supported student-centered and allowed them to become autonomous learning. In addition, the participants practiced their learning behavior to respond to their own learning. This activated and motivated them to study with their own learning atmosphere. The e-Writing program was a teaching media which allowed the students to practice their learning without pressure. They felt relax and funny during their learning and producing their assignments.

Results from group B (Traditional Teaching Method) interview

The category "Satisfaction" asked the participants about their teaching and learning with the traditional teaching method. A sub-category was distributed in this category. The participants' perception related to this category was provided in Table 4-21 and details follow.

Category of Satisfaction (CS)

The coming category was "Satisfaction" There were two sub-categories in this category. The participants' perception related to this category was provided in Table 4-21.

Table 4-21 Category of Satisfaction (CS)

Category	Sub-Categories
Satisfaction (CS)	1. Learning atmosphere was barely created
	2. Lack of independence, motivation and autonomous learning

1) Learning atmosphere was barely created

It was really important for teachers to create a positive and engaging classroom atmosphere. An important part of creating your classroom atmosphere was to make your students feel like you wanted them to be there. According to the category of satisfaction, the participants insisted that in their classroom, they could not create a learning atmosphere.

"The learning atmosphere in this course made me feel lazy to practice. It was so boring because I had to sit and write with the time set." (CS P5, L 29-30).

"I did not feel stress, but this way did not create a learning atmosphere for me. This course focused on teacher plans." (CS P7, L 29-31).

"Teacher-created learning atmosphere for me not students." (CS P8, L 21).

"I did not create a learning atmosphere. I sat and learned in the classroom. There was a restriction on the time." (CS P9, L 28-30).

"No! it did not build a learning atmosphere. I followed the course principle. I had no idea to share what I needed." (CS P11, L 27-29).

"It did not motivate me or create a learning atmosphere. As I mentioned above, I felt sleepy all the time while I practiced reading the passage." (CS P17, L 27-30).

From this sub-category, the participants expressed negatively with the teaching delivery method because they could not build their own learning atmosphere and environment. This made them feel lazy and less motivated. It was not able to get their interest to pay attention to study.

2) Lack of Independence, Motivation and Autonomous Learning

When interviewing the participants, they pointed out that the traditional teaching delivery method did not provide them with independence, motivation, and learner autonomy.

"In classroom teaching, I felt that I had time restrictions of my studies. I was not able to find information outside the class. It was like I was in only one circle followed by the teacher's direction. I did not think that this teaching method would promote student-centered and autonomous learning. Everything in the classroom managed by the teacher, not students." (CS P16, L 26-30).

"In a classroom lecture, the teacher talked about one subject for a set amount of time. Everything was handled by the teacher, not the students. Therefore, at this point, it was not student-centered or with autonomous learning." (CS P20, L 31-33).

"This course focuses on the teacher's plans. The main problem was that the lecture method tended to foster passiveness and dependence on the instructor, not a student. This teaching method in this course did not promote student-centered." (CS P27, L 26-30).

"It did not help my writing skill and I got less knowledge than that. This teaching style focused on the teacher, not students. I sometimes want to share what I need to study before teacher designs the course." (CS P9, L 32-33).

"No support for student-centered and learner autonomy. I had to study with teacher's directions and studied with time restriction." (CS P10, L 23-25).

"I did not like to study with paper-based form. It was not convenient to create my writing. I did not have any independence. No independence for me to study. I just followed the course schedule." (CS P11, L 31-32).

"This teaching method focused on teacher-centered not student-centered. I was lazy to study. I was forced by learning the process not by my inspiration." (CS P14, L 30-32).

"It focused on teacher-centered not student-centered." (CS P17, L 17).

According to this sub-category, the participants had no freedom to study because they thought that they had restrictions on their learning. There was no autonomous learning. The participants studied and produced the exercise according to the teacher's directions. Motivation disappeared from their learning. The participants were not able to create their own learning atmosphere during the class, also. They revealed that there was no independence to study. In addition, the participants could not develop learner autonomy because the teaching media did not motivate them to pay attention to their studies.

In conclusion, the results from the interview questions of the student groups (A and B) presented a different point of view. At first, the category of the learning experience, the students from groups A was positive toward the teaching delivery method that they received. They mentioned that studying with e-Writing supported their student-centered learning and they were able to practice their responsibility, punctuality, and motivation. Moreover, the participants practiced their study by themselves and this point allowed them to become autonomous learners. They felt independence learning in a relaxed learning atmosphere. However, the students of group B expressed negatively with their teaching delivery method. They stated that the traditional teaching method did not provide learning experience because it focused on teacher center. They might not be interested in learning with it, so they could not create their own learning atmosphere. For the category of satisfaction, the students from group A mentioned positively. They claimed that the learning environment or learning

atmosphere of an e-Writing program was fun and relaxed. They were satisfied with their teaching delivery method that they received in terms of a relaxed learning atmosphere. Whereas the students from group B expressed negatively toward their teaching delivery method, they were dissatisfied with it.

4.4 Summary

From the results of this study implies that teachers should adapt to the changes in technology and consider how the change affected the teaching-learning process. Technological appliances as a new trend in today' society could be potentially used for teaching and learning purposes. According to the results of this study, these two teaching methods; e-Writing and traditional teaching methods affected students' learning differently. These teaching methods assisted the learners to improve their English writing ability differently, also. The statistical information shows that the scores of each group after receiving each teaching delivery method were significantly different. On the whole, the students in group A (e-Writing) demonstrated a positive satisfaction toward the teaching delivery method that they received. Students in group B (Traditional Teaching Method) demonstrated a negative satisfaction toward their teaching delivery method. In addition, the students in group A showed more autonomous learning than the students in groups B. In this study, technological appliance likes e-Writing was one of teaching media which the instructors apply in educational instruction for students to develop their writing ability.

CHAPTER 5

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

This chapter discussed the results of this study to examine the effectiveness of English teaching methodology to develop the English writing ability of Thai learners by using different teaching delivery methods, which were: e-Writing and Traditional teaching method. This chapter presented the discussion, the implications, and recommendations. In the beginning, a brief summary of the results was presented in the introduction of this chapter. This chapter mainly discussed the findings corresponding to each research question that was presented in chapter one. It is organized in the following order: discussion of the study and its major findings, implications of the study, suggestions of the study, and conclusions.

5.1 A Brief Summary of the Results

At first, according to the purpose of research study question 1, the results showed that the e-Writing and the traditional teaching methods had effectiveness for teaching and learning in different ways. For the purpose of research question 2, the findings from the questionnaires present that the overall level of students' satisfaction toward the teaching method after they have studied with their teaching method was at "good" satisfaction level. Finally, the students have become autonomous learners. The students in Group A (e-Writing) were satisfied studying with the e-Writing program more than students in Group B (Traditional Writing Classroom). Moreover, the students in Group A have become autonomous learners more than the students in Groups B.

In addition, when the students responded with the interview questions, the students in each group showed their attitude toward their teaching method that they received differently. The results were as the following groups. First, the students in Group A (e-Writing) expressed a positive satisfaction level toward the e-Writing program.

e-Writing program learning provided great advantages in the teaching-learning process. Then the interview results of the students in Group B showed a negative attitude toward their teaching method. They demonstrated that technology in education was very important in education 4.0 and globalized world. Therefore, they would like the teacher to apply technology in his/her instruction because today's technology enabled the participants to learn at their own pace. By integrating technology into the classroom, teachers should develop the way they instruct and provide students with the technological tools that might take them into the modern world which accordance with the policy of education 4.0.

5.2 Discussion

In this section, the discussion in this chapter was discussed in terms of the differences in student achievement in English writing ability of each teaching delivery method (e-Writing and Traditional Writing Classroom). Next, the discussion of the effects of e-Writing and traditional teaching delivery method toward students' satisfaction and students' autonomous learning were discussed respectively. Each student group (A and B) was discussed and reported separately in accordance with the literature review on each issue.

1. Differences in student achievement in English writing of each teaching delivery method (e-Writing and Traditional Writing Classroom)

The objectives of the study were to separate methods, which could help to improve learners' English writing skills through the different teaching delivery methods (e-Writing and Traditional Teaching). The research questions were mentioned at the beginning of the study served as a guide to present the findings of the study. Therefore, the following discussion would be presented.

According to research question 1, the two delivery methods of teaching (e-Writing and Traditional Writing Classroom) impacted students' English writing ability. Comparing

the two methods of delivery, the results revealed that there was a significant difference between the two delivery methods regarding students' achievement. According to this finding of the study, the mean scores of the posttest of English writing test of the students who received e-Writing and traditional teaching were higher than the mean scores of the pretest. The results of each group were showed and discussed below.

The teaching delivery method in Group A (e-Writing) was effective for students to study. The writing achievement level of the students in Group A before and after receiving the treatment was significantly different at 0.001. After the researcher taught the lessons to the participants and they produced the writing assignments using the e-Writing program. The mean scores of the posttest in Group A increased 13.93 in the pretest to 21.10 in the posttest. This also means that the participants in Group A were able to get higher scores of the posttest after receiving the treatment.

The result was congruent with the study of Santoso (2010) who studied the use of technology tools such as word processing, computer writing systems, and computer-assisted writing software increased the quantity and quality of student writing more than traditional instructional methods. The students have known for how to apply the writing strategies in their writing after their study which the same point of Ridha (2012) that writing was a tool for students by stretching their knowledge and connect to the topic. Furthermore, to encourage the students' learning atmosphere, Targeted News Service of Washington, D.C., (2012) supported that collaborative technology in education might be useful for the students' instruction. In the same results, Kelley (2008) insisted that applying technology would enhance learning, motivate students, and allow them to develop writing skills. Most the teaching technology appliances were created and employed for developing language skills especially writing skills such as drill and practice, automated essay scoring.

In this study, technology was integrated into lessons, students were expected to be more interested in the course that they were studying because technology provided them different opportunities to make learning more fun and enjoyable in terms of

teaching in new ways. Therefore, there were many technological applications to apply in the classroom such as Google sites was one of teaching media e-Writing that helped the students practice their English writing. Geluso (2013) asserted that the students were able to improve their writing skills via Google sited. To support this study result, Hussein (2011) claimed that collaborative technology in the classroom has facilitated students to be personally responsible for their own learning and provides them the ability to vary their creativity as they choose. Students were able to practice collaborative skills by getting involved in different online activities, solving complex problems, and critical thinking.

In conclusion, the results of the students' English proficiency showed that the teaching delivery method with e-Writing motivated students to learn effectively. The introduction of the course with clear learning objectives helped students to understand the purpose of each lesson both in the regular classroom and the online course. This helped students be on a suitable learning opportunity to achieve more effective learning.

The teaching delivery method in Group B (Traditional Writing Classroom), found that the mean scores of pretest of Group B (Traditional Writing Classroom) were at 13.93, and the mean scores of posttest of Group B (Traditional Writing Classroom) were at 16.07. Hence, the posttest scores of students in group B (Traditional Writing Classroom) were higher than the pretest scores. This revealed that the English writing ability of the students improved a bit after their study. However, traditional teaching method might not motivate every learning style for the students in this course. According to Lui and Long (2014), the problems of traditional teaching method happened when it put teachers at the center all the time, mainly depending on class knowledge, which emphasizes the role of teachers too much. Similarly, Wong (2006) mentioned that the traditional teaching method provided some limitations between instructors and students such as visual aid, interaction, and providing feedback. Because of these reasons, the students might have some problems to cope with how their lessons were delivered.

Additionally, Selinger (2008) confirmed that some of the problems of traditional teaching method during class as a single path and often limited by frameworks such as a teacher's professional background and material design. Hence, the teaching delivery method with traditional teaching was controlled by the instructors. According to Nazzal (2014), traditional teaching method would keep to in the educational institutions which focused on the teacher-centric classroom, lacking collaboration, and regimentation of classroom. With traditional schooling focused on eyes front, this might not have a lot of interactivity going on in the classic environment. The students should be given the chances to interact with others in order to solve problems and learn in the classroom by themselves.

In a nutshell, these two delivery methods of teaching (e-Writing and Traditional Writing Classroom) positively impacted students' academic achievement. Comparing the two methods of delivery, the findings revealed that there was a difference between the two delivery methods. These research results conducted to conclude that the e-Writing was the most useful and effective in the EFL/ ESL classroom since the students' achievement scores were higher, followed by traditional writing classroom respectively. According to these delivery methods of teaching, there was quite a lot in common, but they had different perspectives as well. The students personally expressed their thought that e-Writing was the better choice because of the flexibility in schedule, encouragement of individual learning and collaboration, and the comfort and convenience of learning at anywhere and anytime.

2. Student satisfaction toward e-writing and traditional writing classroom
According to this research question, there were two findings of the satisfaction which included the findings from the questionnaires and the findings from the interviews. These two findings would be presented and discussed as follows:

2.1 Findings of students' satisfaction using questionnaires

After the participants of each group (A and B) had studied with their teaching delivery method that they received the results showed that the students in group A (e-Writing) were satisfied with their teaching method and the mean scores were at 4.41 while the students in group B (Traditional Writing Classroom) were satisfied with their teaching method with the mean scores at 3.22. There was a variety of reasons why they preferred to study with the e-Writing program more than traditional teaching. In the beginning, e-Writing encouraged the students to study and practice their responsibility and writing skills. Many studies have been done on motivation and have shown the correlations between the level of motivation and achievement. Researchers had the same perspective on the effect of motivation on language learning (Dornyei, 2003; Godwin-Jones, 2009; Gupta & Woldermariam, 2011).

In addition, Gditawi, Noah, & Abdul Ghani (2011) insisted that students' motivation affected on their learning. Moreover, the students had freedom because they were able to study by themselves anywhere and anytime. This was congruent with the results of previous studies (Godwin-Jones, 2009; Ramaswami 2009; Wilson & Allen, 2010). Such similarity in the influence of this delivery method of teaching, technology like e-Writing program provides different opportunities to make learning more fun and enjoyable in terms of teaching in new ways. To sum up, e-Writer enabled students to learn at their own pace. The students were able to learn according to their abilities and needs. From the study mentioned above, students had more pleasure with technology because they trusted that it offered to learn more interesting and fun.

For the traditional writing classroom, the results of this study presented that it mostly emphasized teacher-centered in this study. In the traditional teaching approach, instruction happened frequently with the whole class. The students' satisfaction with this teaching delivery method was at a lower level. Most of the students hardly satisfied with the teaching that they received. There were some reasons why they did not prefer to study with this teaching delivery method such as focused on time limitation,

restriction for learning, lacked motivation and learning atmosphere, and teacher-center. The result was congruent with the study of Wong (2006) which claimed that traditional learning had some limitations by frameworks of a teacher's professional design and lack of motivation students to interact. Similarly, Lui, & Long (2014) and Selinger (2008) confirmed that the problems of traditional teaching method were passive learning, direct instruction and lecturer, seatwork for students, and less attention to social development. Traditional teaching method involved imparting education to students through face-to-face interaction on daily basis between teacher and a student. Traditional teaching methods might be also deemed restricted to some degree, also.

From this study, the students were expected to take notes while listening to a lecture. During their study, there was no discussion. The only exchanged between the instructor and students with a few scattered questions from listeners. Therefore, Kelly (2018) asserted that students who were not auditory learners or have other learning styles might not be as engaged by lectures and the most important reason to reconsider the use of traditional teaching method was that the instructor did not have the immediate opportunity to assess how much students' understanding.

2.2 Findings of students' satisfaction using interviews of each group (A and B)

Findings from the interviews were discussed in terms of the participants' learning experience, satisfaction, and suggestions.

1. Category of Learning Experience after the students in group A (e-Writing) learned with the e-Writing program, they expressed that they benefited from their learning experience and the main thing that they were able to improve their English writing skill. Firstly, the participants from Group A (e-Writing) expressed a positive attitude toward their teaching delivery method. They stated that their English writing was improved and realized writing processes. The students have known how to practice their writing in each step and write effectively and accurately. They were also able to gather

all the information and write well which was congruent with the study of Sarfraz (2011) and Baker (2011).

Furthermore, the students expressed their deep opinion about giving the Importance of applying technology in educational instruction and learning with e-Writing was very convenient and easy to access. They mentioned that they were able to access the program at any time and any place according to their needs. Targeted News Service of Washington, D.C. (2012) supported that the use of technology in language classrooms has grown up rapidly and the students could access anywhere and anytime as much as they needed. In addition, some participants expressed that the e-Writing program allowed them to practice their responsibility, punctuality, honesty, and autonomous learning. During the period, they were able to study at any time and any place which Gupta & Woldemariam (2011) agreed with this point. Then the participants claimed that they had the motivation to pay attention to their studies.

Finally, e-Writing helped them to become autonomous learners. This issue Zarei & Gahremani (2010) confirmed that autonomous learners were more active and efficient in the process of language learning and the students could take part in a variety of classroom activities. One interviewee mentioned that his / her writing skill was improved and gained more learning experience. He /she was able to study by themselves without time limitation and learning with e-Writing program allowed him/her to be punctual, responsible, and honest. From the interview's results, integrating technology into the classroom has its benefits and using technology in the classroom would help prepare them for the digital future.

While the participants from Group B (Traditional Writing Classroom) showed negatively that they were dissatisfied with traditional teaching because this teaching delivery method was not appropriate for learning. Most of the students had some problems while they were learning with paper-based form. One participant said that traditional teaching delivery method was an old way for students to learn. In her view, it

helped a little bit improvement of my learning. Her writing has not improved so much, and she could not get enough learning experience and knowledge.

According to Wong (2006), these were the limitation and restrictions of traditional teaching delivery method meanwhile Selinger (2008) insisted that traditional learning was limited by frameworks of a teacher's professional design and lack of motivation students to interact. The major problem was that the lecture method tended to foster passiveness and dependence on the instructor, not a student. Furthermore, Lui and Long (2014) mentioned that the problem of the traditional teaching method was passive learning which meant that the student took on a passive role and focusing on teacher center. Indeed, the students needed to be active learning to get the integration with new knowledge.

2. Category of Satisfaction, when the participants responded to the interview questions, they pointed out different attitudes toward their teaching delivery methods that they received. The participants from Group A (e-Writing) felt satisfied with their teaching delivery method. They stated that e-Writing was useful in learning media to learn and it was suitable for their learning. Technology has become an integral part of their study nowadays. One participant said that e-Writing program was quite interesting to practice writing skill. This teaching media helped his writing ability. He could create a learning atmosphere because it was very independent to study. He also could learn by myself and it made him pay much attention to his studies.

At the same time, another interviewee pointed out that she was developed from using this teaching media. The e-Writing program provided the student's the opportunity to study and produce the exercises as many times as she wanted. She was activated to produce the exercise. It motivated her learning atmosphere a lot. The study of Gditawi, Noah, & Abdul Ghani (2011) had the same result that motivation was one of the important factors for the students to reach their learning objective. In addition, the participants asserted that e-Writing program was very convenient, flexible, and suitable for their learning. In this point, David, Keaton, Morris, Murphy, and Stapley (2008)

suggested that to become effective instruction, instructors should consider applying the arrangement of technology in the classroom. With technology in hand, students suddenly became the builders of their own knowledge, and they experience a greater sense of independence and autonomy from using digital tools to augment their understanding. They also developed the skills for lifelong learning in the process, and they could learn digital literacy, practice digital citizenship, stay organized, solve complex problems and improve their productivity.

For the interview's results of the participants from Group B (Traditional Writing Classroom), they felt negatively toward their teaching delivery method, it was not suitable for them to study for the undergraduate level. Moreover, the learning atmosphere was difficult to create. The participants lacked the independence, motivation, students centered, and autonomous learning. These were some restrictions for this teaching delivery method as the study of Wong (2006) mentioned. One interviewee said that for teaching with the traditional method involved the teacher doing all the talking with little or no input from the students. This was problematic because the student took on a passive role, which could hinder learning.

Another one claimed that learning with paper-based form was out of date. He felt bored to sit and learn within the classroom. This teaching method did not help his learning because there was no motivation comparing to learn with an online program. Integrating of technology was useful for the students which were congruent with the study of Englert, Ahao, Dunsmore, Collings, & Wolbers (2007) and Godwin-Jones (2009). Moreover, the other interviewee insisted that Nowadays, the world has changed and everything could be learned from outside the textbook and classroom. The Internet was the main factor to support an educational system. It was very easy to learn. In my opinion, it was suitable less than the online course program. This learning media, she did not like because it was paper-based form. According to the interview's results, the

participants presented negatively with traditional teaching method for many reasons. They were not interested in learning with the old teaching style comparing with technological learning.

3. Category of Recommendations, the participants from Group A (e-Writing) also provided their constructive suggestions based on the development of this course. Firstly, the participants would like the teacher to add more content and writing assignments in the program so that they were able to study and practice more. It would be more interesting if there were varieties of writing assignments to practice. Next, the teacher should design the lesson using the online course. One interviewee identified that he/ she also wanted the researcher applied this program to another education levels such as the online course for third-year students. The students would have more chances to study with new learning material. In the participants' opinion, the researcher pointed out that the students would like other subjects were designed the learning material using e-Learning program or online course. It was quite challenging and motivated students to learn more than learning with worksheets.

According to the suggestions of the teaching delivery method with the e-Writing program, the participants recommended the need for further development in terms of adding more video clip and sound in the program. From the study of Douglas, Ayres, Langone, Bramlett (2011) applying modern technology might be useful to encourage the students' instruction. To sum up, the participants provided some suggestions in terms of adding more writing assignments, video clips, and contents in the program. They also needed all courses to design the lessons using technological appliances.

The recommendations of the participants from Group B (Traditional Writing Classroom) provided some suggestions that related to developing the course. They suggested and emphasized technology. Traditional teaching method was an old way to teach. Nowadays, technology in education was better than teaching with paper. Learning with online course had more vision and see the worldwide. From one interviewee mentioned that this course should use technological devices to support in the

instruction. She liked to learn with technology such as online course more than learning with chalk and talk. She was born in generation Y, and she liked modern technology. Technology in education 4.0 illustrated and reacted to her. The study of Englert, Ahao, Dunsmore, Collings, & Wolbers (2007) revealed that using technology in education could help students improve their learning skills. Moreover, the study of Ramaswami (2009) confirmed that using the technological device provided effective benefits for the students. Ramaswami's finding presented that electronic journaling could improve writing skills as a result of writing more frequently. Because of this reason, technology in today's classroom was important. It must be used to meet learning objectives and convenience to keep students occupied (Ness & Lin, 2015).

In addition, designing for another subject using technology was considered before preparing the course. The participants pointed out that he/ she would like to study with technological teachings such as e-Writing and online courses. These were teaching medium that she preferred to study, and these could entertain and encourage the students. Eventually, technology offers various benefits when it was applied to classroom management. This made static lessons more dynamic, promote self-directed learning, encourage collaboration, and support differentiated instruction. As technology growth, educational software and trusted online resources continued to enhance traditional methods of teaching to keep students empowered and engaged.

5.3 Implications of the study

An implication of this study was the possibility for instructors to apply technology in the instruction in order to develop writing skills. As language teachers, they need to acquire new roles. Using electronic writing tools has benefits far beyond what would fit into a student's writing ability. The students were encouraged into a space more conducive to writing and that is motivational for writers at their level. This research found that the two delivery methods of teaching (e-Writing and Traditional Writing Classroom) might be due to that the learning conditions and constructivist theory

assumptions have been applied in the classroom. The main finding with regard to pedagogical implications was that the teaching delivery methods might have influenced the students learning achievement. In this study, the teaching delivery with e-Writing method would be the most efficient, followed by the traditional teaching method. e-Writing allowed students to improve their English writing skills. It might be useful for teachers or others interested in applying it in teaching English writing course. To become effective instruction, instructors should know the learners' fundamental knowledge before designing the program which was suitable for the learners' proficiency level. The use of e-Writing has increasingly provided an expanded motivation to write.

Furthermore, technology is a powerful tool in education and in most cases increases writing skills (Cavender, 2012). The instructors were able to design the course with a full content format which consisted of the content of each unit of the main issues and topics. It was classified the type of information to have more knowledge and experience and linked to the source of learning, such as from inside learning resources and from outside. The instructors might emphasize activity-based learning to give students the knowledge and experience by focusing on the student-centered and activity provided. For learning atmosphere, the instructor might have interaction between students and instructors. The students interacted with contents that have been providing practical advice. The reverse effect, the scenario as well as interaction with instructors and learners had a variety of communication either; synchronous communication /asynchronous communication.

5.4 Recommendations of the study

According to the basis of the research results, the following recommendations were made and presented in two categories: 1) for the benefit of future practice and 2) for further research. The researcher expected the recommendations for future practice might assist instructors to teach and design the learning media effectively. Also, the researcher expected that the category of research recommendations might encourage

other researchers to continue to study this field in order to design more effective learning media.

1. Recommendations for further practice

The researcher provided these practical recommendations to inform instructors how to better adjust the teaching delivery methods in order to address the needs of the students.

1.1 Instructors

This study defined the role instructors should play in a teaching delivery method. The following practical recommendations were provided for instructors who were designing or who were planning to teach with an e-Writing program:

- Identify learners' fundamental knowledge: the e-Writing program was very useful and helpful for students to improve their English Writing ability. Therefore, this program could be used or modified by the instructors. The Instructors should provide and design a suitable program for students at each educational level in order to get more effectiveness.

- Provide course orientation as early as possible; instructors should give students a course introduction before the class begins and demonstrate how to access the program and show students step-by-step.

- Provide assistance, and require students to participate as much as possible; the instructor should provide assistance, and gave consistent and timely feedback.

1.2 Educational institutions

This study could further assist educational institutions that were considering providing the e-Writing program. The results of this study also assisted educational institutions to sufficiently motivate and support instructors to teach the students with this program. Consequently, the institutions might need to provide technological training. The training should be provided before class begins to ensure that the students feel comfortable with using new media learning and technology. Moreover,

the institutions might need to train the instructors how to design and use technology to handle the courses.

The experienced instructors could demonstrate with teaching strategies, such as how to develop the lessons and how to promote an interactive learning program.

2. Recommendations for further research

2.1 The study should be carried out in other English skills such as reading, speaking, and listening skills.

2.2 The same research should be conducted involving students for another education level and field to see the improvement of students' skills.

2.3 A comparative study should be conducted to compare the teaching delivery method with e-Writing with other teaching delivery methods or approaches.

5.5 Concluding Remarks

Modern electronic educational technology was an important factor in society. Technological education like e-Writing in this study was an inclusive term for both the material tools and the theoretical foundations for supporting learning and teaching in terms of pedagogical resources and connecting with the younger generations. In the light of the results of this study, new innovations, especially regarding technology, did not replace traditional approaches, but enhance them, and motivate international students to optimal use of technology for the improvement of writing skills in their educational level and for future professional use. From this study, the researcher's expectation that the results of this study might be a guideline for future research.

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APPENDICES

APPENDIX A

Course Syllabus

Course Syllabus for e-Writing Group A

Level: Undergraduate

Time: 3 Hours Writing Course per session   Semester 1, 2018

Session	Teacher	Student	Materials
1	For two groups of this study Introduction 1. Explain the purposes and process of the study, suggest information needed. 2. Pre-test - Give pretest and explain all instructions.	- Ask questions - Ask their needs about writing topic - Produce the test	Pre-test
2	-	- Listen and ask questions - Learn by themselves with e-Writing program - Study by yourself in each section of chapter	Lessons on writing strategies consist of six chapters. 1. Describing People or Place 2. Listing-Order Paragraph 3. Giving Instruction

Session	Teacher	Student	Materials
			4. Describing with space order 5. Stating Reasons and Using Example 6. Expressing Your Opinion
3	-	- Students study the topics in Section 1 and 2 of chapter 1. - Paragraph organization - Grammar and Mechanics - Complete all assignments and present what they have study in front of the class.	**Chapter 1** - e-Writing lesson - Paragraph organization - Form of paragraph
4	-	- Students study the topics in Section 3 and 4 of chapter 1. - Sentence Structure - Writing assignment - Complete all assignments	**Chapter 1** - e-Writing lesson - Sentence Structure - Simple sentence

Session	Teacher	Student	Materials
			- The basic parts of a sentence
			- Capitalization
			- Writing assignment (Write a paragraph about your favorite person)
5	-	- Students study the topics in Section 1 and 2 of chapter 2. - Paragraph organization - Grammar and Mechanics - Complete all assignments.	**Chapter 2** - e-Writing lesson - Listing-order paragraph - Clustering and outlining - Three parts of paragraph
6	-	- Students study the topics in Section 3 and 4 of chapter 2. - Sentence Structure - Writing assignment - Complete all assignments	**Chapter 2** - e-Writing lesson - Compound sentence - Run-ons and comma splices - Writing assignment (Write a paragraph about your study, vacation, job, hobbies, and cooking. Choose one of these topics)

Session	Teacher	Student	Materials
7	-	- Students study the topics in Section 1 and 2 of chapter3. - Paragraph organization - Sentence structure - Complete all assignments.	**Chapter 3** - e-Writing lesson - Model How-to Paragraph - Listing-order and Time order transition signals - Independent Clause and Dependent Clause - Complex Sentences - Common Errors: Fragments
8	-	- Students study the topics in Section 3 and 4 of chapter 2. - Mechanics - Writing assignment - Complete all assignments	**Chapter 3** - e-Writing lesson - Capitalization - Punctuation: Commas - Adverb of Manner - Writing assignment (Write a "How to" paragraph)

Session	Teacher	Student	Materials
9	-	- Students study the topics in Section 1 and 2 of chapter 4. - Paragraph organization - Grammar - Complete all assignments	**Chapter 4** - e-Writing lesson - Listing describing details - Adjective
10	-	Students study the topics in Section 3 and 4 of chapter 4. - Sentence structure - Writing assignment - Complete all assignments	**Chapter 4** - e-Writing lesson - Prepositions - Prepositional Phrase - Writing assignment (Write a paragraph about paragraph describing a place that you are interested in or special to you)
11	-	- Students study the topics in Section 1 and 2 of chapter 5. - Paragraph organization - Grammar - Complete all assignments	**Chapter 5** - e-Writing lesson - Reasons and examples - Transition Signals with Reasons - Conclusion Signals - Complex Sentences with Reasons and Condition Clauses

Session	Teacher	Student	Material
12	-	Students study the topics in Section 3 and 4 of chapter 5. - Mechanics - Writing assignment - Complete all assignments	**Chapter 5** - e-Writing lesson - Capitalization - Punctuation - Writing assignment (Write a paragraph about paragraph recommending a field to study)
13	**-**	- Students study the topics in Section 1 and 2 of chapter 6. - Paragraph organization - Sentence structure - Complete all assignments	**Chapter 6** - e-Writing lesson **-** Opinion paragraph **-** Facts and Opinions **-** Transition Signals in Opinion Paragraph **-** Adjective Clauses with who, which, and that **-** Punctuating Adjective Clause - Complex Sentence with Adjective Clause

Session	Teacher	Student	Material
14	-	Students study the topics in Section 3 and 4 of chapter 5. - Mechanics - Writing assignment - Complete all assignments	**Chapter 6** - e-Writing lesson - Quotation Marks - Noun Clause - Writing assignment (Write a paragraph that expresses an opinion)
15	- Produce Posttest Give posttest and explain all instructions Questionnaire - Interview: Students' attitude	- Individually produce the post-test - Answer the questions about the course and give some suggestions - Answer the questions about the course and give some suggestions	- Posttest - Questionnaire - Interview questions

Course Syllabus for Traditional Teaching Method Group

Level: Undergraduate

Time: 3 Hours Writing Course per session   Semester 1, 2017

Session	Teacher	Student	Materials
1	For two groups of this study Introduction 1. Explain the purposes and process of the study, suggest information needed. 2. Pre-test - Give pretest and explain all instructions.	- Ask questions - Ask their needs about writing topic - Produce the test	Pre-test
2	Guideline what the students have to study and inform them how to	- Listen and ask questions - Individual	Lessons on writing strategies consist of six chapters.

Session	Teacher	Student	Materials
	guideline what the students have to study and inform them how to perform themselves in this course	- Listen and ask questions - Individual assignments - Pair work - Participation in class of each session	Lessons on writing strategies consist of six chapters. 1. Describing People or Place 2. Listing-Order Paragraph 3. Giving Instruction 4. Describing with Space Order 5. Stating Reasons and Using Example 6. Expressing Your Opinion
3	- Present the topic and ask students to guess what they will find in the chapter - Provide lesson - Explain paragraph organization and grammar and mechanics	- Students study the topics in Section 1 and 2 of chapter 1. - Paragraph organization - Grammar and Mechanics study in front of the class. - Complete all assignments with a partner	**Chapter 1** - Paragraph organization - Form of paragraph - Worksheet of Session 3

Session	Teacher	Student	Materials
4	- Present the topic and ask students to guess what they will find in the chapter - Provide lesson - Explain sentence structure - Assignment a writing task	- Students study the topics in Section 3 and 4 of chapter 1. - Sentence Structure - Writing assignment - Complete all assignments - Individual writing assignment	**Chapter 1** - Sentence Structure - Simple sentence - The basic parts of a sentence - Capitalization - Writing assignment (Write a paragraph about your favorite person)
5	- Present the topic and ask students to guess what they will find in the chapter - Provide lesson - Explain paragraph organization and grammar and mechanics	- Students study the topics in Section 1 and 2 of chapter 2. - Paragraph organization - Grammar and Mechanics - Work in group - Complete all assignments.	**Chapter 2** - Listing-order paragraph - Clustering and outlining - Three parts of paragraph

Session	Teacher	Student	Materials
6	- Present the topic and ask students to guess what they will find in the chapter - Provide lesson - Explain sentence structure - Assignment a writing task	- Students study the topics in Section 3 and 4 of chapter 2. - Sentence Structure - Writing assignment - Complete all assignments with a partner - Individual writing assignment	**Chapter 2** - Compound sentence - Run-ons and comma splices - Writing assignment (Write a paragraph about your study, vacation, job, hobbies, and cooking. Choose one of these topics)
7	- Present the topic and ask students to guess what they will find in the chapter - Provide lesson - Explain paragraph organization and sentence structure	- Students study the topics in Section 1 and 2 of chapter3. - Paragraph organization - Sentence structure - Produce assignment in group of three - Complete all assignments.	**Chapter 3** - Model How-to Paragraph - Listing-order and Time order transition signals - Independent Clause and Dependent Clause - Complex Sentences - Common Errors: Fragments

Session	Teacher	Student	Materials
8	- Present the topic and ask students to guess what they will find in the chapter - Provide lesson - Explain mechanics - Assignment a writing task	- Students study the topics in Section 3 and 4 of chapter 2. - Mechanics - Writing assignment - Complete all assignments - Individual writing assignment	**Chapter 3** - Capitalization - Punctuation: Commas - Adverb of Manner - Writing assignment (Write a "How to" paragraph)
9	- Present the topic and ask students to guess what they will find in the chapter - Provide lesson - Explain paragraph organization and grammar	- Students study the topics in Section 1 and 2 of chapter 4. - Paragraph organization - Grammar - Complete all assignments	**Chapter 4** - Listing describing details - Adjective

Session	Teacher	Student	Materials
10	- Present the topic and ask students to guess what they will find in the chapter - Provide lesson - Explain paragraph organization and sentence structure	Students study the topics in Section 3 and 4 of chapter 4. - Sentence structure - Writing assignment - Complete all assignments - Individual writing assignment	**Chapter 4** - Prepositions - Prepositional Phrase - Writing assignment (Write a paragraph about paragraph describing a place that you are interested in or special to you)
11	- Present the topic and ask students to guess what they will find in the chapter - Provide lesson - Explain paragraph organization and grammar	- Students study the topics in Section 1 and 2 of chapter 5. - Paragraph organization - Grammar - Practice exercises with a partner - Complete all assignments	**Chapter 5** - Reasons and examples - Transition Signals with Reasons - Conclusion Signals - Complex Sentences with Reasons and Condition Clauses

Session	Teacher	Student	Materials
12	- Present the topic and ask students to guess what they will find in the chapter - Provide lesson - Explain mechanics - Assignment a writing task	Students study the topics in Section 3 and 4 of chapter 5. - Mechanics - Writing assignment - Complete all assignments	**Chapter 5** - Capitalization - Punctuation - Writing assignment (Write a paragraph about paragraph recommending a field to study)
13	- Present the topic and ask students to guess what they will find in the chapter - Provide lesson - Explain paragraph organization and sentence structure	- Students study the topics in Section 1 and 2 of chapter 6. - Paragraph organization - Sentence structure - Complete all assignments	**Chapter 6** - Opinion paragraph - Facts and Opinions - Transition Signals in Opinion Paragraph - Adjective Clauses with who, which, and that - Punctuating Adjective Clause - Complex Sentence with Adjective Clause

Session	Teacher	Student	Materials
14	- Present the topic and ask students to guess what they will find in the chapter - Provide lesson - Explain mechanics - Assignment a writing task	Students study the topics in Section 3 and 4 of chapter 5. - Mechanics - Writing assignment - Complete all assignments	**Chapter 6** - Quotation Marks - Noun Clause - Writing assignment (Write a paragraph that expresses an opinion)
15	- Produce Posttest Give posttest and explain all instructions Questionnaire - Interview: Students' attitude	- Individually produce the post-test - Answer the questions about the course and give some suggestions - Answer the questions about the course and give some suggestions	- Posttest - Questionnaire - Interview questions

APPENDIX B

Writing Test (Pretest and Posttest)

Writing Test (Pretest and Posttest) 30 Points

Directions: In this part of the test, you will write a paragraph in response to a question that asks you to state, explain, and support your opinion on an issue. Typically, an effective paragraph will contain a minimum of 180 words.

Your response will be scored on

1. whether your opinion is supported with reasons and/or examples, (10 Points)

2. grammar, (5 Points)

3. vocabulary, and (5 Points)

4. organization. (5 Points)

There are many ways to find a job: newspaper advertisements, Internet job search websites, and personal recommendations.
What do you think is the best way to find a job? Give reasons or examples to support your opinion.

Resources: Adapted from TOEIC Speaking and Writing Sample Tests;
www.ets.org/toeic

Name... Student I.D. ....

Title...

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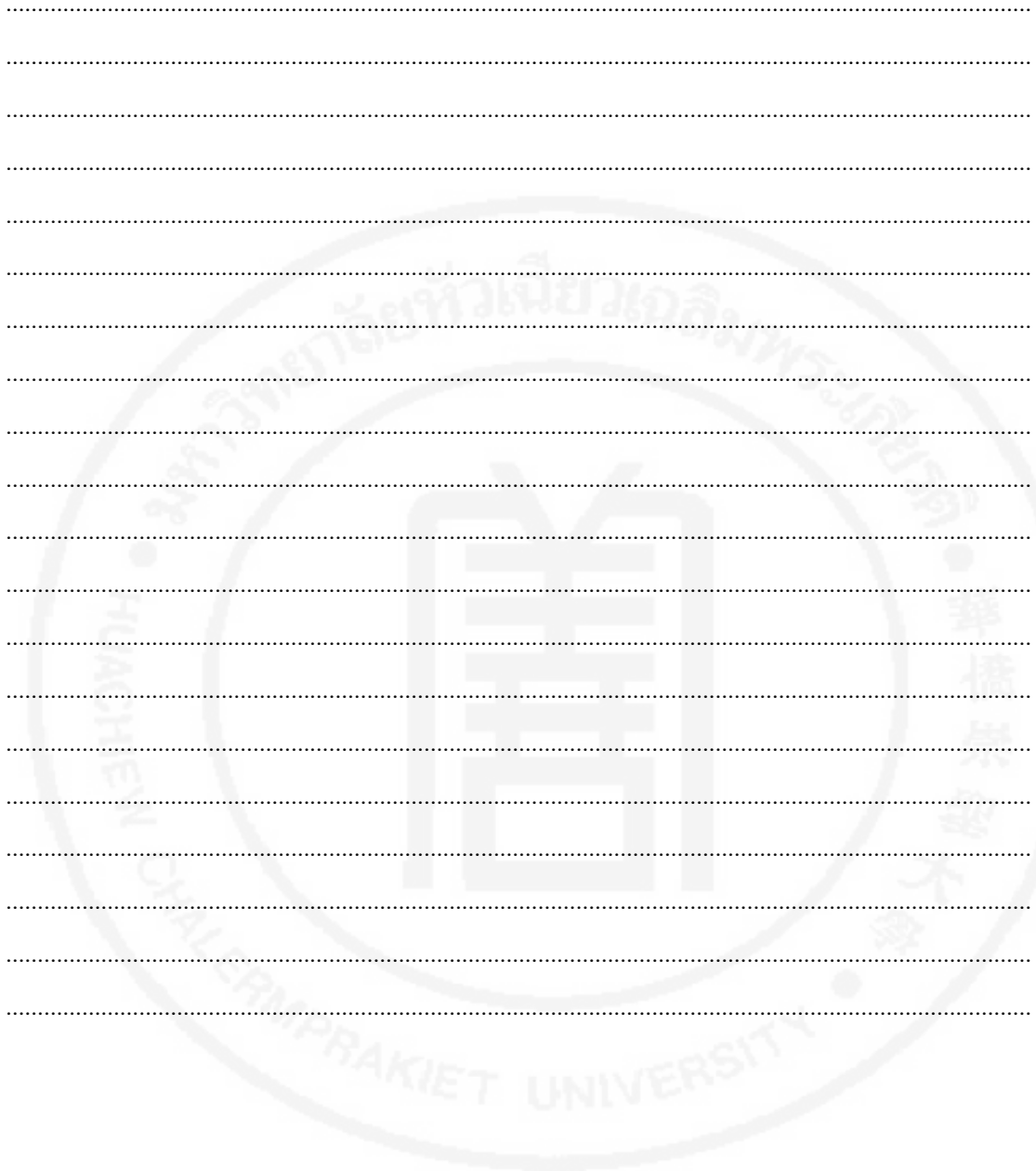
APPENDIX C

Questionnaire: Perception of Learners

Interview Guide

Questionnaire: Perception of Learners

Part 1: Demographics

Instruction: Check (✔) the appropriate box

1. Gender

☐ Male   ☐ Female

2. Age

☐ 19 years   ☐ More than 20 years

3. What is your grade point average?

☐ 2.00-2.50   ☐ 2.50-3.00

☐ 3.00-3.50   ☐ 3.50-4.00

4. Have you ever used e-writing as a formal part of class?

☐ Yes, I have   ☐ No, I have not

5. How much time do you spend practicing writing online each week?

☐ Less than one hour   ☐ Between 2- 4 hours

☐ More than 5 hours   ☐ No not never

6. How often do you use technology to write per week?

☐ 1-2   ☐ 3-5

☐ 6-9   ☐ more than 10

Part 2: Perception Questionnaires

Instruction: Check (✔) the box that shows your feelings.

The evaluation scale is divided into 5 levels as follows:

5 means Excellent

4 means Good

3 means Fair

2 means Poor

1 means Very poor

Evaluation Lists	Opinion Level				
	Excellent	Good	Fair	Poor	Very poor
	5	4	3	2	1
Student Satisfaction					
1. Learners are satisfied with the teaching methodology					
2. The teaching methodology is suitable for learning English Writing					
3. Learners often learn with their lessons and practice being responsible					
4. Learners like to practice writing with their teaching method					
5. Learners gain more academic knowledge with their teaching method					
6. The teaching methods affect the learner's study					
7. Learners have no limit to study and can study any time and place					
8. It is convenient for learners to review the lesson outside the classroom using their teaching media					
10. Learners have the freedom to study from their teaching method					
Student's Autonomous Learning					
11. The teaching methods create an autonomous learning atmosphere					
12. Learners are happy and have fun in their learning					
13. Learners enjoy learning with the teaching media					
14. The teaching methods are suitable for student-center e-writing.					
15. The teaching methods motivate students to improve writing skills					

Interview Guide

This interview guide was developed from Charmaz (2001), and Kvale (2007). It has been generated from key words and research questions. However, this interview guide was adjusted for each respondent, depending on their answers to the questions.

Semi-Structure Interview Questions:

1. In your own words, what do you think about your teaching method?
2. How does this teaching method help you during your learning?
3. Do you think the teaching method is appropriate media for your education level especially ?
4. How do you feel toward this media learning?
5. How do you feel after finishing this course?
6. Do you think the teaching method helped you develop your English writing ability?
7. Do you think the teaching method motivate you practice your English writing?
8. What do you think of the other subject design lessons using technology in the learning material?
9. In your opinion, do you enjoy with the teaching methods that you receive?
10. Is there anything else you want to add or things that I should know and did not mention?
11. According to the teaching method, do you feel relaxed and less stress in this learning atmosphere?
12. Does the teaching method develop student centered learning or autonomous learning?

Thank you for your cooperation and participation in this interview

APPENDIX D

List of Experts for Evaluation of the Research Instruments

List of Experts for Evaluation of the Research Instruments

1. Dr. Noppadol Prammanee, Lecturer of Technical Education Department, Faculty of Technical Education, Rajamangala University of Technology Thanyaburi

2. Dr. Patchara Varasarin, Former Lecturer of Burapha University, Faculty of Edcation

3. Dr. Denchai Prabjandee, Lecturer of English Department, Faculty of Education Burapha University

4. Dr. Suthida Soontornwipat, Head of English Department, Faculty of Liberal Arts Huachiew Chalermprakiet University

5. A. Umarungsri Wongsubun , Lecturer of English Department, Faculty of Liberal Arts Huachiew Chalermprakiet University

6. A. Passamon Lertchalermtipakoon, Chairperson of English Program, English Department, Faculty of Liberal Arts Huachiew Chalermprakiet University

APPENDIX E

Quality Evaluation of e-Writing Instructional Design Program by Five Experts

Item Objective Congruence Index (IOC) of Interview Questions by Three Experts

Example of Manual Coding
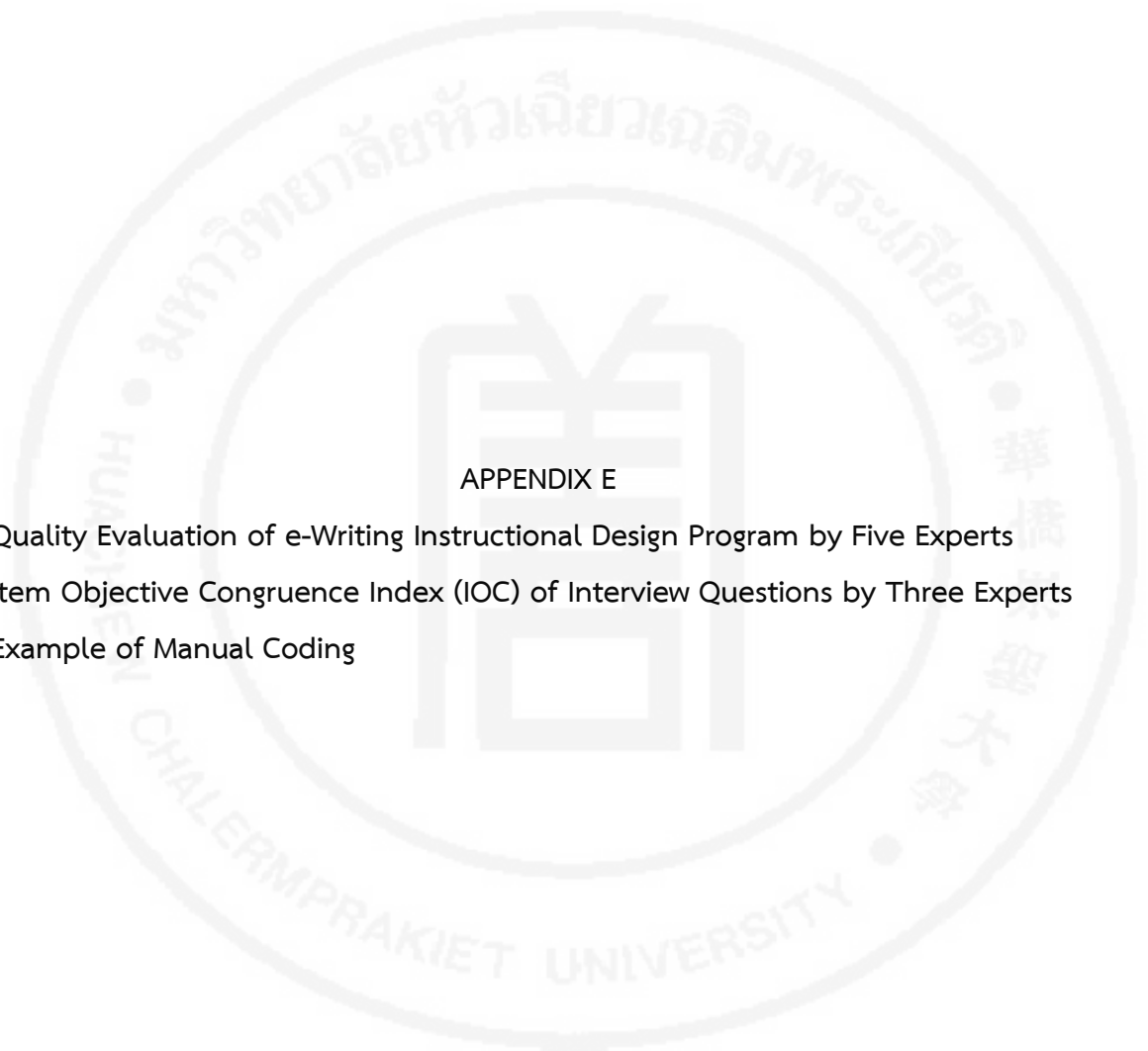
Quality Evaluation of e-Writing Instructional Design Program by Five Experts

Evaluation Lists	Opinion Level					Mean $\overline{X}$	Quality Level
	1st Expert	2nd Expert	3rd Expert	4th Expert	5th Expert		
1. Introduction into Lessons							
1.1 The appropriateness of introduction into lessons	5	4	5	4	4	4.4	Good
1.2 The interest of introduction into lessons	5	3	4	4	4	4	Good
Total	10	7	9	8	8	4.2	Good
2. Instruction for using the lessons							
2.1 Accuracy and clarity	5	3	5	4	4	4.2	Good
2.2 Concise and easy to understand	5	4	5	3	4	4.2	Good
Total	10	7	10	7	8	4.2	Good
3. Lesson objective							
3.1 Accuracy and clarity	4	3	5	4	4	4	Good
3.2 Accord with the lessons	5	4	5	3	4	4.2	Good
Total	9	7	10	7	8	4.1	Good
4. Lesson content							
4.1 Accord with lesson objective	5	4	5	5	4	4.6	Good
4.2 Sequence of content	5	4	5	3	4	4.2	Good
4.3 The clarity and accuracy of content explanation	4	4	5	4	4	4.2	Good
4.4 The appropriateness of content and students' level	5	4	5	4	4	4.4	Good
Total	19	16	20	16	16	4.35	Good

Evaluation Lists	Opinion Level					Mean $\overline{X}$	Quality Level
	1st Expert	2nd Expert	3rd Expert	4th Expert	5th Expert		
5. Exercises and Testing							
5.1 The amount of exercises are appropriate	5	4	5	3	4	4.2	Good
5.2 The clarity of instructions and questions	5	4	5	3	4	4.2	Good
Total	10	8	10	6	8	4.2	Good
6. Background							
6.1 The appropriateness of background and letters	5	4	4	3	4	4	Good
6.2 The appropriateness of background and picture	5	4	5	3	4	4.2	Good
Total	10	8	9	6	8	4.1	Good
7. Screen elements							
7.1 The appropriateness of screen management	5	4	5	4	4	4.4	Good
7.2 The appropriateness of button size	5	4	5	5	4	4.6	Good
Total	10	8	10	9	8	4.5	Good
8. Letters							
8.1 The appropriateness of size and colorful letters	5	4	4	4	4	4.2	Good
8.2 The letter font is easy to read	5	4	5	4	4	4.4	Good
Total	10	8	9	8	8	4.3	Good

Evaluation Lists	Opinion Level					Mean $\overline{X}$	Quality Level
	1st Expert	2nd Expert	3rd Expert	4th Expert	5th Expert		
9. Picture and Animation							
9.1 The appropriateness of pictures and animations	5	4	4	3	3	3.8	Fair
9.2 Pictures accord with the content	5	4	4	3	3	3.8	Fair
Total	10	8	8	6	6	3.8	Fair
10. Sound and Language							
10.1 The appropriateness of sound and language	5	3	4	4	4	4	Good
10.2 The accuracy of sound and language	4	4	5	3	4	4	Good
Total	9	7	9	6	8	4	Good

Item Objective Congruence Index (IOC) of Interview Questions by Three Experts

Item	Scores From The Experts				
Number	1st Expert	2nd Expert	3rd Expert	Total	IOC
1	0	1	1	3	.66
2	1	0	1	2	.66
3	1	1	0	2	.66
4	1	1	1	3	1
5	1	1	1	3	1
6	1	1	1	3	1
7	1	1	1	3	1
8	1	1	1	3	1
9	1	1	1	3	1
10	1	1	1	3	1
11	1	1	1	3	1
12	1	1	1	3	1
Total				34	10.98
Mean Value				2.83	0.915

Example of Manual Coding

Interviewee: Participant No. 3   Date: December 6, 2018

Time: 09.00-11.30   Place: Classroom 2-403,

HCU

Coded on December 20, 2018

1. **Q: In your own words,**

2. **what do you think about your teaching method?**

3. In my point of view, this teaching method is good

4. and suitable for me.

5. It allows me to study with e-Writing by myself.

> Satisfy with e-Writing

6. **Q: How does this teaching method**

7. **help you during your learning?**

8. can study and search information by myself

9. without any assistance from peer

10. My writing skill was improved.

> Learning experience
> - Help in the learning process

11. Q: **Do you think this teaching method**

12. **is appropriate media toward**

13. This teaching media is very appropriate.

14. I study and practice by myself.

15. It teaches me how to be punctual, honest

16. responsible to study and sending exercises

> - Appropriate for learning
> - Practice the lesson by oneself

17. **Q: How do you feel toward this media learning?**

18. The program is useful and it is a new teaching version

19. which appropriate for education 4.0 policy

20. I can study without restriction both inside and outside

21. the classroom, and using the internet to support.

22. I could write various types of paragraph.

23. writing processes could guideline me to write each task

24. This program promotes punctuality, honesty,

> Satisfaction
> - New teaching delivery method
> - Gain more knowledge about writing skill
> - Promote punctuality, honesty, and responsibility
> - Motivate to study all

25. and responsibility

26. It makes me feel active all the time.

27. **Q: How do you feel after finish this course?**

28. After course, I think I have more punctuality,

29. responsibility, and active to pay attention during my study.

Promote punctuality and responsibility

30. My English writing was developed a lot.

31. Q: **Do you think this teaching method**

32. **helps you develop your writing ability?**

33. My writing scores of each assignment increased

34. a lot. I could write in each writing process clearly

35. It is a good way to improve myself.

36. I can apply this skill into a real situation

37. explain the sightseeing when I travel with my family

38. Understanding more about writing processes

39. However, I think now my writing skill

39. is better than in the past.

40. I can understand more deeply detail

41. when I write for the whole passage.

42. I also get to the point and find the main idea easily.

- Improve student's learning ability
- Apply knowledge to an authentic situation
- Develop English writing skill
- Understanding writing processes

43. **Q: What do you think of the other subject design**

44. **lessons using technology in the learning material?**

45. General education subjects should offer electronic

46. Learning program to design the course.

47. It was more interesting than studying with paper

48. in classroom. I would like other subjects to design

49. the lessons using technology such as

50. English for Business and linguistic course.

- Should use technology to design the course
- Apply technology in education

51. **Q: In your opinion, do you enjoy with the teaching**

52. **methods that you receive?**

53. e-Writing decreases pressure comparing

48. to study in the classroom.

- Motivate to learn
- feel fun and relax
- Reduce stress

49. It is more fun and relax

50. I practice to write many times in each task.

51. to avoid some errors in my paper

52. **Q: Is there anything else you want to add or**

53. **things that I should know and did not mention?**

54. I like you to add more contents,

55. sample of paragraphs, and writing assignments

- Contents
- Paragraph samples
- Writing assignments

56. **Q: According to the teaching method, do you feel**

57. **relaxed and less stress in this learning atmosphere?**

58. I felt relax more than learning in the classroom

59. becuase I bulit my own learning atmosphere.

- Relax
- Create learning atmosphere

60. **Q: Does the teaching method develop student centered**

61. **learning or autonomous learning?**

61. The program supports student centered

62. and have more meditation to study

63. because I have to study by myself.

64. It is free to practice.

- Promote autonomos learning and students centered
- Feel free to study

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APPENDIX F

Statistical Analysis

Statistical Analysis

Part 1: Demographics

Frequencies

		Gender	Age	Grade Point Average	Used e-writing as a formal part of class	Practicing writing online each week	Use technology to write per week
N	Valid	60	60	60	60	60	60
	Missing	0	0	0	0	0	0
Std. Deviation		.390	.490	.974	.494	.502	.746

Part 2: Perception Questionnaires

	Group	N	Mean	Std. Deviation	Std. Error Mean
Student Satisfaction 1	A	30	4.37	.490	.089
	B	30	3.73	.521	.095
Student Satisfaction 2	A	30	4.57	.504	.092
	B	30	3.67	.479	.088
Student Satisfaction 3	A	30	4.27	.521	.095
	B	30	3.63	.490	.089
Student Satisfaction 4	A	30	4.30	.466	.085
	B	30	3.63	.490	.089
Student Satisfaction 5	A	30	4.20	.484	.088
	B	30	3.50	.509	.093
Student Satisfaction 6	A	30	4.33	.547	.100
	B	30	3.60	.498	.091
Student Satisfaction 7	A	30	4.77	.430	.079
	B	30	1.97	.669	.122

	Group	N	Mean	Std. Deviation	Std. Error Mean
Student Satisfaction 8	A	30	4.47	.507	.093
	B	30	3.13	.776	.142
Student Satisfaction 9	A	30	4.27	.450	.082
	B	30	3.50	.509	.093
Student Satisfaction 10	A	30	4.57	.568	.104
	B	30	1.90	.662	.121
Student's Autonomous Learning 11	A	30	4.53	.507	.093
	B	30	1.93	.583	.106
Student's Autonomous Learning 12	A	30	4.43	.504	.092
	B	30	2.37	.615	.112
Student's Autonomous Learning 13	A	30	4.37	.490	.089
	B	30	2.57	.504	.092
Student's Autonomous Learning 14	A	30	4.40	.498	.091
	B	30	2.40	.498	.091
Student's Autonomous Learning 15	A	30	4.43	.504	.092
	B	30	3.20	.407	.074

T-Test Experimental Group (Group A)

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test (30 Points)	13.93	30	3.028	.553
	Post-test (30 Points)	21.10	30	.885	.162

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test (30 Points) Post-test (30 Points)	30	.376	.041

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test (30 Points) Post-test (30 Points)	-7.17	2.817	.514	-8.22	-6.11	-13.933	29	.000

T-Test Control Group (Group B)

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test (30 Points)	13.93	30	2.164	.395
	Post-test (30 Points)	16.07	30	1.911	.349

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test (30 Points) Post-test (30 Points)	30	.693	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Devia tion	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test (30 Points) Post-test (30 Points)	-2.13	1.613	.295	-2.74	-1.53	-7.243	29	.000

Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Group A & B	60	100.0%	0	.0%	60	100.0%

group * Difference of Crosstabulation

		Difference		Total
		Be the same	Increase	
Group	A	0	30	30
	B	5	25	30
Total		5	55	60

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.455(b)	1	.020		
Continuity Correction(a)	3.491	1	.062		
Likelihood Ratio	7.387	1	.007		

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Fisher's Exact Test				.052	.026
Linear-by-Linear Association	5.364	1	.021		
N of Valid Cases	60				

a Computed only for a 2x2 table

b 2 cells (50.0%) have expected count less than 5. The minimum expected count is 2.50.

T-Test for six Assignments

Exercise No. 1 Group A and B

	Group	N	Mean	Std. Deviation	Std. Error Mean
Opinion Support	A	30	6.10	.712	.130
	B	30	5.00	.000	.000
Grammar	A	30	2.40	1.163	.212
	B	30	2.00	.000	.000
Verb	A	30	2.83	.834	.152
	B	30	1.00	.000	.000
Organization	A	30	6.23	.971	.177
	B	30	5.00	.000	.000
Exercise 1	A	30	17.57	3.266	.596
	B	30	13.00	.000	.000

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Differ ence	Std. Error Differe nce		Lower	Upper
Opinion Support	Equal variances assumed	27.131	.000	8.462	58	.000	1.10	.130		.840	1.360
	Equal variances not assumed			8.462	29.000	.000	1.10	.130		.834	1.366
Grammar	Equal variances assumed	69.407	.000	1.884	58	.065	.40	.212		-.025	.825
	Equal variances not assumed			1.884	29.000	.070	.40	.212		-.034	.834
Verb	Equal variances assumed	56.585	.000	12.042	58	.000	1.83	.152		1.529	2.138
	Equal variances not assumed			12.042	29.000	.000	1.83	.152		1.522	2.145
Organization	Equal variances assumed	26.504	.000	6.954	58	.000	1.23	.177		.878	1.588
	Equal variances not assumed			6.954	29.000	.000	1.23	.177		.871	1.596
Exercise 1	Equal variances assumed	52.293	.000	7.658	58	.000	4.57	.596		3.373	5.760
	Equal variances not assumed			7.658	29.000	.000	4.57	.596		3.347	5.786

Exercise No. 2 Group A and B

	Group	N	Mean	Std. Deviation	Std. Error Mean
Opinion Support	A	30	6.27	.980	.179
	B	30	6.50	.731	.133
Grammar	A	30	2.67	.844	.154
	B	30	2.73	.828	.151
Verb	A	30	3.03	.669	.122
	B	30	3.13	.571	.104
Organization	A	30	6.50	1.075	.196
	B	30	6.33	.884	.161
Exercise 1	A	30	18.47	3.048	.557
	B	30	18.70	2.366	.432

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Opinion Support	Equal variances assumed	2.137	.149	-1.045	58	.300	-.23	.223	-.680	.214
	Equal variances not assumed			-1.045	53.638	.301	-.23	.223	-.681	.214
Grammar	Equal variances assumed	.842	.363	-.309	58	.759	-.07	.216	-.499	.365
	Equal variances not assumed			-.309	57.977	.759	-.07	.216	-.499	.365

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Verb	Equal variances assumed	.166	.685	-.623	58	.536	-.10	.161	-.421	.221
	Equal variances not assumed			-.623	56.622	.536	-.10	.161	-.422	.222
Organization	Equal variances assumed	.884	.351	.656	58	.514	.17	.254	-.342	.675
	Equal variances not assumed			.656	55.920	.515	.17	.254	-.342	.676
Exercise 1	Equal variances assumed	4.076	.048	-.331	58	.742	-.23	.704	-1.643	1.177
	Equal variances not assumed			-.331	54.634	.742	-.23	.704	-1.645	1.179

Exercise No. 3 Group A and B

	Group	N	Mean	Std. Deviation	Std. Error Mean
Opinion Support	A	30	7.83	1.577	.288
	B	30	5.00	.000	.000
Grammar	A	30	3.57	.898	.164
	B	30	3.00	.000	.000
Verb	A	30	3.73	.691	.126
	B	30	3.00	.000	.000
Organization	A	30	7.87	1.592	.291
	B	30	5.00	.000	.000
Exercise 1	A	30	23.00	4.379	.799
	B	30	16.00	.000	.000

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Opinion Support	Equal variances assumed	55.137	.000	9.838	58	.000	2.83	.288	2.257	3.410
	Equal variances not assumed			9.838	29.000	.000	2.83	.288	2.244	3.422
Grammar	Equal variances assumed	81.366	.000	3.458	58	.001	.57	.164	.239	.895
	Equal variances not assumed			3.458	29.000	.002	.57	.164	.231	.902
Verb	Equal variances assumed	84.554	.000	5.809	58	.000	.73	.126	.481	.986
	Equal variances not assumed			5.809	29.000	.000	.73	.126	.475	.992
Organization	Equal variances assumed	46.217	.000	9.865	58	.000	2.87	.291	2.285	3.448
	Equal variances not assumed			9.865	29.000	.000	2.87	.291	2.272	3.461
Exercise 1	Equal variances assumed	59.854	.000	8.756	58	.000	7.00	.799	5.400	8.600
	Equal variances not assumed			8.756	29.000	.000	7.00	.799	5.365	8.635

Exercise No. 4 Group A and B

	Group	N	Mean	Std. Deviation	Std. Error Mean
Opinion Support	A	30	7.37	.890	.162
	B	30	7.00	.000	.000
Grammar	A	30	3.40	.894	.163
	B	30	2.00	.000	.000
Verb	A	30	3.43	.817	.149
	B	30	3.00	.000	.000
Organization	A	30	7.20	.997	.182
	B	30	6.00	.000	.000
Exercise 1	A	30	21.40	3.114	.569
	B	30	18.00	.000	.000

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
								Std.	95% Confidence Interval of the Difference		
						Sig. (2-tailed)	Mean Differ ence	Error Differe nce			
		F	Sig.	t	df				Lower	Upper
Opinion Support	Equal variances assumed	79.446	.000	2.257	58	.028	.37	.162	.041	.692
	Equal variances not assumed			2.257	29.000	.032	.37	.162	.034	.699
Grammar	Equal variances assumed	66.208	.000	8.573	58	.000	1.40	.163	1.073	1.727
	Equal variances not assumed			8.573	29.000	.000	1.40	.163	1.066	1.734

		Levene's Test for Equality of Variances		t-test for Equality of Means						
							Mean Differ ence	Std. Error Differe nce	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)			Lower	Upper
Verb	Equal variances assumed	91.350	.000	2.904	58	.005	.43	.149	.135	.732
	Equal variances not assumed			2.904	29.000	.007	.43	.149	.128	.738
Organization	Equal variances assumed	58.000	.000	6.595	58	.000	1.20	.182	.836	1.564
	Equal variances not assumed			6.595	29.000	.000	1.20	.182	.828	1.572
Exercise 1	Equal variances assumed	80.875	.000	5.980	58	.000	3.40	.569	2.262	4.538
	Equal variances not assumed			5.980	29.000	.000	3.40	.569	2.237	4.563

Exercise No. 5 Group A and B

	Group	N	Mean	Std. Deviation	Std. Error Mean
Opinion Support	A	30	7.40	.770	.141
	B	30	7.33	.802	.146
Grammar	A	30	3.37	.999	.182
	B	30	3.33	.711	.130
Verb	A	30	3.57	.728	.133
	B	30	3.53	.507	.093
Organization	A	30	7.47	.819	.150
	B	30	7.30	1.022	.187
Exercise 1	A	30	21.80	2.683	.490
	B	30	21.50	2.162	.395

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Opinion Support	Equal variances assumed	.016	.900	.328	58	.744	.07	.203	-.340	.473
	Equal variances not assumed			.328	57.903	.744	.07	.203	-.340	.473
Grammar	Equal variances assumed	5.908	.018	.149	58	.882	.03	.224	-.415	.482
	Equal variances not assumed			.149	52.375	.882	.03	.224	-.416	.483
Verb	Equal variances assumed	4.749	.033	.206	58	.838	.03	.162	-.291	.358
	Equal variances not assumed			.206	51.799	.838	.03	.162	-.292	.358
Organization	Equal variances assumed	2.184	.145	.697	58	.489	.17	.239	-.312	.645
	Equal variances not assumed			.697	55.376	.489	.17	.239	-.313	.646
Exercise 1	Equal variances assumed	1.117	.295	.477	58	.635	.30	.629	-.959	1.559
	Equal variances not assumed			.477	55.485	.635	.30	.629	-.960	1.560

Exercise No.6 Group A and B

	Group	N	Mean	Std. Deviation	Std. Error Mean
Opinion Support	A	30	8.00	.525	.096
	B	30	6.87	.937	.171
Grammar	A	30	3.57	.568	.104
	B	30	2.93	.640	.117
Verb	A	30	3.93	.521	.095
	B	30	3.30	.596	.109
Organization	A	30	7.90	.845	.154
	B	30	6.47	1.042	.190
Exercise 1	A	30	23.40	1.976	.361
	B	30	19.57	2.648	.483

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
							Mean Differ ence	Std. Error Differe nce	95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)			Lower	Upper	
Opinion Support	Equal variances assumed	9.979	.003	5.778	58	.000	1.13	.196	.741	1.526	
	Equal variances not assumed			5.778	45.583	.000	1.13	.196	.738	1.528	
Grammar	Equal variances assumed	.835	.365	4.054	58	.000	.63	.156	.321	.946	

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Differ ence	Std. Error Differe nce	95% Confidence Interval of the Difference	
									Lower	Upper
Verb	Equal variances assumed	4.835	.032	4.383	58	.000	.63	.145	.344	.923
	Equal variances not assumed			4.383	56.978	.000	.63	.145	.344	.923
Organization	Equal variances assumed	2.142	.149	5.853	58	.000	1.43	.245	.943	1.923
	Equal variances not assumed			5.853	55.630	.000	1.43	.245	.943	1.924
Exercise 1	Equal variances assumed	2.192	.144	6.355	58	.000	3.83	.603	2.626	5.041
	Equal variances not assumed			6.355	53.648	.000	3.83	.603	2.624	5.043
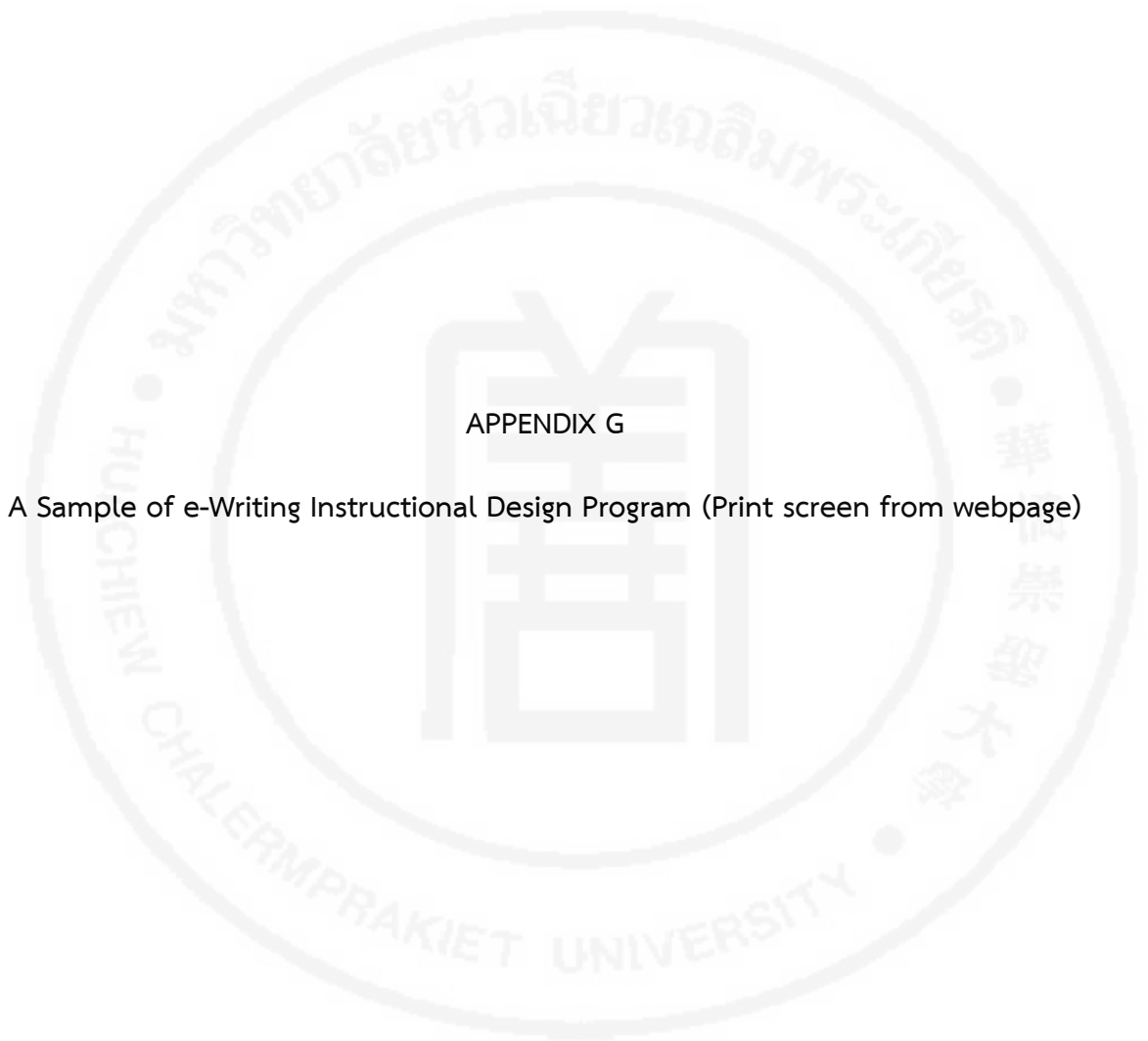
APPENDIX G

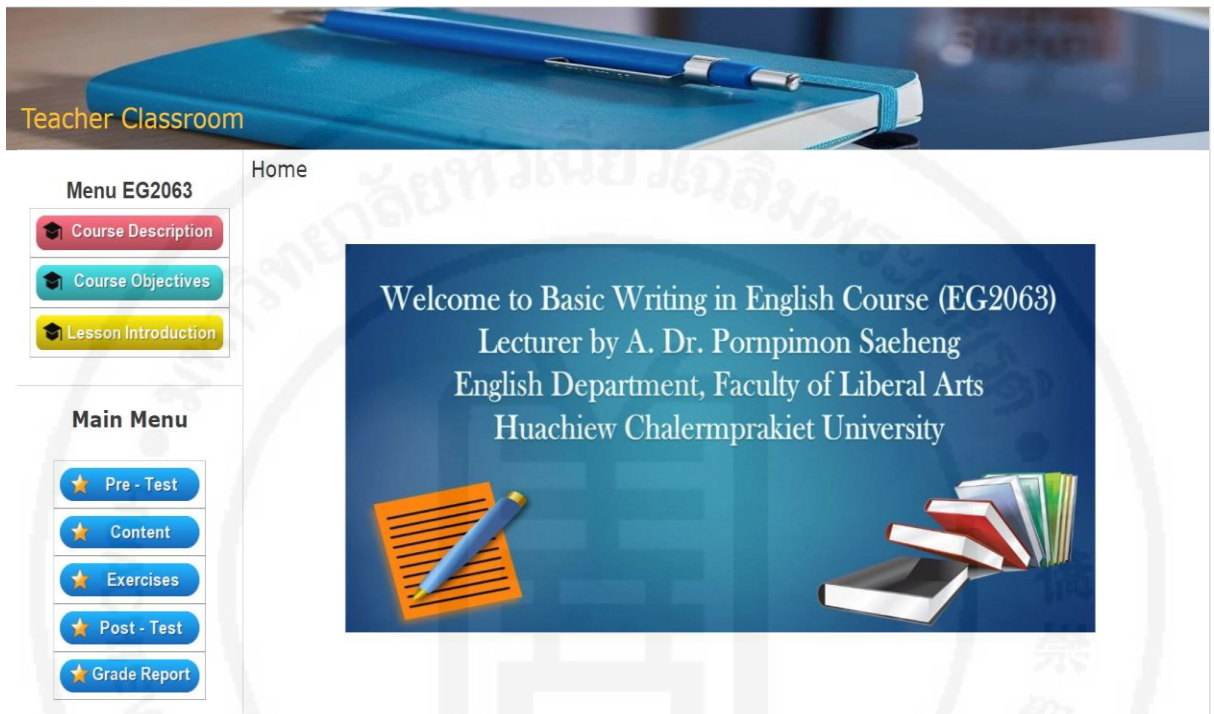A Sample of e-Writing Instructional Design Program (Print screen from webpage)

A Sample of e-Writing Instructional Design Program (Print screen from webpage)

Homepage

Lesson Introduction

Course objectives

Coures Objectives

Menu EG2063
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Main Menu
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Teacher Classroom

The lesson objectives come from the description of Basic Writing in English course for students. The lesson objectives are presented as follows.

1) To study the compositions and characteristics of various types of paragraph writing and write paragraphs with effective topic sentences, major and minor supporting details, and concluding sentences.

2) To practice paragraph writing and master the grammatical structures of English used in producing different types of sentences.

3) To apply the ideas to generate detail and provide information to write properly.

4) To explain their ideas or opinions in written form using grammatically correct sentences and rhetorical patterns and make an outline from the information provided as well as from the student's own ideas.

Course Description

Course-Description

Teacher Classroom

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- Course Objectives
- Lesson Introduction
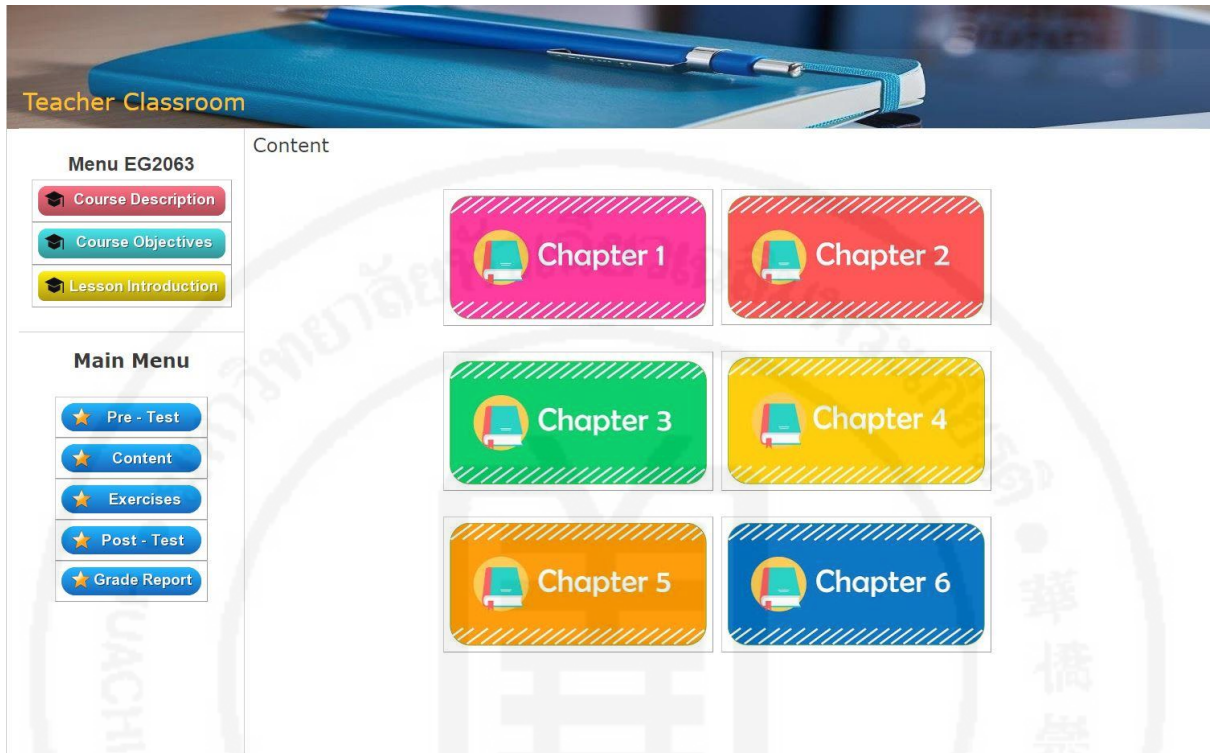
Main Menu
- Pre - Test
- Content
- Exercises
- Post - Test
- Grade Report

This course is designed to train students to write effective English and to develop the creative process. The focus is on producing accurate and effective writing, starting from sentence level to paragraph level. Knowledge of paragraph structure for various styles of writing, accurate grammatical examples, and vocabulary expansion will be employed to meet the main objectives

Content

Teacher Classroom

Menu EG2063
- Course Description
- Course Objectives
- Lesson Introduction
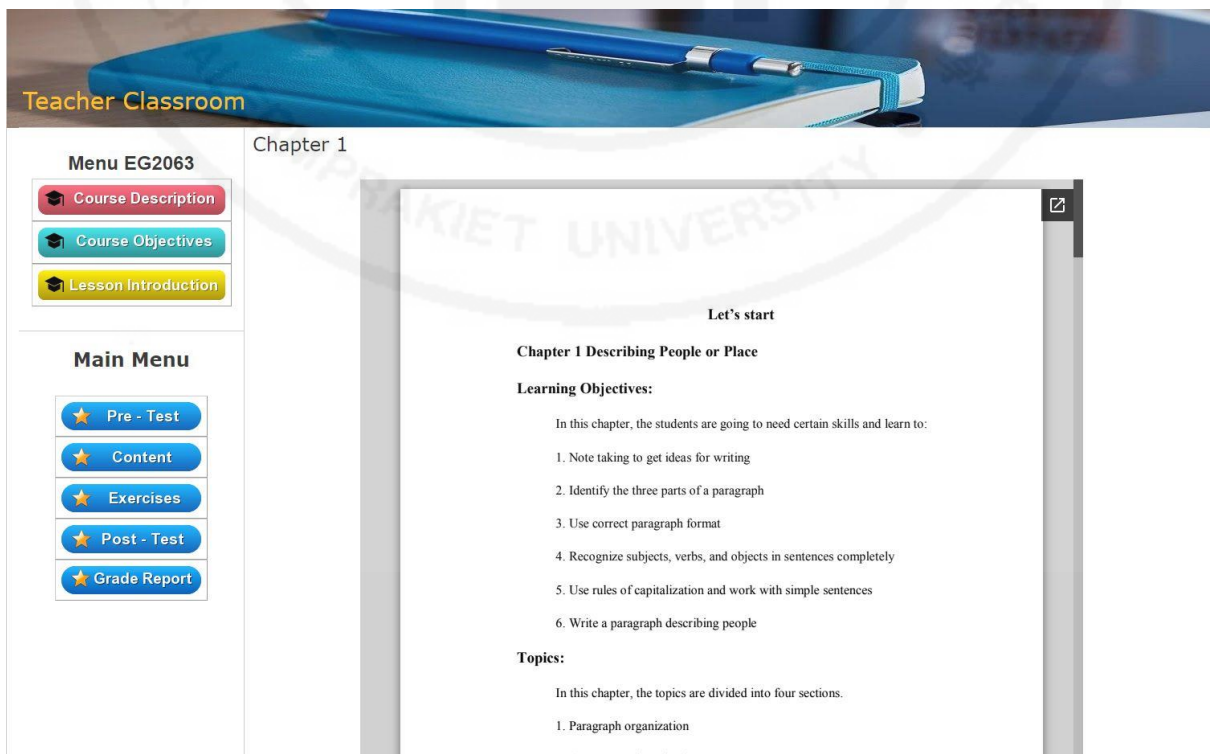
Main Menu
- ⭐ Pre - Test
- ⭐ Content
- ⭐ Exercises
- ⭐ Post - Test
- ⭐ Grade Report

Content

Chapter 1 | Chapter 2
Chapter 3 | Chapter 4
Chapter 5 | Chapter 6

Chapter 1
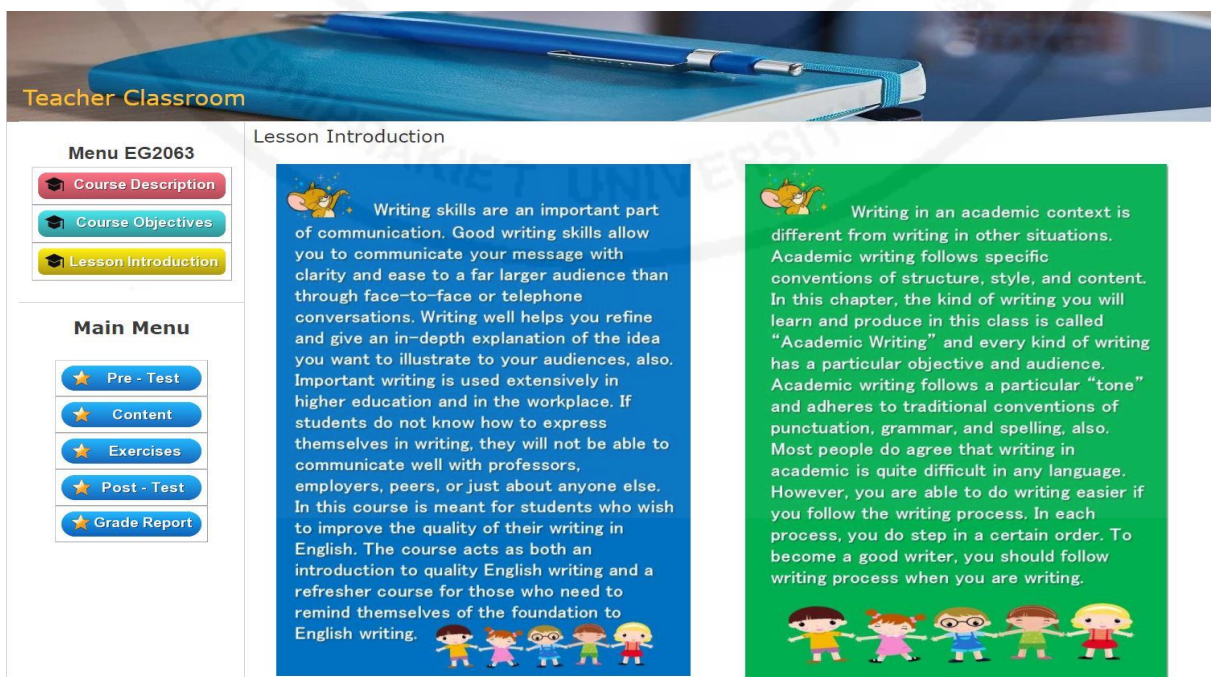

Teacher Classroom

Menu EG2063
- Course Description
- Course Objectives
- Lesson Introduction

Main Menu
- ⭐ Pre - Test
- ⭐ Content
- ⭐ Exercises
- ⭐ Post - Test
- ⭐ Grade Report

Chapter 1

Let's start

Chapter 1 Describing People or Place

Learning Objectives:

In this chapter, the students are going to need certain skills and learn to:

1. Note taking to get ideas for writing

2. Identify the three parts of a paragraph

3. Use correct paragraph format

4. Recognize subjects, verbs, and objects in sentences completely

5. Use rules of capitalization and work with simple sentences

6. Write a paragraph describing people

Topics:

In this chapter, the topics are divided into four sections.

1. Paragraph organization

2. Grammar and mechanics

Exercises

APPENDIX H

Ethic Forms

1. หนังสือให้ความยินยอมเข้าร่วมโครงการวิจัย

เขียนที่ ....

วันที่ ....

ข้าพเจ้า .... อายุ .... ปี

รหัส นักศึกษา......................... ชั้นปีที่ .... คณะ...

ขอทำหนังสือนี้ให้ไว้ต่อหัวหน้าโครงการวิจัย เพื่อเป็นหลักฐานแสดงว่า

ข้อ 1. ข้าพเจ้าได้รับทราบโครงการวิจัยของ อ.ดร. พงศ์พัชรา กวินกุลเศรษฐ์ เรื่อง "การเปรียบเทียบการเรียนรู้แบบการใช้บทเรียนอิเล็กทรอนิกส์และการเรียนแบบปกติเพื่อพัฒนาทักษะการเขียนภาษาอังกฤษและกระตุ้นการเรียนรู้อิสระของนักศึกษาไทย (A comparative Study of e-Writing and traditional writing classroom to Improve English Writing Ability and Motivate Autonomous Learning of Thai EFL Learners)"

ข้อ 2. ข้าพเจ้ายินยอมเข้าร่วมโครงการวิจัยนี้ด้วยความสมัครใจ โดยไม่ถูกบังคับ ขู่เข็ญ หลอกลวงแต่ประการใด และพร้อมจะให้ความร่วมมือในการวิจัย

ข้อ 3. ข้าพเจ้าได้รับการอธิบายจากผู้วิจัยเกี่ยวกับวัตถุประสงค์ของการวิจัย วิธีการวิจัย ผลที่จะเกิดขึ้นรวมถึง ความปลอดภัย อาการที่ตามมา และอันตรายที่อาจเกิดขึ้น รวมทั้งคุณค่าที่จะได้รับจากการวิจัยโดยละเอียดแล้ว (จากเอกสารการวิจัยแนบท้าย-ถ้ามี)

ข้อ 4. ข้าพเจ้าได้รับการยืนยันจากผู้วิจัยว่า จะไม่เปิดเผยข้อมูลส่วนตัวหรือข้อมูลในส่วนที่เกี่ยวข้องกับข้าพเจ้าในงานวิจัย

ข้อ 5. ข้าพเจ้าได้รับทราบจากผู้วิจัยแล้วว่า หากมีอันตรายใดๆ ในระหว่างการวิจัยหรือภายหลังการวิจัยอันพิสูจน์ได้จากผู้เชี่ยวชาญของสถาบันที่ควบคุมวิชาชีพนั้นๆ ได้ว่าเกิดขึ้นจากการวิจัยดังกล่าว ข้าพเจ้าจะได้รับการคุ้มครองในสิทธิที่พึงมี เช่น ค่าใช้จ่ายในการรักษาพยาบาล ค่าชดเชยรายได้ที่สูญเสียไปในระหว่างการรักษาพยาบาลดังกล่าวตามมาตรฐานค่าแรงขั้นต่ำตามกฎหมายจากผู้วิจัยและ/หรือผู้สนับสนุนการวิจัย ตลอดจนมีสิทธิได้รับค่าทดแทนความพิการที่อาจเกิดขึ้นจากการวิจัยตามมาตรฐานค่าแรงขั้นต่ำตามกฎหมาย และในกรณีที่ข้าพเจ้าได้รับอันตรายจากการวิจัยถึงแก่ความตาย ทายาทของข้าพเจ้ามีสิทธิได้รับค่าชดเชยและค่าทดแทนดังกล่าวจากผู้วิจัยและ/หรือผู้สนับสนุนการวิจัยแทนตัวข้าพเจ้า

ข้อ 6. ข้าพเจ้าได้รับทราบว่า ข้าพเจ้ามีสิทธิจะบอกเลิกการร่วมโครงการวิจัยนี้เมื่อใดก็ได้ และการบอกเลิกการร่วมโครงการวิจัยจะไม่มีผลกระทบต่อการได้รับค่าใช้จ่าย ค่าชดเชย และค่าทดแทนตามข้อ 5 ทุกประการ

ข้าพเจ้าได้อ่านและเข้าใจข้อความตามหนังสือนี้โดยตลอดแล้ว เห็นว่าถูกต้องตามเจตนาของข้าพเจ้า จึงได้ลงลายมือชื่อไว้เป็นสำคัญ พร้อมกับหัวหน้าผู้วิจัยและต่อหน้าพยาน

ลงชื่อ .... ผู้ให้ความยินยอม
(..)

ลงชื่อ .... หัวหน้าผู้วิจัย
(..)

หมายเหตุ 1) กรณีผู้ให้ความยินยอมไม่สามารถอ่านหนังสือได้ ให้ผู้วิจัยอ่านข้อความในหนังสือให้ความยินยอมนี้ให้แก่ผู้ให้ความยินยอมฟังจนเข้าใจดีแล้ว และให้ผู้ให้ความยินยอมลงนามหรือพิมพ์ลายนิ้วหัวแม่มือรับทราบในการให้ความยินยอมดังกล่าวด้วย

2) ในกรณีผู้ให้ความยินยอมมีอายุไม่ครบ 20 ปีบริบูรณ์ จะต้องมีผู้ปกครองตามกฎหมายเป็นผู้ให้ความยินยอมด้วย

2. คำชี้แจงและการพิทักษ์สิทธิกลุ่มตัวอย่างในการเข้าร่วมวิจัย

ข้าพเจ้า อาจารย์ ดร.พงศ์พัชรา กวินกุลเศรษฐ์ อาจารย์ประจำ คณะศิลปศาสตร์ มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ กำลังวิจัยเรื่อง "การเปรียบเทียบการเรียนรู้แบบการใช้บทเรียนอิเล็กทรอนิกส์และการเรียนแบบปกติเพื่อพัฒนาทักษะการเขียนภาษาอังกฤษและกระตุ้นการเรียนรู้อิสระของนักศึกษาไทย (A comparative Study of e-Writing and traditional writing classroom to Improve English Writing Ability and Motivate Autonomous Learning of Thai EFL Learners)" This study aims to isolate methods which could help to improve learners' writing ability through the use of the e-writing program. Therefore, the following objectives are set:

1. To compare students' writing ability through e-Writing classroom and traditional writing classroom.

2. To compare the effectiveness of e-Writing classroom and traditional writing classroom.

3. To explore learner autonomy after receiving the two different kinds of teaching methods.

นักศึกษาเป็นบุคคลที่สำคัญยิ่งในการให้ข้อมูลในครั้งนี้ จึงใคร่ขอความร่วมมือในการสัมภาษณ์เชิงลึก โดยมีโครงสร้างคำถามตามแบบสัมภาษณ์งานวิจัย เพื่อนำข้อมูลไปวิเคราะห์ และรายงานผลตามวัตถุประสงค์ดังกล่าว

ข้อมูลที่นักศึกษาตอบทั้งหมดจะเก็บไว้เป็นความลับและเสนอผลงานวิจัยในภาพรวมส่วนหลักฐานทุกอย่างจะถูกทำลายเมื่อการวิจัยแล้วเสร็จ โดยไม่มีผลกระทบใดๆ ต่อท่านและบุคคลที่เกี่ยวข้อง

การเข้าร่วมวิจัยครั้งนี้ จะเป็นไปโดยความสมัครใจของนักศึกษา ไม่ว่านักศึกษาจะเข้าร่วมการวิจัยหรือไม่ก็ตามจะไม่มีผลกระทบใดๆ กับท่าน หากนักศึกษาสงสัยในข้อคำถามใดๆ สามารถถามผู้วิจัยได้ตลอดเวลา หากแม้นักศึกษาไม่ต้องการตอบแบบสอบถามช่วงหนึ่งช่วงใดหรือต้องการยุติการให้ข้อมูล ย่อมสามารถกระทำได้โดยทันที โดยไม่มีผลกระทบใดๆ ต่อนักศึกษาและบุคคลที่เกี่ยวข้อง

งานวิจัยครั้งนี้ จะประสบผลสำเร็จลงไม่ได้ ถ้าหากไม่ได้รับความอนุเคราะห์และความร่วมมือจากนักศึกษา จึงใคร่ขอขอบคุณในความร่วมมือของนักศึกษามา ณ โอกาสนี้ด้วย

อาจารย์ ดร.พงศ์พัชรา กวินกุลเศรษฐ์
อาจารย์ประจำ คณะศิลปศาสตร์
มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ

3. หนังสือแสดงความยินยอมเข้าร่วมการวิจัย

ทำที่ คณะศิลปศาสตร์

วันที่.............เดือน.........................พ.ศ.........

เลขที่ ประชากรตัวอย่างหรือผู้มีส่วนร่วมในการวิจัย...

       ข้าพเจ้า...ซึ่งได้ลงนาม
ท้ายหนังสือนี้ ขอแสดงความยินยอมเข้าร่วมโครงการวิจัย ชื่อโครงการ "การเปรียบเทียบการเรียนรู้
แบบการใช้บทเรียนอิเล็กทรอนิกส์และการเรียนแบบปกติเพื่อพัฒนาทักษะการเขียนภาษาอังกฤษ
และกระตุ้นการเรียนรู้อิสระของนักศึกษาไทย (A comparative Study of e-Writing and
traditional writing classroom to Improve English Writing Ability and Motivate
Autonomous Learning of Thai EFL Learners)"
ชื่อผู้วิจัย อาจารย์ ดร. พงศ์พัชรา กวินกุลเศรษฐ์ ที่อยู่ที่ติดต่อ สาขาวิชาภาษาอังกฤษ
คณะศิลปศาสตร์ โทรศัพท์ 088-241-9414

       ข้าพเจ้าได้รับทราบรายละเอียดเกี่ยวกับที่มาและวัตถุประสงค์ในการทำวิจัย รายละเอียด
ขั้นตอนต่าง ๆ ที่จะต้องปฏิบัติหรือได้รับการปฏิบัติ ความเสี่ยง/อันตราย และประโยชน์ซึ่งจะเกิดขึ้น
จากการวิจัยเรื่องนี้ โดยได้อ่านรายละเอียดในเอกสารชี้แจงผู้เข้าร่วมการวิจัยโดยตลอด และได้รับ
คำอธิบายจากผู้วิจัย จนเข้าใจเป็นอย่างดีแล้ว

       ข้าพเจ้าจึงสมัครใจเข้าร่วมในโครงการวิจัยนี้ ตามที่ระบุไว้ในเอกสารชี้แจงผู้เข้าร่วมการวิจัย
ข้าพเจ้ามีสิทธิถอนตัวออกจากการวิจัยเมื่อใดก็ได้ตามความประสงค์ โดยไม่ต้องแจ้งเหตุผล ซึ่งการ
ถอนตัวออกจากการวิจัยนั้น จะไม่มีผลกระทบในทางใด ๆ ต่อข้าพเจ้าทั้งสิ้น

       ข้าพเจ้าได้รับคำรับรองว่า ผู้วิจัยจะปฏิบัติต่อข้าพเจ้าตามข้อมูลที่ระบุไว้ในเอกสารชี้แจง
ผู้เข้าร่วมการวิจัย และข้อมูลใด ๆ ที่เกี่ยวข้องกับข้าพเจ้า ผู้วิจัยจะเก็บรักษาเป็นความลับ โดยจะ
นำเสนอข้อมูลการวิจัยเป็นภาพรวมเท่านั้น ไม่มีข้อมูลใดในการรายงานที่จะนำไปสู่การระบุตัวข้าพเจ้า

       หากข้าพเจ้าไม่ได้รับการปฏิบัติตรงตามที่ได้ระบุไว้ในเอกสารชี้แจงผู้เข้าร่วมการวิจัย ข้าพเจ้า
สามารถร้องเรียนได้ที่คณะกรรมการพิจารณาจริยธรรมการวิจัยในคน มหาวิทยาลัยหัวเฉียวเฉลิม
พระเกียรติ

       ข้าพเจ้าได้ลงลายมือชื่อไว้เป็นสำคัญต่อหน้าพยาน ทั้งนี้ข้าพเจ้าได้รับสำเนาเอกสารชี้แจง
ผู้เข้าร่วมการวิจัย และสำเนาหนังสือแสดงความยินยอมไว้แล้ว

ลงชื่อ..

(...)

ผู้ให้ความยินยอม

ลงชื่อ..

(อาจารย์ ดร. พงศ์พัชรา กวินกุลเศรษฐ์)

หัวหน้า ผู้วิจัยหลัก

4. เอกสารชี้แจงกับผู้มีส่วนร่วมในการวิจัย

ชื่อโครงการวิจัย: การเปรียบเทียบการเรียนรู้แบบการใช้บทเรียนอิเล็กทรอนิกส์และการเรียนแบบปกติเพื่อพัฒนาทักษะการเขียนภาษาอังกฤษและกระตุ้นการเรียนรู้อิสระของนักศึกษาไทย

(A comparative Study of e-Writing and traditional writing classroom to Improve English Writing Ability and Motivate Autonomous Learning of Thai EFL Learners)

ชื่อผู้วิจัย: อาจารย์ ดร.พงศ์พัชรา กวินกุลเศรษฐ์

สถานที่ติดต่อผู้วิจัย: สาขาวิชาภาษาอังกฤษ คณะศิลปศาสตร์

โทรศัพท์ (ที่ทำงาน) : 02-312-6300 ext. 1431   **โทรศัพท์มือถือ: 088-241-94914**

E-mail: fai_pimol@hotmail.com

1. ขอเรียนเชิญท่านเข้าร่วมในการวิจัย ก่อนที่ท่านจะตัดสินใจเข้าร่วมในการวิจัย มีความจำเป็นที่ท่านควรทำความเข้าใจว่า งานวิจัยนี้ทำเพราะเหตุใด เกี่ยวข้องกับอะไร และท่านจะได้รับการคุ้มครองสิทธิอย่างไร ดังนั้นท่านกรุณาใช้เวลาในการอ่านข้อมูลต่อไปนี้อย่างละเอียดรอบคอบ และสอบถามข้อมูลเพิ่มเติมหรือข้อมูลที่ไม่ชัดเจนได้ตลอดเวลา

2.   โครงการนี้เกี่ยวข้องกับการใช้บทเรียนอิเล็กทรอนิกส์และการเรียนแบบปกติเพื่อพัฒนาทักษะการเขียนภาษาอังกฤษและกระตุ้นการเรียนรู้อิสระของนักศึกษาไทย

3. วัตถุประสงค์ของการวิจัย

1. To compare students' writing ability through e-Writing classroom and traditional writing classroom.

2. To compare the effectiveness of e-Writing classroom and traditional writing classroom.

3. To explore learner autonomy after receiving the two different kinds of teaching methods.

รายละเอียดของกลุ่มประชากรหรือผู้มีส่วนร่วมในการวิจัย

Population

The population of this study was the sophomore students who enroll in Basic Writing in English course in the semester one, 2018 academic year of HUC, Samut Prakan.

Participants

The participants in this study were the sophomore students who enroll in Basic Writing in English course. The participants are divided by purposive sampling method into two groups of 30 learners, the experimental group A (e-Writing), and group B the control group (Traditional writing classroom). To select the participants in this study, the participants could not be selected by a normal random sampling method. A purposive sampling method was used because the limitations on the amount of students who enrolled in this course. The students were assigned to particular sections. This meant that the students could not be switched between different sections. Therefore, it was not possible to divide the participants in each group with the random sampling method. In this study, all participants are focused on a specific case that is very important and all are a similar level. They were primary sources who could contribute to the study.

4.   ท่านมีสิทธิถอนตัวออกจากการวิจัยเมื่อใดก็ได้ตามความประสงค์   โดยไม่ต้องแจ้งเหตุผล ซึ่งการถอนตัวออกจากการวิจัยนั้น จะไม่มีผลกระทบในทางใด ๆ ต่อข้าพเจ้าทั้งสิ้น

5. ท่านได้รับคำรับรองว่า ผู้วิจัยจะปฏิบัติต่อท่าน ตามข้อมูลที่ระบุไว้ในเอกสารชี้แจงผู้เข้าร่วมการวิจัย และข้อมูลใด ๆ ที่เกี่ยวข้องกับท่าน ผู้วิจัยจะเก็บรักษาเป็นความลับ โดยจะนำเสนอข้อมูลการวิจัยเป็นภาพรวมเท่านั้น ไม่มีข้อมูลใดในการรายงานที่จะนำไปสู่การระบุตัวท่าน

หากท่านไม่ได้รับการปฏิบัติตรงตามที่ได้ระบุไว้ในเอกสารชี้แจงผู้เข้าร่วมการวิจัยท่านสามารถร้องเรียนได้ที่คณะกรรมการพิจารณาจริยธรรมการวิจัยในคน มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ

อาจารย์ ดร.พงศ์พัชรา กวินกุลเศรษฐ์
อาจารย์ประจำ คณะศิลปศาสตร์
มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ

เรียนรู้เพื่อรับใช้สังคม

แบบฟอร์มการเสนอโครงร่างวิจัยต่อคณะกรรมการจริยธรรมการวิจัย
มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ (สำหรับอาจารย์)

---

1. ชื่อโครงการ (ไทย) การเปรียบเทียบการเรียนรู้แบบการใช้บทเรียนอิเล็กทรอนิกส์และการเรียนแบบปกติเพื่อพัฒนาทักษะการเขียนภาษาอังกฤษและกระตุ้นการเรียนรู้อิสระของนักศึกษาไทย

(อังกฤษ) A comparative Study of e-Writing and traditional writing classroom to Improve English Writing Ability and Motivate Autonomous Learning of Thai EFL Learners

2. ชื่อหัวหน้าโครงการ (ไทย) อาจารย์ ดร.พงศ์พัชรา กวินกุลเศรษฐ์

(อังกฤษ) A. Dr. Pongpatchara Kawinkoonlasate

คุณวุฒิ ปริญญาเอก สถานที่ทำงาน คณะศิลปศาสตร์

สถานที่ที่สามารถติดต่อได้ สาขาวิชาภาษาอังกฤษ คณะศิลปศาสตร์

มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ โทร. 1431

3. แหล่งทุนที่ได้รับ (ถ้ามี) มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ ปีที่ได้รับทุน 2560

4. ประเภทการวิจัย Quasi-Experimental Research

5. วัตถุประสงค์

1. To compare students' writing ability through e-Writing classroom and traditional writing classroom.

2. To compare the effectiveness of e-Writing classroom and traditional writing classroom.

3. To explore learner autonomy after receiving the two different kinds of teaching methods.

6. คุณสมบัติผู้ยินยอมตนให้ทำการวิจัย (กลุ่มตัวอย่าง ควรระบุเกณฑ์คัดเข้าและเกณฑ์คัดออก)

This study investigated the effectiveness of the e-writing and traditional teaching methods. There are 60 participants in this study, who enroll Basic Writing in English course at Huachiew Chalermprakiet University, Samut Prakan. The learners

were chosen by a purposive sampling method approach. The participants are divided by a purposive sampling method into two groups of 30 learners.

7. จำนวนผู้เข้าร่วมการวิจัย There are 60 participants in this study, who enroll Basic Writing in English course at Huachiew Chalermprakiet University, Samut Prakan.

8. วิธีการเก็บข้อมูล

    1. แบบสอบถาม (แนบแบบสอบถามและใบยินยอม ระบุว่า สัมภาษณ์หรือกรอกข้อมูลเอง)

    2. บทสัมภาษณ์ (แนบแนวทาง/บทสัมภาษณ์)

    3. อื่นๆ (โปรดระบุ) แบบทดสอบก่อนเรียนและหลังเรียน

9. Protocol flow chart

    The research design as the plan, structure, and strategy of investigation is conceived so as to answer the research questions and control variance. In this study the researcher designs a model for the e-writing instructional design program. The researcher divided this study into two sections. The first section of e-writing instructional design program is extra content concerning writing strategies. The second section is four kinds of paragraph writing with assignments. Moreover, this study is developmental research using learners' perception questionnaires. Hence, learners' perception questionnaires are carried out. Further interviews are carried out with the learners. The researcher uses interview questions to support the findings of the questionnaires, transcript analysis, and documents as data sources. The data collection method employed used both quantitative and qualitative approaches. This study aims to compare the student achievement of English language learning using e-writing and traditional teaching methods for students who study in Basic English Writing course and to enhance the English writing ability and motivate autonomous learning of students. Therefore, in this study the steps in each group are presented in the figures below.

Group A: Studying with e-Writing

```
┌─────────────────────────────────────────────────┐
│                    Students                       │
└─────────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────────┐
│ 1. Pre-test, online self-study on writing         │
│    strategies and 4 kinds of paragraph writing     │
│    for W. 1-12                                     │
└─────────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────────┐
│ 2. e-Writing instructional design program is       │
│    developed                                       │
└─────────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────────┐
│ 3. Start the lessons                               │
└─────────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────────┐
│ 4. Scores are collected for each lesson            │
└─────────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────────┐
│ 5. Posttest                                        │
└─────────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────────┐
│ 6. Questionnaire                                   │
└─────────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────────┐
│ 7. Interview: Students' opinion                    │
└─────────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────────┐
│ 8. Data are collected and analyzed                 │
└─────────────────────────────────────────────────┘
```
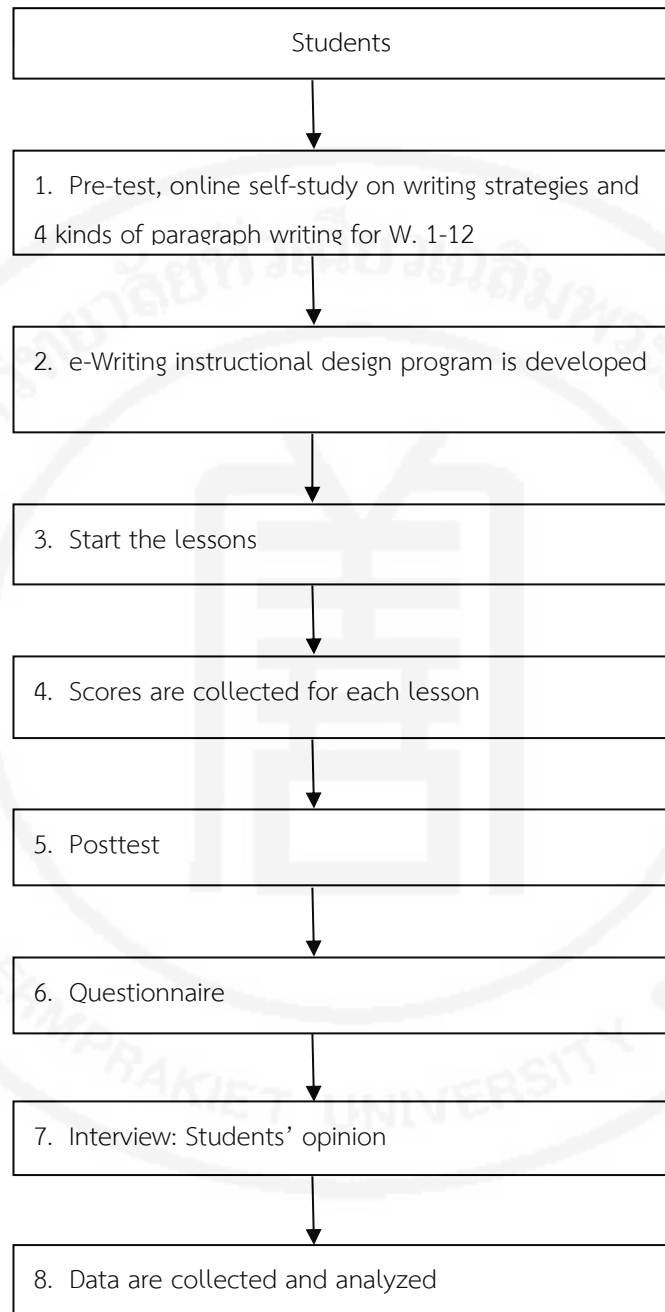
Group B: Studying with traditional teaching method

```
┌─────────────────────────────────────────────────────────────┐
│                           Students                            │
└─────────────────────────────────────────────────────────────┘
                                │
                                ▼
┌─────────────────────────────────────────────────────────────┐
│  1.  Pre-test, lessons on writing strategies, and four kinds  │
│     of paragraph writing for W1-W.12                          │
└─────────────────────────────────────────────────────────────┘
                                │
                                ▼
┌─────────────────────────────────────────────────────────────┐
│  2.  Start the lessons and produce exercises with face to face│
│     teaching style                                            │
└─────────────────────────────────────────────────────────────┘
                                │
                                ▼
┌─────────────────────────────────────────────────────────────┐
│  3.  Scores are collected for each lesson                     │
└─────────────────────────────────────────────────────────────┘
                                │
                                ▼
┌─────────────────────────────────────────────────────────────┐
│  4.  Posttest                                                 │
└─────────────────────────────────────────────────────────────┘
                                │
                                ▼
┌─────────────────────────────────────────────────────────────┐
│  5.  Questionnaire                                            │
└─────────────────────────────────────────────────────────────┘
                                │
                                ▼
┌─────────────────────────────────────────────────────────────┐
│  6.  Interview: Students' opinion                             │
└─────────────────────────────────────────────────────────────┘
                                │
                                ▼
┌─────────────────────────────────────────────────────────────┐
│  7.  Data are collected and analyzed                          │
└─────────────────────────────────────────────────────────────┘
```
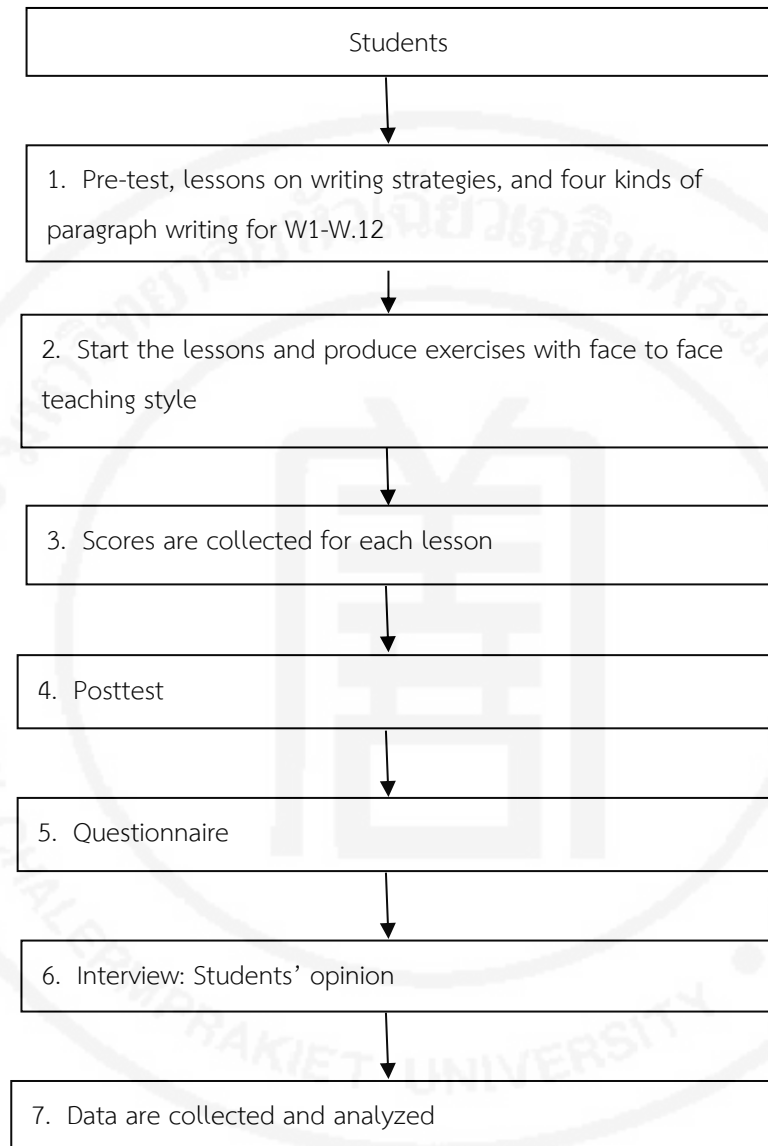
10. ระยะเวลาในการวิจัย เดือน กุมภาพันธ์ พ.ศ. 2561 ถึง เดือน กุมภาพันธ์ พ.ศ. 2562

11. ผลกระทบในทางลบที่อาจเกิดขึ้นต่อสถาบัน สังคม และสิ่งแวดล้อม

☑ ไม่มี ☐ มี (โปรดระบุ) ....

12. มาตรการรองรับผลกระทบในทางลบที่อาจเกิดขึ้น ไม่มี

13. การขอความยินยอม

☐ ขอจากตัวผู้เข้าร่วมโครงการหรือผู้แทนโดยตรง

☑ ขอจากสถาบัน/ผู้มีอำนาจในการอนุมัติ

14. การนำเสนอผลงานวิจัย

☑ เสนอผลโดยภาพรวมไม่มีการเปิดเผยชื่อ ภูมิลำเนาและอาชีพ

☐ เสนอผลโดยภาพรวมแบบไม่ระบุชื่อแต่ระบุภูมิลำเนา (จังหวัด/ภาค) และอาชีพ

15. การระบุว่า การทำวิจัยครั้งนี้ดำเนินการตามหลักจริยธรรมตามคำประกาศเฮลซิงกิ

☐ มี ☑ ไม่มี

16. การทำวิจัยครั้งนี้มิได้คัดลอกและหรือดัดแปลงงานของผู้อื่นมาเป็นของตน

☐ ใช่ ☑ ไม่ใช่

**17. ประเด็นที่ผู้วิจัยเห็นว่า อาจเกี่ยวข้องกับจริยธรรมงานวิจัยหรือส่งผลต่อผู้เข้าร่วม
การวิจัยจากการวิจัยครั้งนี้** ไม่มี

18. ขอเสนอโครงร่างวิจัยเพื่อพิจารณาแบบ Exemption review

☑ ใช่ (โปรดกรอกรายละเอียด ในหน้า 3-4) ☐ ไม่ใช่

ลงนาม .... (หัวหน้าโครงการ)

(....................................)

วันที่.............เดือน........................พศ.................

ลงนาม .... (คณบดี)

(....................................)

วันที่.............เดือน........................พศ.................

แบบฟอร์มการเสนอโครงร่างวิจัยเพื่อพิจารณาแบบ Exemption review
คณะกรรมการจริยธรรมการวิจัย มฉก.

จงทำเครื่องหมาย ☑ ในข้อที่ตรงกับโครงร่างงานวิจัยของท่าน เพียงข้อเดียว

<table>
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1. เป็นงานวิจัยที่ดำเนินการโดยวิธีการสำรวจ สัมภาษณ์ หรือ สังเกตพฤติกรรมภายในชุมชน และเก็บข้อมูลที่ไม่สามารถเชื่อมโยงถึงผู้เข้าร่วมการวิจัยเป็นรายบุคคล โดยจะรายงานผลเป็นข้อมูลโดยภาพรวม และจะต้องเป็นโครงการวิจัยที่มีลักษณะ ดังนี้

   1.1 ข้อคำถามไม่ส่งผลกระทบทางจิตใจ หรือ เป็นเรื่องส่วนตัวที่อ่อนไหว ที่สมควรปกปิด

   1.2 ข้อมูลที่ศึกษาต้องไม่เกี่ยวข้องกับการกระทำผิดกฎหมาย หากความลับรั่วไหล ผู้เข้าร่วมการวิจัยอาจถูกจับ ถูกปรับ ถูกฟ้องร้องดำเนินคดีตามกฎหมาย

   1.3 ข้อมูลที่ศึกษาต้องไม่ทำให้เกิดการเสื่อมเสียชื่อเสียง การเสียผลประโยชน์ การถูกเลิกจ้าง และการเสียสิทธิบางอย่าง รวมทั้งกระทบต่อสถานภาพทางการเงิน
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2. การวิจัยโดยใช้ข้อมูลจากฐานข้อมูลที่เปิดเผยต่อสาธารณชน ในรูปเอกสาร เป็นข้อมูลที่เปิดเผยต่อสาธารณะ **มีการวิจัยเอกสารที่เป็นคัมภีร์ด้วย**
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3. การวิจัยโดยใช้ สิ่งส่งตรวจทางพยาธิวิทยา หรือ เพื่อการวินิจฉัยโรค หรือ ภาวะต่างๆ ซึ่งมีลักษณะ ดังนี้

   3.1 เป็นข้อมูลหรือเนื้อเยื่อที่เก็บโดยไม่ระบุเจ้าของ หมายถึง ไม่ติดชื่อ หรือ รหัสใดๆ ที่จะเชื่อมโยงถึงตัวบุคคลได้ แม้ว่าผู้วิจัยจะแจ้งว่า จะไม่บันทึกข้อมูลส่วนบุคคลไว้ในการวิจัยก็ตาม

   3.2. เป็นข้อมูลเนื้อเยื่อ หรือ สิ่งส่งตรวจอื่นๆ (เช่น เลือด) ที่เก็บอยู่แล้วในคลัง ซึ่งไม่ได้ระบุเจ้าของในการเก็บข้อมูลครั้งแรก ไม่ใช่การเก็บข้อมูลใหม่ และได้ทำการลบข้อมูลส่วนบุคคลออกแล้ว

   3.3 ต้องมีหนังสืออนุญาตจากผู้มีอำนาจเก็บรักษาข้อมูล/สิ่งส่งตรวจ

   3.4 ต้องไม่เป็นข้อมูลจากการวิจัยครั้งก่อน
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หมายเหตุ:

1) อำนาจหน้าที่ในการพิจารณาว่า โครงร่างวิจัยเข้าข่าย Exemption เป็นอำนาจหน้าที่ของคณะกรรมการจริยธรรมฯ ซึ่งผู้วิจัยจะต้องส่งโครงร่างงานวิจัยพร้อมกรอกข้อมูลในแบบฟอร์มนี้เสนอต่อคณะกรรมการฯ เพื่อพิจารณา

2) โครงร่างงานวิจัยที่เสนอขอพิจารณาว่า อยู่ในข่าย Exemption หรือไม่ จะถูกพิจารณาโดย ประธาน และเลขานุการ หรือ กรรมการที่ได้รับมอบหมาย เป็นกรณีเร่งด่วน

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4. การวิจัยทางการศึกษา

       ก. การวิจัยทางการศึกษาในชั้นเรียนปกติ ได้แก่

            - การวิจัยเพื่อเปรียบเทียบวิธีการเรียนการสอนวิธีการต่าง ๆ

            - การเปรียบเทียบประสิทธิภาพระหว่างเทคนิคการสอน หรือ การจัด ห้องเรียน ด้วยวิธีการต่าง ๆ (หรือ เปรียบเทียบระหว่างหลักสูตร)

            - เป็นวิธีการที่ยอมรับทั่วไปและเคยนำมาใช้แล้ว และ/หรือ

            - ดำเนินการในชั้นเรียนปกติ

       ข. การวิจัยที่ใช้วิธีการวัดผลการศึกษาวิธีการต่าง ๆ (Educational test) เช่น cognitive, aptitude, diagnostic, achievement และเป็นโครงการวิจัยที่มีลักษณะดังต่อไปนี้

            - ไม่เป็นวิธีการใหม่ล่าสุด ที่ยังไม่เคยมีการใช้มาก่อน

            - นักเรียนในชั้นเรียนเดียวกันได้รับการปฏิบัติที่เหมือนกัน

            - ไม่มีการปกปิดข้อมูลบางส่วน โดยไม่แจ้งให้ผู้เข้าร่วมการวิจัยทราบ

            - ไม่มีการออกกำลังกายมากกว่าปกติ หรือในวิธีที่ไม่ปกติ

</div>

ความเห็นของเลขานุการหรือกรรมการที่ได้รับมอบหมาย

_____

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                  _____

                  เลขานุการหรือกรรมการที่ได้รับมอบหมาย

                  วันที่ ....

ความเห็นของประธานคณะกรรมการจริยธรรมการวิจัย

_____

_____

                  _____

                  ประธานคณะกรรมการจริยธรรมการวิจัย

                  วันที่ ....

APPENDIX I

Researcher Profile

Researcher Profile

Researcher	Dr. Pongpatchara Kawinkoonlasate
Education	
2007	Bachelor of Art in English (First Class Honor)
	Huachiew Chalermprakiet University
2012	Master of Education in Teaching English
	as a Second Language
	International Graduate Studies
	Human Resource Development Center
	Faculty of Education, Burapha University,
2017	Doctor of Philosophy in Teaching English
	as a Global Language International Graduate
	Studies Human Resource Development Center
	Faculty of Education, Burapha University
Contact	English Department, The Faculty of Liberal Arts
	Huachiew Chalermprakiet University
	Tel. 02-312-6300 Ext. 1431