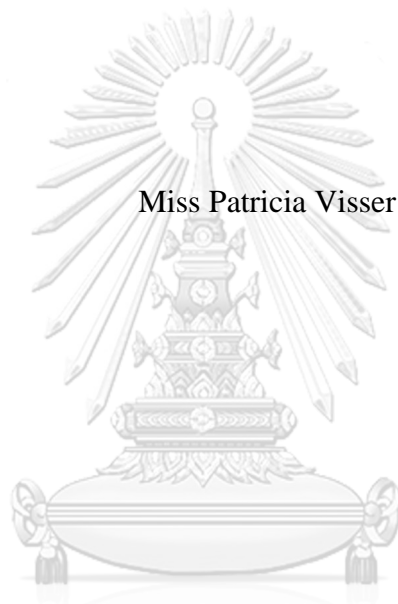# EFFECTS OF THE GENRE-BASED WRITING INSTRUCTIONAL MODULE IN A BLENDED LEARNING ENVIRONMENT ON ENGLISH WRITING ABILITY AND THINKING SKILLS OF THAI UNDERGRADUATE STUDENTS

Miss Patricia Visser

A Dissertation Submitted in Partial Fulfillment of the Requirements
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ผลของโมดูลการสอนการเขียนแบบอรรถลักษณะผ่านสภาพการเรียนแบบผสมผสานเพื่อส่งเสริม
ความสามารถทางการเขียนภาษาอังกฤษและทักษะการคิดของนักศึกษาไทยในระดับอุดมศึกษา

นางสาวพัทริเชีย วิสเซอร์

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต
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พัทริเชีย วิสเซอร์ : ผลของโมดูลการสอนการเขียนแบบอรรถลักษณะผ่านสภาพการเรียน
แบบผสมผสานเพื่อส่งเสริมความสามารถทางการเขียนภาษาอังกฤษและทักษะการคิด
ของนักศึกษาไทยในระดับอุดมศึกษา (EFFECTS OF THE GENRE-BASED
WRITING INSTRUCTIONAL MODULE IN A BLENDED LEARNING
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SKILLS OF THAI UNDERGRADUATE STUDENTS) อ.ที่ปรึกษาวิทยานิพนธ์
หลัก: อ. ดร.พรพิมล ศุขะวาที, 338 หน้า.

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ (1) พัฒนาโมดูลการเขียนโมดูลการสอนการเขียนแบบ
อรรถลักษณะผ่านสภาพการเรียนแบบผสมผสาน (2) ศึกษาผลของโมดูลที่มีต่อทักษะการเขียนของ
นิสิต (3) ศึกษาผลของโมดูลที่มีต่อทักษะการคิดของนิสิต (4) ศึกษาความสัมพันธ์ระหว่างทักษะ
การอ่านกับทักษะการเขียน และ (5) ศึกษาทัศนคติของนิสิตต่อโมดูลการเขียนโมดูลการสอนการ
เขียนแบบอรรถลักษณะผ่านสภาพการเรียนแบบผสมผสาน

กลุ่มตัวอย่างประกอบด้วย นิสิตชั้นปีที่ 1 มหาวิทยาลัยศรีนครินทรวิโรฒ จำนวน 35 คน
การทดลองใช้เวลาทั้งสิ้น 15 สัปดาห์ การเก็บข้อมูลใช้การรวบรวมเชิงคุณภาพและเชิงปริมาณ

ผลการวิจัยพบว่า (1) ความสามารถทางการเขียนของนิสิตภายหลังการเรียนโดยใช้โมดูล
การสอนการเขียนแบบอรรถลักษณะผ่านสภาพการเรียนแบบผสมผสานเพิ่มขึ้นอย่างมีนัยสำคัญทาง
สถิติที่ระดับ .05 (2) ทักษะคิดของนิสิตภายหลังการเรียนโดยใช้โมดูลการสอนการเขียนแบบอรรถ
ลักษณะผ่านสภาพการเรียนแบบผสมผสานเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 (3) มี
ความสัมพันธ์เชิงบวกระหว่างทักษะการคิดและทักษะการเขียน (4) นิสิตมีทัศนคติเชิงบวกต่อการ
เรียนโดยใช้โมดูลการสอนการเขียนแบบอรรถลักษณะผ่านสภาพการเรียนแบบผสมผสาน

การศึกษาในครั้งนี้ชี้ให้เห็นว่าโมดูลการสอนการเขียนแบบอรรถลักษณะผ่านสภาพการ
เรียนแบบผสมผสานช่วยพัฒนาประสิทธิภาพทางการเขียนและทางการคิดของนิสิต

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PATRICIA VISSER: EFFECTS OF THE GENRE-BASED WRITING INSTRUCTIONAL MODULE IN A BLENDED LEARNING ENVIRONMENT ON ENGLISH WRITING ABILITY AND THINKING SKILLS OF THAI UNDERGRADUATE STUDENTS. ADVISOR: PORNPIMOL SUKAVATEE, Ph.D., 338 pp.

The study aim (1) to develop the genre-based writing instructional module in a blended learning environment, (2) to investigate the students' writing ability after implementing the genre-based writing instructional module in a blended learning environment, (3) to investigate the students' thinking skills after implementing the genre-based writing instructional module in a blended learning environment, (4) to investigate the relationship between writing ability and thinking skills, and (5) to investigate the students' attitude toward using genre-based writing instructional module in a blended learning environment. Thirty-five first-year undergraduate students in Srinakharinwirot University were chosen as the sample group.

The study was a single group design using qualitative and quantitative methods. It took 15 weeks for data collection.

The findings revealed that: 1) there was a significant improvement of the participants' English writing ability after taking after taking GWIMBLE at; 2) there was a significant improvement of the participants' thinking skills after taking GWIMBLE at; 3) there was a positive relationship between the students' writing ability and thinking skill; and 4) the students had positive attitudes toward the genre-based writing instructional module in a blended learning environment. The study indicated that the GWIMBLE benefited the students' writing ability and improved their thinking skills.

Field of Study:	English as an	Student's Signature	....
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จุฬาลงกรณ์มหาวิทยาลัย

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CHAPTER I

INTRODUCTION

1.1 Background of the study

Writing is one of the most challenging of the four main language skills; it is a difficult activity for most people, both in their mother tongue and in a foreign language. The rationale behind its difficulty is that writing in a second language does not only use a process similar to writing in a first language, but it also requires a certain level of language proficiency in order to master the writing (Silva, 1993; Weigle, 2002). Additionally, the difficulty of the writing skill is due to the ways that the writer generates ideas which require choice of proper vocabulary and sentence structure, as well as paragraph organization to create a readable text (Richard & Renandya, 2002). Several researchers in Thailand have investigated what causes the problem of weak English writing ability among Thai students. The results revealed that English writing is problematic because it requires knowledge of grammatical rules, vocabulary and a writing structure, all different from their first language; thus writing becomes a difficult skill for second language students, including Thai students (Ka-kan-dee & Kaur, 2014; Pawapatcharaudom, 2007; Pinyosunun, Jivaketu, & Sittiprapaporn, 2009; Watcharapunyawong & Usaha, 2013). Therefore, writing is a difficult skill for foreign language students, including Thais.

Many EFL studies indicate the causes that make English writing among EFL students a problem. Al-Khasawneh (2010) states that the teaching method and the environment are the main causes of weaknesses in English writing. The teacher's lack of motivation and interest is another cause that affects the students. Also, the use of L1 in the classroom and the lack of writing practice are an issue. Rabab'ah (2003) affirms that EFL students have a limited vocabulary; therefore students end up repeating the same words over and over, hindering their creativity. Adas and Bakir (2013) support the theory that EFL students only employ the present tense in their writing. Also, the ill-structured sentences used in their writing make it tough to

understand. Importantly, students are unwilling to share their writing with their peers or they do not get suitable feedback from their peers.

Writing is a problem not only in a Thai EFL context but also in a global EFL context. The common problems in English writing that the researchers have found are lexical limitation, grammatical errors, teaching and learning techniques, language use in the classroom, and students' readiness in sharing their works and expressing their ideas in their writing (Bennui, 2008; Thep-Ackrapong, 2006). Besides that, students have a difficulty in transferring the ideas in their native language into the target language (Widodo, 2006).

However, not only is the English writing skill a problem but thinking skills are also an ability that Thai students lack. The main problems with regard to thinking skills among Thai students are based on the students' behaviors in learning, the friendly characteristics of Thai students and the habit of being the follower. More importantly, the main barrier has been the Thai curriculum, which has put less effort into promoting students' thinking (Kaowiwattanakul, 2012). According to the study related to thinking skills by Buranapatana (2006), the learning environment of the Thai classroom is restricted to the role that students are passive receivers. Teaching and learning activities are set as a routine and promote repetitious methods of transferring knowledge. Thus, the students have limited opportunity to train their analytical thinking as well as their critical thinking skills.

Since thinking, especially critical thinking, skills are not new features in Thai education, one way to solve this problem suggested by the Office of National Education (2000, p. 17) is "to give the students to think, do, check, and verify results for application in real life. They must become self-reliant, so they are able to seek knowledge themselves and use the knowledge gained creatively for the public benefit." Also, the Office of Higher Education (2013) states that the role of education should focus more on strengthening critical thinking skills than memorization, and on developing more practical working skills than learning theories. Importantly, the Office of the National Educational Commission (2003) suggests the solution of the critical thinking problem by stressing it in the National Education Act 1999, as stipulated in section 24 that:

"In organizing the learning process, educational institutions and agencies concerned shall provide training in thinking process, management, how to face various situations and the application of knowledge for obviating and solving problems; organize activities for students to draw from authentic experience; drill in practical work for complete mastery; enable students to think critically and acquire the reading habit and continuous thirst for knowledge"

The aforementioned data showed the evidence that the problem has been acknowledged by the education people and the government. It is indicated that Thai students should acquire the skills and master the processes of critical thinking.

The thinking process is one of the skills that need to be improved in the Thai educational system, alongside collaborative learning skills and the skill to use English (Wongsothorn, Hiranburana, & Chinnawongs, 2002). One of the suggested ways to improve Thai schools, recommended by Thailand Development Research Institute (TDRI), is that "students must learn the skills and knowledge necessary to live and work in the 21st century. The ability to think for themselves, critical thinking, and team building are what was needed to include in the Thai educational system" (Tangkitvanich, 2013, p. 3). The Office of the Higher Education Commission (2013) underlines the role of educational institutions in placing more emphasis on strengthening critical thinking skills than memorization and in developing more practical working skills than learning theories. The aforementioned issues show that teaching language skills is not sufficient; thinking skills should be focused on in the language classroom as well as other skills.

Writing and thinking are skills that go together; that is when people write, people think about what they have to write. According to Harris (1989); Langer and Applebee (1987); Menary (2007); and Stanovich (1986), writing can help establish acts of thinking. It is an intellectual tool that can change the way people think. Klimova (2013) suggests that students use thinking processes when they compose a text. It can be demonstrated in the following ways according to Bloom's Taxonomy cited in Klimova (2013): (1) collecting information is one of the lower thinking skills under the categories of knowledge, (2) describing the background of the topic is also one of the lower thinking skills, namely: knowledge and comprehension, (3)

identifying and comparing arguments is one of the higher lower-thinking skills under the categories of comprehension and analysis, and (4) formulating and verifying conclusions are synthesis and evaluation skills that are among the higher-order thinking skills. Therefore, in order to create an effective English writing classroom, the course should implement the development of the students' thinking skills along with the writing practice. In Thailand, both writing ability and thinking skills are problematic in English language learning in terms of the students' abilities and the educational system. The mentioned skills are very important for Thai educators to take into consideration.

The students majoring in English at Srinakharinwirot University are a group that is expected to have a high proficiency in English language skills. Due to the many entrance requirements for this university, such as the ONET scores (Ordinary National Education Test) that must be higher than 65 points out of a hundred, the submission of a portfolio proving the ability of mastering the English language and a face-to face interview in English, the students are expected to have a good command of English at B1 level based on the Common European framework. Due to their high ability in English language, this group of students is also expected to be able to write in English and also to be able think logically, critically and creatively by showing perfectly their thinking ability in their paragraphs.

The preliminary writing survey with thirty First year English major students asked the students to compose a persuasive paragraph to investigate their writing ability. The results showed that the students composed the paragraph using the narrative techniques rather than stating their opinion. This showed that the students tend to have the ability to finish a paragraph without the awareness of the genres of their paragraph. Also, more than a half of the students wrote a paragraph without the paragraph organization. Outstandingly, many students tended not to express what they think about the issues into their paragraph but they only gave general information toward the issues given. Lastly, the language functions such as the transitional and tenses were spotted as another problem proved by the errors made on these tasks. Additionally, the data from the preliminary interview showed that the students still faced problems in English writing. Even though they could recognize the structure and mechanics of many tenses whilst knowing lots of vocabulary, most of them

claimed that they were not confident in using the grammar and the vocabulary that they knew in writing a proper paragraph. They also said that they were afraid of using the new vocabulary and structures in their writing. Some students said that they were confused about how to organize sentences and how to apply the proper tense into their paragraph.

The survey results confirmed that the writing is not just the product from combining grammar and vocabulary together but it is an ability that involves the strategies. Hence, the approach that should be proposed to polish the students writing together with facilitating them with the thinking skills activity is the genre-based approach.

In a Thai context, the genre-based approach seems to be an appropriate approach to teaching writing to Thai students who use English as a second language. Many researchers have conducted studies related to genre-based writing in Thailand, where they found that the genre-based approach can improve students' writing, and can also be successfully implemented in a foreign language context (Kongpetch, 2003; Krisnachinda, 2006; Payaprom, 2012).

Therefore, a genre-based approach seems to be the applicable method to improve the aforementioned problems. The genre-based approach has its effectiveness in that it is explicit, systematic, need-based, supportive, empowering, critical and consciousness-raising (Hyland, 2013). Also, the genre-teaching learning-cycle key stages are namely contextualizing, modeling, negotiating, constructing, and connecting, which involve the thinking process to help the students complete the writing task (Feez, 1998; Hyland, 2003, 2014). The term "genre-based writing" is not new, and it has been defined by many experts. Genre refers to abstract, socially-recognized ways of using language (Hyland, 2003, p. 21). "It is a term of grouping text together representing how writers typically use language in response to a recurring situation" (Hyland, 2014, p. 4). The genre-based writing approach is a way of writing that emphasizes the use of appropriate language with different types of written text and a recurring situation, which is a situation where specific written communication takes place (Matsuda & Silva, 2010; Swales, 1990; Thornbury, 2006). Paltridge (2001) mentions that the implementation of genre based approach can be done by getting the students to compose a text on basic of purpose, organization and

audience. A genre represents a group of texts that share a communicative purpose by sharing similar discourse structures and using language in a similar way. Thus, this concept is important in teaching writing, where the teacher should be aware of teaching the students when, what, and how they should write a text. A focus on genre in the second language writing classroom helps the students to explore the discourse community and a form of writing that is valuable to them in terms of application in their lives.

The notion of move in each genre of writing also served as a significant tool that helps to enhance the writing ability of the students. The notion of moves identifies the textual regularities in each genre of writing and also it describes the functions the text realizes in the relationship to the overall task (Connor, Davis, & De Rycker, 1995). Ding (2007) mentions that in genre studies move analysis is useful because moves are related to semantic and functional units of texts that can be identified by their communicative purposes and linguistic boundaries. In other words, improving the students' writing by emphasizing on the move analysis is helpful since it helps the students realize the consistencies and the function of the text in each specific genre.

In addition, a genre-based approach not only encourages the students to improve their writing but also facilitates the students' thinking. As Fisher (1998) affirms, thinking skills enable students to turn their experience into learning by focusing on 'knowing how', rather than 'knowing what'. Genre-based learning can foster the students' critical thinking skills, because the approach asks students to analyze the text's organization and composition strategies (Wongchareunsuk, 2001). According to Lassiter (2014), genre pedagogy in the classroom allows the teacher to ensure that the students will be able to think critically about the writing situations they will encounter in the future. Also, it allows the students to understand the practical knowledge necessary for survival in the communities. Kay and Dudley-Evans (1998) mentions that the genre approaches encourage students to participate in the world around them. Also, it allows the students to become more flexible in their thinking and to realize how authors organize their writings. According to Feez (1998), a genre-based approach encourages the students to write a composition with a clear purpose, audience and organization in mind; meaning that the students are

encouraged to think about why they are writing a composition, who they are writing for, and constructing their writing with clear organization. The previously-mentioned studies on the genre-based approach revealed that a genre-based method supports the students in being able to think critically and in developing their ideas. Additionally, a genre-based approach was proven to help the students to think in a more flexible and practical way. It was also proven that this approach encourages the students to think and also enhances the students' thinking critical skills. Therefore, to enhance the students' thinking skill through the genre-based approach, the Bloom's revised taxonomy of cognitive domain is implemented. This domain of the Bloom's taxonomy consists of remembering, understanding, applying, analyzing, evaluating and creating (Anderson et al., 2001). The application of Bloom's taxonomy is done by applying key words and uses types of questions that can establish and encourage critical thinking at higher levels into the teaching learning stages of a genre-based cycle.

In helping the students get a chance of exposure to various types of genre, the implementation of technology in blended-learning environments is the kind of support that teachers should take into their consideration. There are many advantages of incorporating technological tools into the proposed genre-based approach.

Firstly, word processing and applications to do the language revision for the writing draft. Next, the students can employ presentation programs for their essay outline or presentation. Lastly, the students can use internet resources to generate ideas and develop them to complete the paragraph. Also, feedback can be done through email (Widodo, 2006). Therefore, the genre-based writing instruction that is integrated with such resources can be implemented in the context of blended learning environment.

The term 'blended learning' has been defined by many experts with various definitions. Driscoll (2002) presents four different concepts for this term, where the term can be explained as: (1) the incorporation of web-based technology to accomplish an educational goal, (2) the combination of the pedagogical approaches (e.g. constructivism, behaviorism, cognitivism) to produce an optimal learning outcome, with or without instructional technology, (3) the combination of any form of instructional technology with face-to-face instructor-led training, and (4) the

combination of instructional technology with actual job tasks. Many researchers are agreed that blended learning is the integration of the face-to-face classroom with computer-mediated instruction (Bonk & Graham, 2006; P. Sharma & Barrett, 2007). In summary, blended learning is learning which combines face-to-face instruction with online instruction (Bonk & Graham, 2006; Driscoll, 2002; Heinze & Proctor, 2004; Kerrs & De Witt, 2010; Oliver & Trigwell, 2005).

Blended-learning is significant since it reduces the time spent in the traditional classroom but does not eliminate it; it meets the students' flexible time requirements and also offers more choice for content delivery (Allan, 2006; Garnham & Kaleta, 2002; Singh, 2003). Also, pedagogical richness, access to knowledge, social interaction, personal agency, cost effectiveness, and ease of revision are the reasons that teachers should apply blended learning in the classroom (Osguthorpe & Graham, 2003). Blended learning should be implemented in language learning since it enhances pedagogy, can be accessed anywhere and anytime and increases cost-effectiveness (Stien & Graham, 2014). Blended learning also allows the students to manage their learning and have opportunities to interact with other people through real world tasks and tools. Dudeney and Hockly (2007) states that technology offers the students chances to assess and practice their language through various authentic tasks and materials. Therefore, with the appropriate technology-based materials, e.g. applications, websites, or social networks, the genre-based approaches would specifically help Thai students to improve their English writing ability and thinking skills.

Technology specifically the internet is a huge part of the society and people's lifestyle. The higher-order thinking skills could be improved by using the computer, since computer and technological tools are reasonable as a resource to engage a student in a problem solving and critical thinking skills (Hopson, Simms, & Knezek, 2001). Technology, itself, does not lead to transferable thinking skill but it is a support and resource in which thinking skills are taught, applied and learnt and also the students' thinking skills are specifically enhanced when teachers integrate technology into the collaborative-learning classroom (Wegerif, 2002). Wegerif and Dawes (2004) mentions that "programming is a good example of the use of the computer" and the thinking skills that result from programming are diagnostic

thinking skills such as: problem-solving, planning, reasoning, and reflecting. By integrating technology in learning, students are developing the skills such as collaboration, and skills in problem solving and critical thinking. Churches (2008) describes that technology could be used to enhance or support a learning experience. He also presented Bloom's digital taxonomy, which aims to merge and integrate Information and Communication Technologies into the classroom and the lives of the students, in order to improve the students' lower-order thinking skills and higher-order thinking skills.

In conclusion, the application of technology as a tool in blended learning environments, in the genre-based writing class, is beneficial since it provides the students with online authentic texts and resources, as well as technological products that support the students in every writing process. Besides the development of English writing ability, the technology also encourages the students to think. Computers will not teach thinking skills directly, however, the students will be encouraged to think critically and creatively. Wegerif (2002) states that "teaching thinking skill is promoted by the technology-driven." Additionally, the teacher of a genre-based writing class should focus not only on helping students to write better, but also on encouraging the students to make use of technological products, in order to facilitate the students' writing and thinking in more interesting and interactive ways.

Therefore, this study aims to develop a technology-enhanced, genre-based writing instruction module to enhance Thai students' English thinking skills and writing ability. Technology as a tool in blended learning environments provides the students with opportunities for exposure to various authentic texts in different genres that help the students improve their writing. Genre-based writing places emphasis on the writers' response to a rhetorical situation through processes that not only improve the students' writing but also thinking skills. By knowing the purposes of the writing tasks and being able to apply language appropriately in each genre, by the use of technology the students will be able to improve their thinking and writing effectively.

This present study is different from other genre-based writing studies for two main reasons. Firstly, most of the previous genre-based approaches to English writing were constructed using the application of paper-based tools and materials. However, this study is constructed by utilizing technology as a tool in a blended learning

environment. Secondly, the genre-based approach is known as the proper approach in improving second language students' writing ability, as many researchers have proved its effectiveness in facilitating the students' writing. However, this present course is developed to not only improve the students' writing abilities but also their thinking skills. Hence, the researcher proposes a genre-based writing instructional module in blended learning environment (GWIMBLE) as to improve students writing ability and thinking skills since it empowers the thinking process while presenting a way to write a text in the recurring situation.

1.2 Research questions

1. To what extent does a genre-based writing instructional module in a blended learning environment improve Thai students' writing ability?

2. To what extent does a genre-based writing instructional module in a blended learning environment improve Thai students' thinking skills?

3. Are there any relationships between writing ability and thinking skills?

4. What is the students' attitude toward a genre-based writing instructional module in a blended learning environment?

1.3 Objectives of the study

The purposes of this study are:

1. To develop a genre-based writing instructional module in a blended learning environment.

2. To investigate the students' writing ability after implementing the genre-based writing instructional module in a blended learning environment.

3. To investigate the students' thinking skills after implementing the genre-based writing instructional module in a blended learning environment.

4. To investigate the relationship between writing ability and thinking skills.

5. To investigate the students' attitude toward using genre-based writing instructional module in a blended learning environment.

1.4 Statements of hypothesis

Based on the reviews of literature (Feez, 1998; Hyland, 2003, 2014; Lassiter, 2014; Swales, 1990), it can be concluded that teaching English second language writing based on the genre-approach is able to improve the students' writing abilities and thinking skills. Thus, the hypotheses of this study are as follows:

1. The writing scores in the post-test of the students who are taking the genre-based writing instruction module in blended learning environment course will be significantly higher than those obtained in the pre-test.
2. The thinking scores in the post-test of the students who are taking the genre-based writing instruction module in blended learning environment course will be significantly higher than those obtained in the pre-test.
3. There is a positive relationship between students' writing ability post-test scores and thinking skills post-test scores.

1.5 Scope of the study

The present study was carried out using a mixed-method research design. It aimed at investigating the use of the genre-based writing instruction module in a blended learning environment to develop writing ability and thinking skills of the EFL students. The study sample consisted of thirty-five first year students majoring in English from the Faculty of Humanities at Srinakharinwirot University. The independent variable was the genre-based writing instruction module in a blended learning environment. The dependent variables were writing ability and thinking skills of the students and their opinion toward the lessons. Quantitative data collection was conducted using the GWIMBLE pre-test and post-test and the attitudes' questionnaire, while the qualitative data was collected by means of stimulated recall, attitude questionnaire, and focus group interview. Quantitative data was analyzed by t-test, whereas qualitative data was analyzed by means of content analysis.

1.6 Definition of terms

1.6.1 **Writing instruction** is an instruction in which the students are asked to construct a paragraph of text in English with the appropriate focus either on language structure, text function, creative expression, writing process, or content (Hyland, 2003). In this study, writing instruction refers to the 15-week training that aimed to enhance the first year English major students at Srinakharinwirot University students writing ability in writing a paragraph of four genres, namely procedure, description, narrative and exposition through face-to-face activities and online tasks. The approach employed in this study is the genre-based approach in the blended learning environment. Additionally, 12 lessons were given to the students to enhance their writing ability and also to improve their thinking skills based on the revised Bloom's taxonomy through classroom writing activities and tasks, and peer evaluation both in class and online.

1.6.2 **Genre–based writing instruction** is English writing instruction that applies the genre-based approach, which is the grouping of text that represents how writers typically use language in response to a recurring situation (Hyland, 2014). In this study, the teaching and learning of writing is focused on the three stages of genre-based teaching and learning cycle in four genres: procedure, description, narrative, and exposition in the blended-learning environment. Each genre was taught for three weeks by following the stages of modeling the text, collaborative writing, and self-writing (Hyland, 2013; Martin & Rose, 2005; Widodo, 2006). Also, the students were asked to compose their paragraph at the end of each stage of genre-based teaching and learning cycle and evaluate their own works and their peers' works both face-to-face in the classroom and also the online classroom via Facebook group. By focusing on the stages of modeling the text, collaborative writing, and self-writing, the students were able to write a paragraph using correct organization with the appropriate choices of vocabulary and grammar. What's more, the students were able to evaluate their own work and their peers' works.

1.6.3 **Blended learning environment** refers to an instructional method of the study which combines a face-to-face (F2F) classroom component with an online learning component (Heinze & Proctor, 2004). In this study, the students are required to work both collaboratively and individually in face-to-face and online instruction, in order to improve the students' thinking skills and writing ability through 12 lessons of four units. In this study, the face-to-face is conducted by allowing the students to model the text in each genre and practice writing collaboratively. While in the online session, the students' are asked to conduct the paragraph individually as participating on the peer review of the peers' paper.

1.6.4 **Genre-based writing instructional module in a blended-learning environment** refers to a course that aims to apply technology in teaching writing with a genre-based approach in order improve the students' writing ability and thinking skills. In this study, the classroom was divided into two parts; face-to-face instruction and online instruction (Heinze & Proctor, 2004) combined with the genre-based teaching and learning cycle (Hyland, 2013; Martin & Rose, 2005; Widodo, 2006). Also, the application of the Bloom's revised taxonomy was implemented in the writing activity. Therefore, the genre-based writing instructional module in a blended learning environment referred to 3 stages of instructional model of genre analysis: (1) the participants participated in a class to learn paragraph organization and features individually and in groups through activities such as classroom discussion and in-class exercises, (2) after each class, the participants were to access to the Facebook group so called EN 131 GWIMBLE (https://www.facebook.com/groups/653280801507993/) in order to compose their paragraph based on the tasks given by the teacher and published their works. Also, the students were asked to evaluate and give feedback to their peers both with guided questions and without questions, and (3) at the end of each lesson (genre), the students were asked to compose the text in accordance with the tasks and also apply the online application such as EMAZE or Story

bird to produce the final draft of their paragraph in order to share their finished works online.

1.6.5 **Writing ability** refers to skill to produce grammatically accurate sentences, connect and punctuate the sentences, select and maintain an appropriate style of writing, signal the direction that the message is taking, and anticipate the reader's likely questions (Thornbury, 2006). In this study, writing ability refers to the ability to construct a paragraph systematically in four genres, namely; procedure, description, narrative, and exposition in a blended learning environment classroom. The students were made to write individually and write with the class through the writing processes, namely outlining, writing a first draft, revising and editing the work and writing a final draft. The expected writing ability of the students included the ability to write a clear topic sentence, compose a paragraph in the logical order, provide content appropriate to each genre and situation given, employ the correct used of grammar and vocabulary and conclude a paragraph with a suitable concluding sentence.

1.6.6 **Thinking skills** refers to the ability to think in mindful ways to achieve certain purposes which include the processes of remembering, questioning, forming concepts, planning, reasoning, imagining, solving problems, making decisions and judgments, or translating thoughts into words (Fisher, 1998). According to Bloom's revised taxonomy, thinking skills can be classified into lower-thinking and higher-order thinking through the stages of remembering, understanding, applying, analyzing and creating (Anderson et al., 2001). In this study, thinking ability refers to the students' ability to think when they write in procedure, description, narrative, and exposition while completing the tasks applied in the instructional model of genre analysis (Hyland, 2013; Martin & Rose, 2005; Widodo, 2006)., meaning that the participants were employing their lower thinking skills, namely remembering and understanding skills through the modeling the text stage. They were engaged with the higher order thinking skills such as applying, analyzing and evaluating skills while

they worked on the collaborative stage. Last, the remembering, understanding, applying, analyzing, evaluating and creating skills were used while the participants were working on the self-writing stage. Importantly, the students would show memory of previously learned content, rhetoric and paragraph organization using acquired knowledge, facts, writing techniques and language mechanics to examine and break information into parts by identifying motives, causes, relationships, presenting and or defending opinion by making judgments about information and compiling, generating, or viewing information, ideas or products together in a different way by combining elements in new patterns in their paragraph.

1.6.7 **Undergraduate students** refer to the students of the University. In this study, the students refer to the first year students majoring in English, Faculty of Humanities, Srinakharinwirot University, who enrolled for EN 131 Basic Writing course in the first semester of academic year 2016. One of the qualifications of the English major students is that their ONET scores (Ordinary National Education Test) have to be higher than 50 points out of a hundred; therefore, the students are expected to have a good command of English. Also, these students were all expected to be spending time studying English for at least 12 years in school based on the Ministry of Education requirement.

1.7 Significance of the study

The study aimed at enhancing the students' thinking skills and writing ability through a genre-based instructional module in a blended learning environment. The findings of the study are useful to provide solutions to the unsatisfactory level of the genre-based writing instruction in blended learning environment.

In terms of theoretical contributions, this study would serve as a springboard for English writing instruction as an innovative model focusing on genre-based writing in the blended learning environment in terms of applying the technology as a tool to enhance the students' single paragraph writing. Additionally, the GWIMBLE

model could be utilized as an alternative teaching model to develop writing ability alongside with thinking skills of the undergraduate students in Thailand. Therefore, it is expected that the findings of the study may provide a practical method of applying technology to the English writing classroom in order to improve the students' writing and thinking skills. Also, it could serve as a ground theory to make the theory become more solid.

Next, in pedagogical field, the finding of this study could contribute to English language teaching in Thailand and other English as a Foreign Language context by providing a basic guideline to design other English writing and thinking courses based on a genre-based approach and blended learning. With a few adjustments, it could be implemented to other writing courses. Since the model instruction of this study was designed as a 15-week English writing course, a few adjustments in terms of time, the proportion of the face-to-face activity and online activity, the tasks and the level of paragraph writing could be made. Moreover, the findings of the study not only provide significance for the development of writing and thinking skills, but they may also contribute to the instruction of other language skills, other instructional approach, or in other subjects.

Last, regarding the significance of the research, the findings may reveal ways in which the study could be undertaken in the classroom where either a genre-based approach or blended learning environment are employed to promote the writing ability of Thai undergraduate students. Also, it is hoped that the findings of the study may shed some light for other researchers to conduct further studies on the genre-based approach and blended learning of the other language skills including listening, speaking, and reading for undergraduate students. Therefore, the data gathered in this study would facilitate a grounded understanding on implementation of a genre-based in blended learning environment to promote writing and thinking skills among the undergraduate students in Thai university.

CHAPTER II
LITERATURE REVIEW

In order to develop a genre-based instructional module in a blended learning environment, a review of literature was conducted consisting of the four major areas of the study which are second language writing, thinking skills, genre-based approach and blended learning. This paper presents the literature review on the mentioned topics.

2.1 Second Language Writing

The term "writing" has been defined by many experts. The general idea of it is the art of putting text together to convey an idea that the writer intends to communicate.

According to Matsuda and Silva (2010), writing can be described as both the written text, which is the combination of letters that resemble the sound that people make, and the act of constructing the written text. Nunan (2003) describes writing as a physical act of committing words and ideas to some medium. On the other hand, it is the mental work of formulating an idea, expressing it in an appropriate way, and organizing it into a comprehensible paragraph. Also, Byrne (1991) states that writing is the act of forming the symbols which have to be arranged to form words, and arranging the words to form sentences. In reality, however, people produce a sequence of sentences arranged in a particular order and link them together in certain way in order to form a text. Therefore, writing is not just putting the alphabet together in order to imitate the sound. As a writer, writing requires certain skills, e.g. outlining, planning, and organizing the idea, in order to create paragraphs that will be understood by the readers.

Furthermore, writing is a productive skill that involves a hierarchy of sub-skills that range from the mechanical through to the ability to organize a written text. Therefore, writers need to have an extensive knowledge base, meaning that writers need to have knowledge of connected discourse. Knowing only the vocabulary and

grammar is not enough, writers need to be able to produce grammatically accurate sentences, connect and punctuate these sentences, select and maintain an appropriate style, signal the direction that the message is taking, and anticipate the reader's likely questions so as to be able to structure the message accordingly (Thornbury, 2006).

By the same token, Matsuda and Silva (2010) mention that the writing process involves a series of highly complex cognitive activities that take place in response to a rhetorical situation – a complex web of relationships between the elements of writing, including the writer, the reader, the text and reality. Writers are not only presenting their view of reality but also constructing their discursive identity, which may affect the way the text is read and responded to.

Consequently, it can be concluded that writing is a complex skill for most people since writing is not just grouping the alphabets on a piece of paper, but it requires planning skills – outlining and organizing ideas – as well as writing abilities including grammar proficiency, discourse competence, sociolinguistic competence, and strategic competence. Moreover, the writers need to be aware of a rhetorical situation which defines what to write, how to write and who will read.

2.1.1 First language and second language differences

Unlike writing in general, there are some distinctions between writing in a mother tongue and writing in a foreign language. Silva (1993) argues that "L2 writing is strategically, rhetorically, and linguistically different in important ways from the L1 writing." Silva (1993) also notes that the L2 writer tends to write fewer words, make more errors, use more simple structure, and receive lower evaluation. Focusing on the discourse level, it appears that the L2 texts use a different pattern of organization that is also stylistically different from L1 texts.

In addition, Hyland (2003) suggests the distinctions between the L1 and L2 writer that affect proficiency in L2 writing are as follows:

(1) Individual difference

It refers to linguistic, social, and psychological factors that play a role in the students' successful acquisition of a second language. Students at the same level are

different in their learning backgrounds, their attitudes, and their personalities, affecting how quickly, and how well, they learn to write in a second language.

(2) Language and strategy difference

Unlike the L1 writer who has a vocabulary of several thousand words, and is able to handle grammar easily, second language students have difficulty in adequately expressing themselves in English.

(3) Cultural difference

Cultures help shape students'background understanding, or schema knowledge, and impact on how they write. Culture can have an impact on the way students write.

Therefore, writing in a second language is a challenging task for L2 writers. That is because L1 and L2 writers are diverse in terms of their linguistic backgrounds, their social circles, their audiences, their attitudes, and their personalities. Moreover, L1 and L2 writers are dissimilar in terms of their languages, cultures, and their strategies as well.

In the researcher's opinion, there is the gap between the ability to write in L1 and L2 due to the students' knowledge of the lexis and grammar. The students know the words and the structures, but they may not know how to construct writing using the language knowledge properly and correctly. Also, students with low confidence in using new words and structures in their writing are limited in their writing ability.

Due to the differences between L1 writing and L2 writing, it is crucial to know the language knowledge in writing.

2.1.2 Language knowledge in writing

The knowledge of writing is grounded information for the instructor and the course designer to apply in their writing classroom. Also, the information is also significant for the English language writing students in terms of their guidelines of writing a text. Therefore, many experts have discussed on this topic.

To begin, Johnson (2005) summarizes the critical areas of knowledge that are involved in second language writing, which are:

(1) Language knowledge

Writers need to have fluent access to linguistic resources (e.g. vocabulary), grammatical knowledge, and orthography. Writers also need to have knowledge of how language functions in discourse (e.g. knowledge of organizational structures) and society (e.g. functional uses of written language and the constraints of formality). The area of language knowledge provides the most outstanding distinction between first and second language writers.

(2) Topic knowledge

Writing flows easily on a topic that is familiar. Topic knowledge has been proved to affect the quality of revision in both children and adults.

(3) Genre knowledge

Genre is important in writing for a specific purpose, in the way that writers should know something about the genre that they write in. Since different genres are dissimilar in terms of vocabulary, grammatical patterns, and formatting, these differences therefore affect the choice of vocabulary and sentence structure in the writing.

(4) Audience knowledge

Writers need to know something about the readers of their writing. It is important because it takes into account of what the reader wants to know, which vocabulary should be used, and what the reader's attitude toward the topic is likely to be.

(5) Task schemas

A task schema is information that is stored in the part of the long-term memory which specifies how to carry out a task. It includes information about the task's goals, the process required to accomplish the task, and how the task will be evaluated.

(6) Metacognition

Metacognition is "a kind of higher-order thinking that involves the active management of the cognitive processes engaged in a task."

Additionally, Grabe and Kaplan (1997) and Weigle (2002) provide the taxonomy of language knowledge relevant to writing. This particular knowledge is useful in terms of designing and scoring writing tasks for assessment. The language knowledge can be divided into three types as shown in Table 1.

Table 1: The language knowledge

Linguistic knowledge	It includes knowledge of structural elements of the language, for example:
	A. Knowledge of written code e.g. orthography, spelling, punctuation, and formatting B. Knowledge of phonology and morphology e.g. sound, syllabus, morpheme structure C. Vocabulary e.g. interpersonal, formal and technical, topic-specific, non-literal and metaphoric D. Syntactic/structural knowledge e.g. basic syntactic patterns, preferred formal writing structures, tropes and figures of expression, metaphors/similes E. Awareness of differences across languages F. Awareness of relative proficiency in different languages and registers
Discourse knowledge	It refers to the knowledge of the way in which cohesive text is constructed, for example:
	A. Knowledge of cohesion and syntactic parallelism B. Knowledge of informational structuring (topic/comment, theme) C. Knowledge of semantic relations across clauses

	D. Knowledge of recognizing main topic E. Knowledge of genre structure and genre constraints F. Knowledge of organizing schemes (top-level discourse structure) G. Knowledge of inference H. Knowledge of differences in features of discourse structuring across languages and cultures I. Awareness of different proficiency levels of discourse skills in different languages
Sociolinguistic knowledge	It includes knowledge of appropriate language use in society, for example:

	A. Functional uses of written language
	B. Application and interpretable violation of Gricean maxims
	C. Register and situational parameters
	
	    a. Age of writer
	    b. Language use by writer
	    c. Proficiency in language used
	    d. Audience considerations
	    e. Relative statuses of interactants (power/ politeness)
	    f. Degree of formality
	    g. Degree of distance (detachment/ involvement)
	    h. Topic of interaction
	    i. Means of writing (pen/pencil, computer, dictation, shorthand)
	    j. Means of transmission (single

	page/book/read aloud/printed)
	D. Awareness of sociolinguistic differences across languages and cultures
	E. Self-awareness of roles of register and situational parameters

According to Canale and Swain (1980), writers need to have the following competences: grammatical competence – knowledge of grammar, vocabulary, and language systems; discourse competence – a knowledge of genres and the rhetorical patterns that create them; sociolinguistic competence – the ability to use language appropriately in different contexts, understand readers, and adopt an appropriate authorial attitude; and strategic competence – the ability to use a variety of communicative strategies.

Based on the abovementioned information, L2 writers need to have knowledge in language, topic, genre, readers, task, and metacognition, in order to compose the text. Additionally, an awareness of discourse and sociolinguistics is also needed. Knowing this information is useful for the teachers in terms of second language instruction; for example, designing appropriate courses for L2 writers, and conducting the language assessment.

However, the competences do not identify the writers' problems in second language writing, thus the problems of second language writing are another issue that the writing teacher needs to be concerned about.

2.1.3 The problems of second language writing

Writing is one of the most problematic language skills; it is a difficult activity for most people, both in their mother tongue and in a foreign language. Weigle (2002) states that second language was defined as control over the linguistic elements of second language, that is, "second language writers use the same writing processes in their second language as in their first, and expertise in writing can transfer from the first to the second language, given at least a certain level of language proficiency" (p. 35). Silva (1993) reviews the differences between first and second language writing

and found that in a second language, writing tended to be "more constrained, more difficult, and less effective" than writing in the first language.

According to Byrne (1991), the problems that cause weak writing abilities are explained as the following:

(1) Psychological problems

Difficulties in writing occur since the writers have to write on their own. The writers have no chance to interact or to get feedback.

(2) Linguistic problems

When people speak, incomplete and ungrammatical utterances usually pass unnoticed. In writing, writers have to compensate for the absence of these features and the writer needs to be sure that the text he produces can be interpreted on its own.

(3) Cognitive problems

Writing is learned through a process of instruction. People have to master the written form of the language, to learn the structure that is less used in speech, and to learn how to organize an idea that is able to be understood by the reader.

Moreover, Matsuda and Silva (2010) argue that writing is a complex phenomenon because writers have to negotiate the elements of writer, reader, text, and reality, and construct written discourse accordingly. Writers need to develop and use various strategies to manage this complex. Understanding the strategic aspect of writing is important for the writing teacher because it enables them to teach "writing", not to teach "about writing". The writers also identify and develop writing by focusing on one of these elements: exploring or discovering what the writer already knows (focus on writer), looking for dissonance or conflict in the community (focus on reader), examining reality through reading (focus on reality), or choosing a form of writing (focus on text).

In conclusion, writing is a challenging skill for the second language writer since there are many factors that cause difficulties when the second-language writer writes in English. Writing in a second language is problematic because the writers have to write on their own and they must be sure that what they write is meaningful for their reader. Also, the writer must be sure that they will not make any mistakes in terms of the language structure; this may cause the problems in terms of interpretation.

2.1.4 Second Language Writing Instruction

2.1.4.1 The pedagogical purposes of teaching second language

writing

According to the aforementioned research, it has been shown that writing skills are difficult to acquire. As a second language writing teacher, the purpose of writing should be obvious. Therefore, Byrne (1991) proposes that the pedagogical purposes of writing are discussed as follow:

(1) The introduction and practice of writing facilitates the provision of different styles and needs by the teacher. For instance, the student who feels unconfident to speak in their second language may feel secure when they write in their second language.

(2) The tangible evidence of writing helps the students to observe their progress in their second language writing.

(3) Giving students a chance to explore more than one language skill appears to be more effective. While the teacher concentrates on the aural-oral skills, the teacher could also integrate writing skills into the classroom.

(4) Writing provides various classroom activities which give students a break from oral work, and it also creates out-of-class activities.

(5) Formal and informal testing is needed for teaching writing.

Additionally, second language teachers need to know how to teach second language writing. In order to tackle the problems of teaching and learning second language writing, the teacher should follow the following solutions:

(1) Language teachers should make the second language students aware of why they should write in English. Explaining the function of writing as self-expression and communication before having the students practice writing, along with exploring the students' intrinsic motivations and extrinsic motivations for writing, will help the teacher design a meaningful task for the students (Grabe & Kaplan, 1997; Kellog, 1994; Ur, 1996).

(2) The process approach, which can be summarized as a process of planning, writing, and reviewing, is what the teacher should emphasize when

teaching writing. It is obvious that the teacher should provide input before asking the students to write, help the students to develop writing styles appropriate for specific contexts, and make the student aware of how the context of language can influence their writing (Grabe & Kaplan, 1997).

In sum, knowing the purposes of teaching second language writing will help the teacher to apply the best techniques to teach the students. Also, it will give a chance for the students to evaluate their writing progress. By applying the appropriate focus and approach to the second language writing classroom, it might help the students to enhance their writing successfully.

2.1.4.2 The focus on second language writing

A number of research studies help the teacher to understand the rationale, to recognize the problems and to develop the second language writing classroom. Hyland (2003) argues that it is helpful if the teacher of second language writing organize the second language writing around the focuses below:

(1) Focus on language structure

The basis of writing teaching is emphasized by a four-stage process, namely: familiarization (Students learn grammar and vocabulary through the text), controlled writing (Students operate fixed patterns), guided writing (Students reproduce model texts), and free writing (Students apply the patterns they have developed to write text in various genres).

(2) Focus on text function

By introducing the idea that particular language forms perform certain communicative functions, the students can be taught the functions that are relevant to their needs.

(3) Focus on creative expression

Fostering second language students' expressive abilities and encouraging the students to find their own voices in producing spontaneous writing can be done in a classroom that is organized around the students' schemata, experiences, and opinions.

(4) Focus on writing process

The writer is the producer of the text. The writing process model most widely accepted by L2 writing teachers is the 'planning–writing–reviewing' framework that sees writing as a non-linear, exploratory, and generative process.

(5) Focus on content

Content tells the students what to write about. It involves a set of themes or topics of interest that establish a coherence and purpose for the course, or set out the sequence of key areas of subject matter that the students will address.

(6) Focus on genre

Genre orientation looks beyond the subject content, composing processes and forms to see writing as an attempt to communicate with the reader. The central belief of genre is that writers do not just write but they write to achieve some purpose.

In conclusion, the appropriate focus either on language structure, text function, creative expression, writing process, or content, might help the teachers to find ways to support their teaching. Also, the writing instruction will be more effective if the teacher can apply the appropriate approach to their classroom.

In this study, writing was used as a productive skill in the written form in the four genres; namely procedure, descriptive, narrative, and expository. The students expressed their ideas or knowledge using their writing ability and their thinking skills in each specific situation. That is because in real life, the writers have to face various types of writing challenges in various circumstances; therefore, they need to be able to choose the appropriate words and grammar structures, together with the text organization in their writing in order to communicate with the reader successfully.

2.1.5 Related studies on second language writing

Thailand is one of the countries that use English as a second language, and many researchers in the field of second language writing have investigated the writing problems among Thai University students. The findings are similar in the way that they all found English language writing is a challenging skill for Thai students.

Wongsothorn (1993) conducted research aimed to study the levels of unitary and integrative English skills, and the knowledge of language components among

high school and University students in Thailand. She found that ninth grade students were weak in the skills of using English in the sound modality and the graphic modality, needing improvement, especially in the skills of reading and writing. Twelfth grade students had a medium level of English skills in the sound modality, needing improvement, while their skills in the graphic modality were rather weak, with writing skills especially needing improvement. Also, university students had medium-level skills in both the sound and the graphic modalities, needing improvement, especially in the skills of writing and reading-writing (integrative skill), which were very weak. Thus, the findings proved that the writing skills of Thai students at the secondary level, high school level, and university level are less proficient.

Pawapatcharaudom (2007) investigated English language learning problems and the learning strategies used to solve them, in order to achieve the target goal of Thai students in an international program at Mahidol University. The researcher found that the most serious English problem reported by this group of students was writing skills. Pawapatcharaudom discusses the fact that that writing is a productive skill. Therefore, it is too complicated for the Thai students to acquire since it involves not just the graphic representation of speech, but the development and presentation of thoughts in a structured way. Pawapatcharaudom found that the students were unable to write an essay within a limited time, unable to write an academic paper in English, unable to use grammatical rules perfectly in writing any papers, and unable develop a suitable structure for the content.

According to the previous studies related to the Thai students' writing abilities, Thai students make errors in terms of grammar, word choice, and sentence structure. However, there are more errors that the Thai students made.

Thep-Ackrapong (2006) studied the overall patterns or errors found in Thai EFL students' written products. The results showed that there were two major sources of errors that are at the rhetorical level, and the sentential level. At the rhetorical level, the Thai rhetorical pattern and the authority of the text are major influences on the inaccurate writing of Thai writer. At the sentential level, the differences in the concepts of Thai and English language cause the grammatical errors among Thai writers.

Bennui (2008) analyzed and described the features of L1 interference in paragraph writing by the English-minor students who enrolled in the Basic Writing course at Thaksin University. The findings showed that among the syntactic interference, grammar errors seemed to be the most continual problem. Thai students often create inter language sentence structures; their English sentences are mixed with Thai grammar rules such as word order and modification. The mistakes also occur because many English grammar elements are not found in Thai such as articles, indefinite determiners, and verb-tense. Moreover, the students' English sentences were also inevitably influenced by Thai sentences.

Bootchuy (2008) observed the extent to which Thai graduate students transferred their Thai into academic English in terms of ill-formed sentences, and found out the different error types that occur. The errors that the researcher found are the omission of subjects, objects, and complements; using adjectives as main verbs; omission of transitive verbs before direct objects; phrasal verb errors; using serial verbs constructions; redundancy of two conjunctions; lack of subordinators; misplacement of modifiers and quantifiers; disordering of compound nouns; run-on sentences; fragments; and word by word translation.

Pinyosunun et al. (2009) examined and found causes of problems in using English, in 929 international graduate students of four private universities in Thailand. In the case of writing, the results of this study show that subject writing proficiency was low. The writing errors included sentence arrangement, the use of punctuation, and grammatical structure.

Watcharapunyawong and Usaha (2013) analyzed writing errors caused by the interference of the Thai language, regarded as the first language (L1), in three writing genres, namely narration, description, and comparison/contrast. The results revealed that the first-language interference errors fell into 16 categories: verb tense, word choice, sentence structure, article, preposition, modal/auxiliary, singular/plural form, fragment, verb form, pronoun, run-on sentence, infinitive/gerund, transition, subject-verb agreement, parallel structure, and comparison structure. From the results, it can be seen that each writing genre had a different frequency of errors, which could be used to claim that when teaching writing, the genre also had an impact on L1 error categories.

Ka-kan-dee and Kaur (2014) examined the difficulties that Thai EFL English major students experienced when writing argumentative essays. They found that the main difficulties faced by Thai EFL English major students were "vocabulary, grammar structure, structure of argumentative writing, providing solid evidence, time constraints, organized idea, fulfilling task demand, understanding the questions, L1 transfer and translating, writing the thesis statement, interpreting the questions, pacing, evaluating, topic choice and length." Additionally, the students experienced various difficulties ranging from 'finding solid evidence to support the thesis statement' to 'how to write a good thesis statement to convince readers'. These difficulties were prominent barriers to writing argumentative essays in the Thai context.

From the findings above, it can be concluded that writing has become the most difficult skill for Thai students at every level. That is because writing requires knowledge of the grammatical rules, the vocabulary, and the structure of writing. Additionally, the students have difficulties in finding the evidence to support their writing, and also they are unable to apply the proper structure that is appropriate to their writing content. Therefore, the teacher should place emphasis on the grammatical rules that are appropriate to each writing genre. Also, practice at the 'writing in sentences' level should be considered.

The literature shows that there are many researches on the problem of Thai students' writing ability and ways to solve the problems. Somehow, the research on the use of technology to improve writing skills in Thailand is still limited. Thus, an appropriate knowledge of writing instruction, a suitable teaching approach and the implementation of technology in the EFL writing classroom might be the proper way to help improve Thai students' writing ability.

2.2 Genre-based approach

2.2.1 Genre

The terms genre has been defined by many experts with the basic ideas that it is the set of language and structures that the writers use to create the text in each specific purpose. To start with, Yasuda (2011) defines genre as "systemic functional

linguistics (SFL), which sees language as a resource for making meaning in a particular context of use rather than as a set of fixed rules and structures". Additionally, Hyland (2014) defines the terms "genre" as the grouping of text representing how writers typically use language in response to a recurring situation. A genre represents a group of texts that share a communicative purpose by sharing similar discourse structures and by using the language in a similar way. Genre is the knowledge that responds to a particular rhetorical situation – a particular social and material condition under which written expression and communication take place.

Therefore, genre means the category of text that share the same text organization, language features, and the communicative purpose.

2.2.2 Genre-based writing

The term "genre-based writing" is not new, and it has been defined by many experts.

First, genre-based writing has provided a powerful way of understanding situated language use since it is the way of grouping together texts that have similar purposes, structures, and contexts (Hyland, 2003). To make it clearer, Swales (1990) supports that genre and community need to be together in order to exhibit how meanings are socially constructed in writing. Meaning that genre is not only the collection of the text but it is the knowledge that we have developed through a similar experience in order to see how the texts help construct the specific contexts.

Genre knowledge functions as scaffolding that assists writers in managing the complexity of writing, and assists readers in interpreting the text (Matsuda & Silva, 2010). Also, Thornbury (2006) mentions that genre analysis attempts to show the structure of the particular text-types that are shaped by the purposes they serve in specific social and cultural contexts. A genre-based approach rejects a process approach to teaching writing; nevertheless, it starts with model texts that are subjected to analysis and replication.

Additionally, genre is not only the types of writing but also a community-based resource where the reader and the writer with the same focus could share their ideas and knowledge. Hyland (2015, p. 33) affirms that "genre is the interface

between individual and community: the ways that academics who, at the same time as they construct their texts, also construct themselves as competent disciplinary members who have something worthwhile to say within their framework of understanding and values." He also mentions that genres are "community resources that allow users to create and read text with some assurance that they know what are they dealing with". Since the discipline is a community language that helps join writer, readers, and text together (Hyland, 2015), the writers not only construct the text but also construct themselves as disciplinary members.

In summary, a genre-based writing approach is a way of writing that emphasizes on the use of appropriate language in different types of writing text and recurring situations. This concept is important in teaching writing because the writing teacher should be aware of teaching the students when, what, and how they will write. In addition, in order to facilitate the students to be the members of the writing community, it is crucial for the writing teacher to know the types and the teaching and learning cycle of genre analysis.

2.2.3 Types of genre

Writing genres are categorized into many types, and each type of genres has its own purposes of usage and the move structures.

To begin, Hyland (2014) provides examples of genres in seven types as shown in Table 2.

Table 2: Types of genres

Genre	Purpose	Example
Recount	To provide information about a situation, to present the experience in its original sequence.	Personal letters, police reports, insurance claims, incident reports
Procedure	To give instructions or to show how to do something.	Instruction manuals, science reports, cookbooks, DIY books
Narrative	To entertain by giving the character's information and experience	Novels, short stories

Description	To define, classify, or generalize about the factual events	Travel brochures, novels, product details
Report	To present factual information by classifying and describing their characteristics.	Brochures, government and business reports
Explanation	To give reasons for a state of affairs or a judgment.	News reports, textbooks
Exposition	To give arguments for the purpose of an idea	Editorials, essays, commentaries, forum

Similarly, Derewianka (1990) has identified six main types of genre which according to their primary social purposes include:

1. Narratives: telling a story, usually to entertain;

2. Recount: telling what happened;

3. Information reports: providing factual information;

4. Instruction: telling the listeners or readers what to do;

5. Explanation: explaining why or how something happens; and

6. Expository texts: presenting or arguing a viewpoint.

Beers and Nagy (2011) state that students are implicitly required to distinguish among narrative, descriptive, and the persuasive genres that include explanation, persuasion, and compare/contrast since they were in the primary grades. Therefore, the four genres, namely narratives, descriptive, procedural, and persuasive that will be taught in this course are benefit for the students not only in their further courses required in their study program, but it is the genres that are common for the students' daily life and what they have implicitly known and have experienced.

Knowing the characteristics of each genre that they have to write will help the students to get the clear image of the paragraph they have to write better. Thus, in order to help the students to get the better understanding of the function and the relationship of the text that they have to compose, the move analysis is crucial in terms of the implementation as one of the lesson's activity.

2.2.4 Move analysis

Kanoksilapatham (2005) mentions that "move analysis, as articulated by Swales, represents academic RAs in terms of hierarchically organized text made up of distinct sections; each section can be subdivided into moves, and each move can be broken into steps." Thus, the move is different from the step, and it can be said that there are steps in each move as mentioned by many researchers. Bhatia (1993) defines the word "move" as "discriminative elements of generic structure" Also, Yang and Allison (2003) mention that "move" focuses on the function and purpose of a segment of text at a more general level; while "step" provides a more detailed rhetorical means of realizing the function of a move."

As mentioned earlier that this study focused four genres of writing, namely description, narrative, procedure and exposition, thus, the move structure of each genre is presented in Table 3.

Table 3: Move structure of the descriptive genre, narrative genre, procedural genre, and persuasive genre.

Genre	Definition	Move-structure
Description	A text that explains the idea, place, person, and thing by listing characteristics, features, and example.	1. Introduction – it introduces the thing, people, or place that the writer will describe together with the writer's opinion about it. 2. Information – it gives background information about the thing, people, or place and may describe the writers' feeling about the items. It also describes how the item looks, smells, feels, sounds, and tastes. 3.Conclusion - it restates the ideas in the topic sentence using different words

Narrative	A story text which is a fiction.	1. <u>Orientation</u> – the starting point of the story usually tells when and where the story begins 2. <u>Complication</u> – the events that start the action and involves the character into the problem. 3. <u>Resolution</u> – it tells how the problem is solved. 4. <u>Ending</u> – it tells what has come from the experience.
Procedure	A text that tells how to do something	1. <u>Goal</u> – it tells what the procedure aimed to explain. 2. <u>Needs</u> – it describes what is needed to complete the procedure. 3. <u>Steps</u> – it describes the step-by-step how to complete the procedure. 4. <u>Check</u> – it tells how to check if the procedure worked.
Exposition	A text used to persuade others and also criticize and review ideas and actions.	1. <u>Overview</u> – it tells a brief statement of the writer's view about the main topic. 2. <u>Reasons</u> – it tells the points that support the writer's view. 3. <u>Conclusions</u> – it is the parts that summing the ideas up.

Form the above table, it can be said that each type of paragraph is consisted of diverse moves. Raising the students' awareness to these differences would benefit the students to get the clear idea of the paragraph that they were asked to compose better.

This study requires the students to write a paragraph of 150–200 words where they will be asked to write a recipe in a cookbook, describe a place in their institution, tell an urban legend of their University, and state their opinion toward a given issue. The teacher's goals are to make the key features of each genre silent and request the students to explore the key vocabulary, grammatical and rhetorical features of the samples provided by the teacher. Then, the students will be able to construct their own paragraph based on the samples.

Moreover, the move structure in a paragraph of the sample genre and in the paragraph that the student will be asked to write will share the same move structure of paragraph essay so that are topic sentence move, supporting details, and conclusion so tthe students will explore the above mentioned move of each specific genres and the steps through the tasks. The move structure of a paragraph essay is presented in Table 4.

Table 4: Move structure of a paragraph essay (Savage & Shafiei, 2012)

Move	Example
Topic sentence move	Procedure: If you are serious about managing your time better, you should follow this procedure. Description: I have an ancient abacus from my mother's village. Narrative: When I was thirteen, I had a great surprise. Exposition: In my opinion, the internet is the most valuable tool we have today for assessing information.
Supporting details move	Procedure: Next, make a schedule that you can follow. Description: My abacus has a wooden frame, beads, and ten metal bars. Narrative: My voice was trembling, but I could control it. Exposition: In addition, you can find scholarly information on almost any topic you want to study.
Concluding sentence move	Procedure: If you follow these steps, you will have a happier and more organized life. Description: With an abacus, my children touch the beads can see why the answer is correct. Narrative: That was the most delicious sandwich I ever ate.

	Exposition: In today's world the more you know the better off you are; the internet may very well hold the key to success.

Knowing the types and the moves of genres may be the gateway for the students to get a clear idea of what and how they have to write. Therefore, this course is designed to provide the students with linguistic knowledge in the following genres, namely: procedural, descriptive, narrative, and persuasive; through the implication of technology as a tool in the blended learning environment, in order to shape the students into effective writers. The course will provide the students with broad guides to further their writing.

In order to help the writing to be more effective, the genre teaching and learning cycle is a process that the students can use to develop the text and also to understand the text better.

2.2.5 Genre analysis

The concept of genre-analysis or the exploration of the use of the language has been delineated by many scholars. First, genre analysis is a developing multi-disciplinary approach to the study of text drawing from studies in linguistics. It is a branch of discourse analysis that explores the specific used of language (Hyland, 2014). According to Bradford-Watts (2003), genre-analysis is focused on the common patterns of grammar usage, key vocabulary, and text structure in a particular text types. Hyland (1992) states that genre-analysis is the study of how the language is used in each specific context. Moreover, Bhatia (1991) explains that genre-analysis is "a framework which reveals not only the utilizable form-function correlations but also contributes significantly to our understanding of the cognitive structuring of information in specific areas of language use, which may help the ESP practitioners to devise appropriate activities potentially significant for the achievement of desired communicative outcomes in specialized academic or occupation area."

According to Hyland (2003), genre analysis is applied to find the link between the linguistic features of genre and the action they perform. Henry and Roseberry (2001) utter that the aim of a genre analysis is to identify the moves and strategies of a genre, the acceptable order and the key linguistic features. Also, Hyland (2014) states that "genre analysis is a powerful tool to help teacher uncover connections between language and types of texts and between form and functions, enabling us to offer students information and activities that raise their awareness of genres and perhaps make them better writers." Additionally, Kanoksilapatham (2007, p. 2) points out two typical characteristics of genre-analysis as explained below:

    A. Move analysis (top-down approach)
1. Rhetorical organization / structural organization
2. Two levels of analysis: move and step status of a move/step: obligatory and optional
3. Sequence of moves (opening and closing moves)
4. Cycle of moves

    B. Linguistics features (bottom-up approach)
1. A cluster of linguistic features (e.g. grammatical and lexical features and constructions) co-occurring to perform a communicative function
2. A move can be a phrase, a sentence, a group of sentences, or even a paragraph
3. Commonly used features in each move

In brief, the genre analysis is the study of the language used in the text that also illuminates the process of communication in each particular genre. Hence, it is a useful strategy that the L2 writing teacher should apply in the classroom. However, the knowledge of the processes to conduct and the activities genre-analysis is crucial.

In order to conduct the genre-analysis in the L2 writing class, it is very important for the teacher to know the steps of genre-analysis. Many experts have proposed the steps and the activities of the genre-analysis that helps the teachers to get the better idea on applying the genre-analysis into the classroom. Hyland (2014) proposes the steps of the genre analysis as the following:

1. Identify how text is constructed in terms of functional stages or moves.
2. Identify the features that characterize text and their communicative purposes.
3. Observe the understanding of the writer and the reader in each particular genre.
4. Learn how the genre relates to users' activities
5. Explain the selection of language in terms of social, cultural, and psychological context, and
6. Provide insight for language teaching

According to Bhatia (1993), the steps of genre analysis that aim to emphasize the important of the texts in contexts and pay attention to the reflection on what is happening during analysis are as follows:

1. Select the text that represent each genre that the teacher intends to teach;
2. Put the text in a situational context i.e. use the reader's background knowledge and text clues to understand where the genre is used, who uses it, and why it is written in the particular way.
3. Identify how the texts are structured and written.
4. Refine the situation analysis to more clearly identify users' goals, who are the writer and the reader, the network of surrounding text, and the context in which the genre is used;
5. Compare the text with other similar genre related texts to ensure that it represents the genre;
6. Study the institutional context in which the genre is used to better understand the conventions that text users often follow;
7. Analyze the language at the linguistics level (looking at common vocabulary and grammar, types of cohesion, move structure, and soon),
8. Gather information from specialist information to confirm your findings and to add the psychological reality to the analysis.

Table 5 shows the relationship of the steps of genre based analysis based on Bhatia (1993) and Hyland (2014). Also, the conclusion of the genre-analysis of this study is presented.

Table 5: The steps of genre-based analysis

Steps of genre analysis (Bhatia, 1993)	Steps of genre analysis (Hyland, 2014)	Genre analysis of this study
1. Select the text that represent each genre 2. Put the text in a situational context 3. Identify how the texts are structured and written.	1. Identify how text is constructed in terms of functional stages or moves	1. Select the text and identify the text construction.
4. Refine the situation analysis to more clearly identify users' goals	2. Identify the features that characterize text and their communicative purposes 3. Observe the understanding of the writer and the reader in each particular genre.	2. Identify the moves of the text, the language features of the text, and the purpose of the text.
5. Compare the text with other similar genre related texts to ensure that it represents the genre	4. Learn how the genre relates to users' activities	3. Compare the text with other texts in the similar genre.
6. Study the institutional context in which the genre is used to better understand the conventions that text users often follow 7. Analyze the language at the linguistics level	5. Explain the selection of language in terms of social, cultural, and psychological context.	4. Study the use of the language in linguistic level, sociolinguistic level and psychological level.
8. Gather information from specialist information to confirm your findings and to add the psychological reality to the analysis.	6. Provide insight for language teaching	5. Apply the finding into the pedagogical context.

Activities are also other important factors to conduct the genre-based writing classroom. Therefore, Miller (2011) suggests a range of activities of the genre analysis that the teacher might use as follows:

(1) Genre and context awareness activities

This activity asks students to focus mainly on the purpose of the communication and the people involved. Types of activities could include noticing

how language becomes formal or informal depending on the audience. The sample activity is to discuss about the appropriateness of when people should send email or SMS.

(2) Genre and discourse awareness activities

This activity focus on how genres are structured in different ways, using different moves to achieve the communicative purpose. The types of activities could be comparing the authentic text form the same genre for example; the recipe, and discovery what they have in common in terms of structure.

(3) Genre and language awareness activities

This activity focus on the ways different lexico-grammatical structures and patterns are used in different genres to achieve the communicative purpose. The activities include examining an authentic text, highlighting the part of speech, and discuss their use. Also, comparing the texts from the same genre and discuss what tense they use and why is could be possible.

Due to the steps of genre-analysis and the activities, L2 teachers are able to construct the genre-analysis by selecting the text, grouping the text in the situational context and text-type, analyzing the situation and the linguistics in the text, relate the genre to the users, activities (context, discourse, and language), and also provide the insight for language teaching.

2.2.6 The Genre-Based Instruction

Since genre-based approach placed great emphasis on the relationship between text-genres and their contexts (Hyon, 1996), nowadays, genre-based approaches have become the main alternative to process approach of writing instruction. Also, the emphasize of the genre-based approach is based on the importance of exploring the social and cultural context of language use and its look looks beyond subject content, composing processes and linguistic forms in order to view a text as a tool in a form of writing text that communicate with readers (Tuan, 2011). Lastly, the explicit teaching of the linguistic of each genre is the main focus the genre-based approach in teaching the L2 novice student (Christie, 1990).

To make this approach become possible in explicit teaching of the genre-based approach, the genre teaching and learning cycle need to be employed. The genre teaching and learning cycle comprises of three phrases namely, modeling of a "sample expert" text, joint-negotiation of text with teacher and peers, and construction of text by individual student (Cope & Kalantzis, 1993). The objective of this cycle is to allow the students to use genre flexibly. It allows students to enter any stage of the genre.

The three phases of the teaching and learning cycle by Martin and Rose (2005, p. 252) is explained in Table 6.

Table 6: Teaching and learning cycle (Martin & Rose, 2005, p. 252)

The phases of the teaching and learning cycle	Purposes
Deconstruction	In this phase, the teacher introduces the model text in the specific genre that students are expected to write. Then, the teacher guides the students to deconstruct model text through demonstration and modeling, which is followed by discussing the purposes, text structures and language features of the particular genre.
Joint construction	In this phase, the teacher shares responsibility with students for writing in the same genre. Teacher and students work together to co-construct texts that are similar to the model text that they already learned. Students start applying the linguistic features of the specific genre that they are learning.
Independent construction	In this phase, students work independently to construct their own text in the particular genre. The teacher is expected to scaffold and guide the students.

Furthermore, Hyland (2003, 2014) states that genre-based writing instruction places emphasis on teacher-supported learning and peer interaction, which compose the five stages of the teaching and learning cycle shown in Table 7.

Table 7: The teaching and learning cycle (Hyland, 2003, 2014)

Stages of teaching and learning cycle	Purposes	Activities
Developing the context (Contextualizing)	In this stage the teacher has to raise the students' awareness of the institutional and the social purpose of genre. Therefore, the students are introduced to the social context of the genre to learn the use of each genre in the general context, to learn its social purpose, and the immediate context of the situation.	• Present and discuss the context through pictures, films, site visits, realia, guest speakers, excursions etc. • Provide the students with analytical tasks • Discuss the cross-cultural comparison between the target context and the home context • Explore register features of sample texts in each genre to raise student awareness of the context • Engage students in simulations, role plays, or activities that focus on aspects of the target culture

Modeling and deconstructing the text (Modeling)	It is an important scaffolding activity that involves the discussion of the grammatical and rhetorical features of each genre. The purpose of this stage is to raise the students' awareness of each genre.	• Text-level tasks:
		   o Naming stages and identifying their purposes
		   o Sequencing, rearranging, and matching
		   o Comparing texts
		   o Identifying different and similar simple texts as particular genres
		• Language tasks:
		   o Reorganizing the paragraph
		   o Completing gapped sentences
		   o Substituting a feature (e.g. tense, modality, voice, topic sentence)
		   o Collecting examples of a language feature
		   o Working in groups to correct errors

Joint construction of the text (Negotiating)	Teacher and students work together to construct a whole example of the genre, with the teacher-supported practice in the genre.	• Teacher-led whole class construction on the board • Collecting information through research and interviewing • Small-group construction of texts for presentation to the whole class • Completing unfinished or skeletal texts

		• Creating a parallel text following a given model
		• Creating a text using visual or audio stimulus
		• Editing a completed text
		• Negotiating an information/opinion gap
Independent construction of the text (Constructing)	The purpose of this stage is for the students to apply what they have learned and write a text independently-monitored by the teacher.	• Practice a range of pre-writing activities e.g. brainstorming, free writing, cubing, etc. • Outline and draft a text based on pre-writing activities • Revise a draft in response to others' comments • Proofread and edit a draft for grammar and rhetorical structure • Read and respond to the ideas/language of another's draft • Research, write, and revise a whole text
Linking related text/ Comparing text (Connecting)	This final stage provides opportunities for students to investigate how their studies on genre are related to other texts that occur in the same or similar context, or in other genres they have studied.	• Comparing the use of genre across different disciplines, or cultures • Studying how the information changes when written for different readers or purposes • Transforming texts for different media • Researching other genres used in the same situation • Comparing written and spoken genres • Interviewing the text user

In addition, Derewianka (1990) summarized the teaching – learning cycle and suggests that there are two main teaching-learning cycles in standard genre-based writing teaching: writing with the class and writing independently.

Table 8: The teaching – learning cycle (Derewianka, 1990)

	Stages in the teaching and learning cycle	Purposes
Writing with the class	Building knowledge of the field (genre)	Activating students' schema is essential for enabling students to know something about the topic that they will write on, so that they are able to develop it easily into a complete essay. Schema activation encourages students to determine a purpose, organization and readership.
	Exploring the genre	This activity provides the students with input about the organization of the text that they are going to write. Teachers encourage the students to focus on the grammatical features employed in the text.
	Joint text construction	Teacher becomes a co-writer with his/her students to shows the students the way to write a text using a certain text-type along with a particular organizational pattern. Teacher also reinforces the use of generic structures and grammatical features in the meantime.
Writing independently	Building knowledge of a similar field	This stage is similar to the building of genre in the writing-with-the-class phase. In this case, there are two main activities that the students need to go through. These are forming a small group, and brainstorming and outlining ideas.
	Drafting, revising, and conferencing	After the students have outlined their ideas and the outline is approved, the students have to rework their outline according to the text organization in each particular genre. After that, students revise the essay on the basis of the peer and teacher feedback given in the essay conference.
	Editing and publishing	Teacher encourages students to check minor mistakes related to grammar, spelling, punctuation etc. Then, the students are required to submit their revised essays and publish their works.

Table 9 shows the correlation between the three teaching and learning cycle models. It reveals that there is a relationship between the three teaching and learning cycles developed by Hyland (2013), Martin and Rose (2005), and Widodo (2006). It

shows that writing can occur in two ways, which are writing with the class, and writing independently.

Table 9: The teaching and learning cycle models

Instruction	Martin and Rose (2005)	Hyland (2013)	Widodo (2006)
Writing with the class	*Deconstruction:* Teacher introduces the model text that the students have to write, and discusses the purpose, structures and language features of the specific genre.	*Setting the context:* Teacher and students explore the purpose and the setting of the particular genre.	*Building knowledge of field:* **Teacher** activates the students' schema about the topic that they will write on.
		Building the context: Teacher and students analyze the language features of the particular genre.	*Exploring the genre:* **Teacher** provides students with input about the purpose, organization and audience of the text.
	Joint construction: Teacher and students co-construct the text by imitating the model text.	*Joint construction:* Teacher and students work together to construct a whole example of genre.	*Joint text construction:* Teacher encourages the students to write with her/his help to prepare the students for writing cooperatively.
Writing independently	*Independent construction:* Students work independently to write the text in the specific genre.	*Independent construction of the text:* Students apply what they have learnt in their individual writing in an activity which is monitored by the teacher.	*Building knowledge of a similar field:* Students form a group to brainstorm the outline of their writing.
			Drafting, revising, and conferencing: Students create their draft through the stages of revising and discussing.
			Editing and Publishing: Students rework their writing by checking the language features and text organization, and then submit and publish the work.
		Comparing: Students investigate how the given genre that they have been studying is related to other texts that share a similar context.	

To sum up, in writing with the class, the ranges of the instruction are based on deconstruction and modeling the genre text. Hyland (2013), Martin and Rose (2005), and Widodo (2006) are all agreed that during this stage, the students are required to do the genre-analysis by modeling the text in order to notice the purposes of the text, the grammar structures and language features. Additionally, the joint construction is another important step of writing with the class, since it allows students to construct the text based on the model. It can be said that it is the stage of collaborative writing.

The idea of the collaborative writing is allied with the study of Vygotsky (1978) which mentions that social interaction plays a significant role in the students' cognitive development. It is believed that working in a community where the member is the group of students who have and learn similar knowledge could help them develop their learning. According to Hyland (2013); Martin and Rose (2005) and Widodo (2006), the collaborative writing is the stage which the students were asked to co-construct the text by mimicking the model text, and to prepare the students for writing individually. Storch (2005) states that collaborative writing can help improve the proficiency of the text in terms of tasks' fulfillment, grammatical accuracy, and complexity. Hirvela (1999) confirms that that collaborative writing provides chances to the students to become a member of a community where they can use each other as assistance and support. In this study, peer review or peer feedback was implemented as one of the strategies to enhance the students' writing as well as thinking skills in the collaborative learning environment. Farrah (2012) states that peer evaluation functioned as an approach that enhances the students writing ability in terms of increasing the students' motivation to write and to learn how to treat writing as a collaborative social activity.

In writing independently, the students are assigned to compose their writing according to the genre. As mentioned by Vygotsky (1978) that "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people and then inside the child". Hence, in this stage, the students need to write the text independently through the processes of outlining, drafting, revising, editing, and publishing that are monitored by the teacher (Hyland, 2013; Martin & Rose, 2005; Widodo, 2006).

Additionally, Hyland (2013) states that after the students publish their work, the next step of writing independently is that the students should investigate the relationship of the studied genre with other texts that occur in the same or similar context.

From the aforementioned teaching and learning cycle, the instructional model of genre analysis is shown in Table 10.

Table 10: Instructional model of genre analysis

	Instructional model of genre analysis (Hyland, 2013; Martin & Rose, 2005; Widodo, 2006)
Writing with the class	1. *Modeling the specific text:* To explore the purpose and the language features of the text.
	2. *Collaborative writing:* To co-construct the text by imitating the model text, and to prepare the students for writing individually.
Writing independently	3. *Self-writing:* To compose and monitor the text independently.

Therefore, the genre-based writing approach is a way of writing that places emphasis on the use of appropriate language in different types of written text and recurring situations, which are the situations where the specific writing communication takes place. This concept is important in teaching writing because the teacher should be aware of teaching the students when, what, and how to write the text.

For this study, the model of instruction was designed under the teaching and learning cycle of genre-based instruction. The students were asked to compose the paragraph in four genres that are procedural writing, descriptive writing, narrative writing, and persuasive writing since these four genres are appropriate to the present level of students and their further writing. During the lesson, the students would get through the three stages namely: (1) modeling the text – that the students were asked to do the genre analysis in order to learn the paragraph organization, moves, and language features, (2) collaborative writing – that the students were asked to

constructed the text together, and (3) self-writing – that the students would apply the knowledge from the previous stages to construct their paragraph individually.

2.2.7 Related studies on the genre–based writing approach

There has been a great deal of research relating to a genre-based approach which can be divided into the studies of genre-based writing as to improve the students' academic writing and the studies of genre-based approach in Thailand. Many studies believe that genre-based approach was able to promote the EFL students' academic writing. Thus, many studies put the awareness on applying this approach in teaching writing as follows.

Emilia (2005) studied the effects of using critical genre-based approach (GBA) in teaching English writing to the EFL students in the state university using a qualitative research design. The findings showed that the students' argumentative writing ability improved in terms of having a clear schematic structure, using of evidence to support the argument, and using various linguistic resources. Also, the study proved that GBA could enhance the students' critical thinking skills and critical literacy.

Yusuda (2011) conducted the study to investigate how the EFL writers develop their genre awareness, linguistic knowledge, and writing competence in genre-based writing course through email-writing task with 70 undergraduate students in Japan. The results revealed that the students improve their genre awareness and perceptions.

Chen and Su (2012) investigated the genre-based approach instruction to teach summary writing to Forty-one students in Taiwan. The students were asked to summarize a simplified version of The Adventure of Tom Sawyer. They found that genre-based approach was effective in improving the students summarizing performance in terms of the content, vocabulary and language use.

Flowerdew (2000) conducted the study to investigate the use of genre-based framework for the teaching of the organizational structure of academic writing. The results revealed that there is the occurrence between the generic move structure and problem-solving pattern.

The abovementioned studies showed that genre-based approach has been used in order to solve the writing problems in the EFL students. It could be said that writing might be able to promote by the use of this approach.

In Thailand, the theory of the genre-based writing approach is quite popular. Many researchers have conducted studies on the genre-based approach with the aim of investigating its effectiveness on second language writing among Thai students.

With the belief that genre-based learning can enhance the students writing ability, Krisnachinda (2006) conducted a case study on a genre-based approach to teaching writing in a tertiary context, in Thailand, in order to examine how the genre-based approach to teaching affects the the students ability in the 'writing a recount' genre, and to investigate the students attitude toward the genre-based approach. The findings proved that the students became better in the 'writing a recount' genre and showed a positive attitude towards the genre-based approach. The researcher also claimed that the genre-based approach was an appropriate teaching approach.

Another study on the effects of genre-based writing on the students writing ability belongs to Kongpetch (2003). Kongpetch conducted the study on the implication of the genre-based approach on the teaching of English writing, with 45 third year English majors, in Khon Kaen University. The focused genre was the exposition genre. The students were taught explicitly based on the systematic functional linguistic theory, and the genre-based approach that required the students to write text, paragraph, and clause. The results of the research showed that the genre-based approch has positive effects on the students expository writing. It was suggested by the researcher that the genre-based approach should be implemented in the Thai English language learning context.

Payaprom (2012) was also interested in the effects of a genre-based writing approach on Thai students' writing ability. Payaprom studied the effects of the genre-based approach on Thai students' English literacy development, and explored the students' attitudes towards the teaching programs. The subjects of this study were fourteen third-year students majoring in English. The results showed that the genre-based approaach had a positive impact on students' English writing. The students also showed a positive attitude toward the approach.

In the field of English for Specific Purposes, Changpueng (2009) conducted research on genre-based course development for engineering students. The aims of the study were to investigate the students' needs of English writing skills, to develop the genre-based approach for the students, and to explore the effectiveness of the course and the students attitude toward the genre-based English writing course. The results showed that the most required genre were request emails, enquiry emails and investigation reports. The data from the pre-test and post-test, as well as the interviews, proved that the course was effective. The data from the attitude questionnaire and student log showed that the students had a positive attitude toward the course.

To summarize, the number of studies proved that the genre-based approach is effective in terms of enhancing the students writing ability. Also, the students have a positive attitude toward learning through this approach. However, the studies were mainly focused on improving the students' writing ability and investigating the students' attitude to the paper-based materials. The focus on other skills is also limited. Therefore, this study is to be conducted to apply technological tools in a blended learning environment, to enhance the students' writing ability as well as thinking skills.

2.3 Genre–based learning and thinking

Many experts conformed that genre-based not only enhance the students' writing ability but also improve the students' thinking skills. First, genre-based learning can foster the students' critical thinking skills because the approach asks the students to analyze the text's organization and carry out composition strategies (Wongchareunsuk, 2001). Also, genre-based approach has its effectiveness in that it is explicit, systematic, need-based, supportive, empowering, and critical and consciousness raising (Hyland, 2013). Additionally, the genre-based teaching learning cycle key stages, namely; contextualizing, modeling, negotiating, constructing, and connecting, involve the thinking process to help the students complete the written task (Hyland, 2003, 2014). According to Lassiter (2014), genre pedagogy in the classroom offers the teacher the chance to ensure that the students will be able to think critically

about the writing situations they will encounter in the future. Also, it allows the students to understand the practical knowledge necessary for survival in the communities.

Schleppegrell (2004) discusses the genre of analytic exposition, which includes the commitment to a central organizing idea, as well as the ability to develop this idea through the use of supporting information. Kay and Dudley-Evans (1998) mentions that the genre approaches encourage students to participate in the world around them. Also, it allows the students to become more flexible in their thinking and to realize how authors organize their writings. According to Feez (1998), a genre-based approach encourages the students to write a composition with a clear purpose, audience and organization in mind; meaning that the students are encouraged to think about why they are writing a composition, who they are writing for, and how to construct their writing with clear organization.

From the previously-mentioned studies on the genre-based approach, it was revealed that a genre-based approach supports the students in being able to think critically and to develop their idea. Additionally, a genre-based approach helps the students to think in a more flexible and practical way. It has been proven that this approach encourages the students to think and also enhance the students thinking skills.

2.4. Thinking skill

The term "thinking" has been explained by many experts. Fisher (1998) states that the term thinking skill means the human capacity to think in conscious ways to achieve certain purposes. Such processes include remembering, questioning, forming concepts, planning, reasoning, imagining, solving problems, making decisions and judgments, or translating thoughts into words. According to Department of Education Department of Education and Employment (1999), the national curriculum in England has been revised to include thinking skills in its rationale, under the belief that thinking skills are essential in learning how-to-learn. The list of thinking skills in the curriculum contains: information processing, reasoning, enquiring, creative thinking

and evaluating. Johnson and Siegel (2010) give examples of the general taxonomy of thinking skills, as shown below:

> Examples of the different kinds of thinking are: sequencing and ordering information; sorting, classifying, grouping; analyzing, identifying part/whole relationships, comparing and contrasting; making predictions and hypothesizing; drawing conclusions, giving reasons for conclusions; distinguishing fact from opinion; determining bias and checking the reliability of evidence; generating new ideas and brainstorming; relating cause and effect, designing a fair test; defining and clarifying problems, thinking up different solutions, setting up goals and sub-goals; testing solutions and evaluating outcomes; planning and monitoring progress towards a goal, revising plans; making decisions, setting priorities, weighing up pros and cons (p. 32-33).

The well-known classification of 'thinking' was elaborated on by Dr. Benjamin Bloom, under the title of Bloom's taxonomy. Bloom's taxonomy of thinking divided cognition into lower-order thinking and higher-order thinking, conceptualizing them into a hierarchical ranking of thinking levels. At the first level, the thinker operates a concrete level of *"knowledge"*. Then, the individual is able to *"comprehend"* what the facts are about. At the next level, the individual is able to *"apply"* what they have learned from the facts and subsequent comprehension. After that, 'thinking' allows the thinker to *"analyze"* what they know by classifying, categorizing, discriminating, or defecting information. Next, the first highest level of higher-order thinking is *"synthesis"*. The thinker is able to put ideas together, propose plans, form solutions and create new information. Last, the other higher-order thinking is *"evaluation"*. At this level, the thinker is able to make choices, select, evaluate and make judgments about information and situations (Bloom, 1956).

In order to think systematically, it is necessary to know the taxonomy of cognitive thinking, as well as the elements of thinking that are also necessary to consider, since they will help the students to think more effectively.

In 1990, a group of cognitive psychologists restructured Bloom's Taxonomy, reflecting relevance to the 21st century. The six levels in the revised taxonomy

include, remembering, understanding, applying, analyzing, evaluating, and creating (Wang, 2012). Anderson et al. (2001) provides the verbs which are necessary in analyzing the lower-order thinking skills and higher-order thinking skills as presented in the Table 11.

Table 11: Revised Bloom's Taxonomy

Classification	Definition (Anderson et al., 2001; Jansen, Booth, & Smith, 2009)	Verbs
Remembering	Retrieve, recognize, and recall relevant knowledge e.g. facts, terms, basic concepts and answers from long-term memory	choose, define, find, how, label, list, match, name, omit, recall, relate, select, show, spell, tell, what, when, where, which, who, why
Understanding	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	classify, compare, contrast, demonstrate, explain, extend, illustrate, infer, interpret, outline, relate, rephrase, show, summarize, translate
Applying	Solve problems in new situations by applying acquired knowledge, fact, techniques, and rules through executing or implementing.	apply, build, choose, construct, develop, experiment with, identify, interview, make use of, model, organize, plan, select, solve, utilize
Analyzing	Examine and break material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing. Make inferences and find evidence to support generalization.	Analyze, assume, categorize, classify, compare, conclusion, contrast, discover, dissect, distinguish, divide, examine, function, inference, inspect, list, motive, relationships, simplify, survey, take part in, test for, theme
Evaluating	Present and defend opinion by making judgments about information validity of ideas, or quality of work based on a set of criteria and standards through checking and critiquing.	Agree, appraise, assess, Award, choose, compare, conclude, criteria, criticize, decide, deduct, defend, determine, disprove, estimate, evaluate, explain, importance, influence, interpret, judge, justify, mark, measure, opinion, perceive , prioritize, prove, rate, recommend, rule on, select, support

Creating	Compile elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure through generating, planning, or producing.	adapt, build, change, choose, combine, compile, compose, construct, create, delete, design, develop, discuss, elaborate, estimate, formulate, happen, imagine, improve, invent, make up, maximize, minimize, modify, original, originate, plan, predict, propose, solution, solve, suppose, test, theory

As mentioned by Anderson et al. (2001, p. 309) that the Bloom's taxonomy provided the framework of the hierarchy of the six major categories of the Cognitive Process Dimension that ordered in terms of increasing complexity. It could be summarized that the Bloom's taxonomy acts as the steps that the students have to master the lowest stage or the least complex stage of the hierarchy before moving to the higher one. As mentioned by Churches (2008) that before students can create, they must have remembered, understood, applied, analyzed, and evaluated.

Klimova (2013) suggests that students use thinking processes when they compose the text. It can be demonstrated in the following ways according to Bloom's Taxonomy, cited in Klimova (2013): (1) collecting information is one of the lower thinking skills under the category of knowledge, (2) describing the background of the topic is also one of the lower thinking skills, namely: knowledge and comprehension, (3) identifying and comparing arguments is one of the higher lower-thinking skills under the categories of comprehension and analysis, and (4) formulating and verifying conclusions are synthesis and evaluation skills that are among the higher-order thinking skills. Mayer (2002) supports that the revised Bloom's taxonomy is based on a broader vision of learning that not only includes acquiring knowledge but also includes being able to apply knowledge in various new situations.

2.4.1 Writing and thinking skills

Writing and thinking are skills that go together. That is when people write, people think about what they have to write. Also, when people write, they will think. According to Vygotsky (1978), Harris (1989) and Menary (2007) claim that writing

can help establish acts of thinking; it is an intellectual tool that can change the way people think. Harris (1989) presents two ideas regarding thinking and writing. The first is "to regard writing as a useful way to perceive language rather than an active and powerful cultural agency of its own right." Second, "the mental differences between literacy and non-literacy have to do with memory (p.102)."

Additionally, there are some researches that study the connection between thinking and writing skills. Langer and Applebee (1987, p. 7) observe that "process-oriented approaches to writing instruction, such as guiding students through brainstorming, journaling, and reviewing peers' work, have been relatively ineffective in helping students to think and write more clearly". Wood and Kurzel (2008) state that peer assessment and peer review is the authentic approach to assess the students' achievement as well as contributes to develop the students' critical thinking, and self-evaluation. Min (2006) mentions that peer review feedback have a positively impact on the EFL students' draft revision and the quality of the writing text. It is to say that, the peer review is the activity that is crucial in developing the students' writing ability.

Stanovich (1986) states that the writing assignments improved students who had stronger critical-thinking skills in the first place. In other words, students who start with better thinking skills increase their writing abilities at a faster rate than students who start with weaker thinking skills.

Flower and Hayes (1981, p. 366), present the cognitive process theory on four key points:

1. The process of writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing.

2. These processes have a hierarchical, highly-embedded organization in which any given process can be embedded within any other.

3. The act of composing is a goal-directed thinking process itself, guided by the writer's own growing network of goals.

4. Writers create their own goals in two key ways: by generating both high-level goals and supporting sub-goals, which embody the writer's

developing sense of purpose, and then, at times, by changing major goals or even establishing entirely new ones based on what has been learned in the act of writing.

It can be concluded that writing and thinking have a connection where they collaborate with each other. That is because thinking is writing. Thus, in order to be able to write meaningfully, the students need to be able to think effectively.

Due to the aforementioned information, the implementation of teaching writing in each genre will be used to improve the students' thinking skills through each stage of the instruction. The students will be stimulated their thinking skills according to Bloom's taxonomy from remembering to creating using writing activities and blended learning. The revised Bloom's Taxonomy will also be applied in writing the lesson objectives and the thinking assessment rubric. The revised Bloom's taxonomy is presented in Table 12.

Table 12: The implication of the revised Bloom's taxonomy action verbs in the writing prompts and classroom activities

Categories of revised Bloom's taxonomy	Meaning and action verbs (Krathwohl, 2002)	The sample prompts and activities
Remember	Retrieving relevant knowledge from long-term memory. <u>Verbs</u>: choose, define, describe, give example	Can you give more examples of narrative writing?
Understand	Determining the meaning of instruction messages, including oral, written, and graphic communication. <u>Verbs</u>: discuss, explain, tell, summarize	How does the writer organize the story?
Apply	Carrying out or using a procedure in a given situation. <u>Verbs</u>: apply, plan, model	In your paragraph you should include: - Sequence words to tell the order of events - The sensory and emotional details
Analyze	Breaking material into parts and detecting how the parts relate to one another and to an overall structure or	Surf the internet to find information about the university, for example: the university history, the university building, the

	purpose. Verbs: compare, survey	university staff, and etc.
Evaluate	Making judgments based on criteria and standards. Verbs: evaluate, justify, tell why	Tell someone what you learned from that experience.
Create	Putting elements together to form a novel coherent whole or make an original product. Verbs: design, construct, compose	Write a narrative paragraph of 200 words telling the story of an urban legend about the classroom.

Based on the previous information, it shows that thinking is a skill that goes together with writing. Also, the level and element of thinking are topics that have been discussed. However, thinking skills are also one of the problems in English language teaching in Thailand. Many researchers have conducted research to investigate the problems with thinking skills among Thai students, as mentioned in the following topic.

For this study, the students' thinking skills that were aimed to developed were based on the six elements of Bloom's revised taxonomy namely: remembering, understanding, applying, analyzing, evaluating, and creating. The thinking instruction was conducted together with the writing instruction. To be precise, the students were practiced to employ their lower-order thinking skills and higher-order thinking skills when they composed the paragraph in each genre.

2.4.2 Related studies on thinking

From the scores on the Programme for International Assessment (PISA) test, it can be seen that Thai students achieve the lowest scores in East Asia. The most common rationale behind those results is mainly because Thai educational systems put their emphasis on the time that the students spend in the classroom while other countries, such as Singapore, adopt the "teach less, and learn more" approach, succeeding in applying it in Singaporean schools. Importantly, the reason that lies behind the unsuccessfulness is the lack of accountability. The solution to the mentioned problems is to apply a system of accountability to the Thai education system. The Thailand Development Research Institute (TDRI) suggested five ways to

improve Thai schools, one of which is that students must learn the skills and knowledge necessary to live and work in the 21st century. The ability to think for themselves, critical thinking, and team building are what needs to be emphasized in the Thai educational system (Tangkitvanich, 2013).

Kaowiwattanakul (2012) addresses the factors that affect the level of success in thinking critically among Thai students. There are three main factors, as follows:

1. The strong Thai culture of serenity, gratitude, and social harmony among the Thai people has become the weak point in terms of learning. Wallace (2003) mentions that a good Thai person is a follower, conservative, patriotic, friendly, hospitable and yielding. Those characteristics will limit the range of thinking among Thai people.

2. The Thai educational system is the main barrier to developing the students' critical thinking. Due to the belief that the parent should be the role model of their children, and that the teachers have the responsibility to tell the students what is right or wrong, the development of the students' thinking is affected since they hardly have a chance to think on their own.

3. The school curriculum does not make an effort to promote critical thinking among students. Even though they have changed the educational systems from teacher-centered systems to student-centered systems, the large number of the students in each classroom means they cannot succeed. With a lot of students in one class, it is hard to assess every student. Also, students have limited chances to express their ideas.

With the belief that culture could affect the students' thinking skills, Jersabek (2010) conducted research in order to compare the study behaviors of Thai students and Western students. The MOODLE learning Platform was applied to support the students' interaction. The results show that Thai students are open to the student-centered approach, instigating discussions, brainstorming and using mind-mapping. The research also found that even though the students are eager and willing to

embrace critical thinking and creative techniques, they still find it difficult to do within their cultural boundaries.

Based on the above-mentioned study and associated factors, it shows that the main problem that limits the Thai students' ability is culture. Therefore, it is possible that the educational systems should be adapted and made compatible with Thai culture. Then, it will help the Thai students to improve their thinking skills.

Education is not only crucial for the future of the Thai students but also Thailand. Thus, to help improve the teaching and learning system in Thailand, educational reforms need to be adapted. The required knowledge and skills in the Educational reforms aim to develop Thai students' skills to have a high proficiency in using foreign languages, and to have characteristics which are necessary in a competitive world. Among the crucial skills needed by Thai students are thinking skills.

The decentralized Thai curriculum includes lessons that emphasize thinking skills, the student-centered approach, and school-based standards, with the purpose of fostering the students to think creatively and critically (Foley, 2005; Jantrasakul, 2004). According to Office of the National Education Commission (2000), it is said that "students must be given an opportunity to think, do, check, and verify results for application in real life. They must become self-reliant so they are able to seek knowledge themselves and use the knowledge gained creatively for the public benefit". Moreover, Office of the Higher Education Commission (2013) underlines the role of educational institutions in placing more emphasis on strengthening critical thinking skills than memorization and on developing more practical working skills than learning theories.

Additionally, there are many researches in Thailand that have studied the various approaches that aim to develop Thai students' thinking skills.

Boonphadung and Unnanantn (2015) conducted research to compare the teachers' and students' critical thinking skills before and after implementing the Millers' model activities, and also investigated the students' opinions. They found that the learning activities used for the four steps of Miller's Model (Knows, Knows how, Shows how and Does) helped enable critical thinking in the sampling group. Moreover, Miller's Model helped the sampling group see the prospect of using

knowledge, and then, fortify their knowledge application in the real world. In terms of student satisfaction, the students had a positive attitude toward learning through the Miller's Model activities, and their impressions caused them to be more autonomous students and more assertive in sharing ideas.

Phrakhruvisitpattanaporn and Piromjitrapong (2012) investigated the teaching methods used to develop Thai students' critical thinking. The aims of this study were to study the teaching methods used to develop students' critical thinking, and to study the effectiveness of those teaching methods. The teaching approach toward critical thinking consisted of four components: (1) the principles, (2) the objectives, (3) learning and teaching activities, (4) instructional evaluation of the teaching method. In the process, there were three main parts, that is, introduction, presentation and conclusion. In planning the lessons, they considered five components which define critical thinking: (1) ability to define the problem, (2) ability to choose the information concerning the problems, (3) ability of being aware of the preliminary agreement, (4) ability to determine and choose a hypothesis and (5) ability to reasonably draw a conclusion. On completion, the results showed that the teaching method used to develop critical thinking proved a suitable one in developing an ability to critically think in five ways, among the subjects who studied in the Ecclesiastical School. The method could improve the students' critical thinking ability.

In summary, Thai students lack the ability to think for themselves and think critically because of the culture of seniority and social harmony, the Thai educational system and the large size of the classroom. The Ministry of Education recognizes the problem and has adjusted the curriculum so that it aims to develop the Thai students' thinking skills, both in the Basic Core Curriculum and the Higher Education Plan. However, the teacher in each classroom is also the most important person in facilitating the students' development of thinking skills.

Based on the aforementioned issues, weak writing ability and thinking skills therefore cause major difficulties in learning language. Thus, it is the teacher's responsibility to apply applicable strategies and approaches in their English language classroom, and the genre-based approach seems to be an appropriate teaching and

learning approach that helps the teacher to improve writing ability and thinking skills at the same time.

2.5 Blended learning

The term blended-learning has been used for at least 20 years in the business environment. First, Sharma (2010, p. 456) defines the terms blended learning as "a course designed to allow workers to both continue in the workplace and study". Sharma and Barrett (2007) supports blended learning as a situation where the employee can continue working full -time and take a training course at the same time. Driscoll (2002) explains that the training means a web-based platform, videos, CD-ROMs, and paper-based manuals. Blended learning was adopted as a way of saving cost. Due to the benefits of blended-learning in the workplace, it is also applicable in the world of language learning and teaching.

In the world of education, the term "blended learning" has been defined by many experts. The Department for Education and Training provides a definition of blended learning as "learning which combines online and face-to-face approaches" (DET, 2003). Oliver and Trigwell (2005, p. 17) state that blended learning is "the integrated combination of traditional learning with web-based online approaches." Kerrs and De Witt (2010) describe blended learning as all combinations of face-to-face learning with technology-based learning, with the belief that traditional education can be supplemented with the use of technology. Stien and Graham (2014) define it as a combination of onsite and online experiences, with the aim of producing effective, efficient and flexible learning. Additionally, Obiedat et al. (2014) state that flexibility and time management of blended learning is noticed as one of the main advantage of blended learning.

Driscoll (2002, p. 1) sees blended learning primarily as a strategy to help start e-learning in the institute: "Blended learning allows organizations to gradually move students from traditional classrooms to e-learning in small steps, making change easier to accept". Bonk and Graham (2006) state that the blended learning classroom is a classroom that integrates a face-to-face classroom with computer-mediated instruction. Moreover, Sharma and Barrett (2007) mention that blended learning

refers to a language course which combines a face-to-face (F2F) classroom component with an appropriate use of technology, for example: Internet, CD-ROMs, chat, email, blogs, and wikis. Heinze and Proctor (2004) introduce the model of blended learning that shows a flexible time allocation between the face-to-face classroom and the web-based classroom.

Figure 1: Blended learning model by Heinze and Proctor (2004)
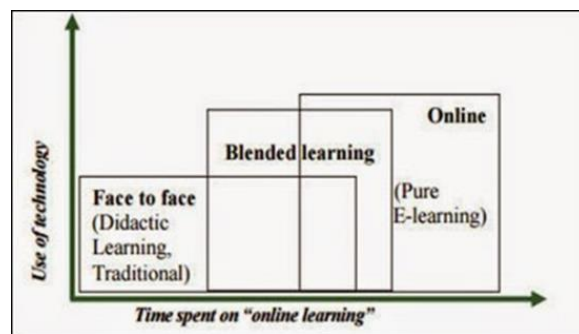
Therefore, it can be concluded that the term 'blended learning' can refer to a combination of the face-to-face classroom with the online classroom, in order to help learning become more successful. However, the term 'blended learning' is defined differently among many researchers.

Blended-learning is the combination of web-based technology in order to accomplish an educational goal (Driscoll, 2002; P. Sharma & Barrett, 2007; Valiathan, 2002).

Blended learning is the combination of pedagogical approaches ('e.g. constructivism, behaviorism, cognitivism') to produce an optimal learning outcome with or without instructional technology (Driscoll, 2002; P. Sharma & Barrett, 2007) Lastly, it is skill-driven learning that combines self-paced learning with the instructor's support in order to develop the skills (Valiathan, 2002).

From the definition of blended learning, it can be concluded that blended learning is the combination of two concepts. It could be the mixing of the traditional classroom with the technology-based classroom. It can be the mixing of the media

used in the classroom or the mixing of the pedagogical approaches. However, when blended learning is defined similarly among the researchers, it is explained with a belief in the combination of the traditional classroom with the online classroom.

The literature shows that blended learning should be implemented in language learning, since it enhances the pedagogy, can be accessed anywhere and anytime, and increases the cost-effectiveness. Also, the students can manage their learning and have opportunities to interact with other people. By some means, with the appropriate technology-based materials e.g. applications, websites, or social networks, the suitable pedagogical approaches would specifically help Thai students to improve their English writing ability.

2.5.1 Blended-learning models

In order to transform the traditional classroom into a blended learning classroom, the knowledge of each model of the blended-learning environment is crucial. Blended learning which is known as combinations of face-to-face instruction consists of several supported models. According to Staker and Horn (2012), the blended learning model can be described as shown in Figure 2.

Figure 2: The four models of blended learning
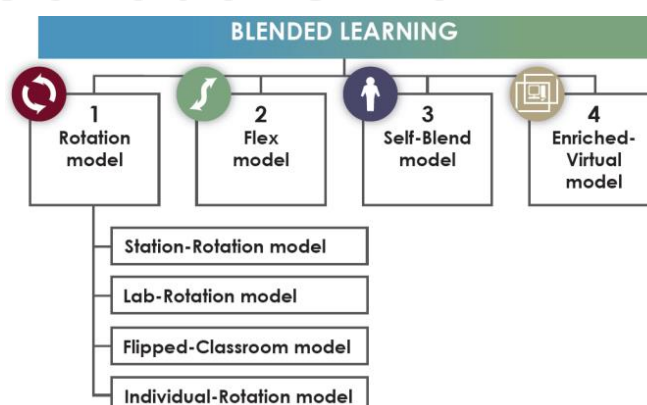
2.5.1.1 The station-rotation model

The station-rotation model is a program in which, within a given course or subject, asks the students to rotate between learning modalities on a fixed schedule, or the teacher's discretion. One of the learning modalities must be online learning, while the other activities might be a small-group work, full-class instruction, group projects, tutoring, or paper-based tasks (Staker & Horn, 2012).

According to Walne (2012), the benefits of the station-rotation model are that it needs a very little adjustment to teaching, materials, and classrooms; it can deal with a large class size since it allows the teacher to work with smaller groups of students, and it facilitates the application of project-based learning in the classroom.

The limitations of this model are that the teacher needs to know how to arrange the right groups for both the face-to-face class and online-learning. Teachers need an effective classroom management system. Also, the online-learning station needs to be easy so that the students can complete it by themselves.

2.5.1.2 The lab-rotation model

This model facilitates study within a course by rotation between locations on a fixed schedule, or at the teacher's discretion, from computer lab learning for online learning, through to other learning modalities e.g. traditional classroom (Staker & Horn, 2012). The advantages of this model are that it requires little adjustment in terms of teacher contact and materials from the teacher. It is also cost-efficient. However, the challenge of this model is that the learning lab needs a good learning management system to facilitate effective learning (Walne, 2012)

2.5.1.3 The flipped-classroom model

The flipped classroom is one kind of rotation model where students rotate on a fixed schedule between face-to-face teacher-guided practices on campus, during the traditional school day, to self-study online learning after school (Staker & Horn, 2012). Fraga and Harmon (2014) support the idea that in this model, the activities that usually occur during the class time, e.g. lectures and demonstrations, take place at

home or out of class. Meanwhile, the homework which is normally expected to be done at home is done during the class time.

Also, Walne (2012) states that the benefit of the flipped classroom is that it creates free time in class for the teacher to deal with students' problems with their homework. However, the limitation of the flipped classroom is that the students need to be able to access the internet at home. Flipped learning can also be referred to as "reversed instruction", "blended learning," or the "inverted classroom" (Bergman & Sams, 2012).

2.1.5.4 Individual-rotation model

In this model, the students rotate individually among the other learning modalities, at least one of which is online learning. Also, the teacher needs to create individual schedules for the students (Staker & Horn, 2012). Walne (2012) provides many examples of the advantages of this model that allow the students to work at his or her own pace. Students can use the modality that works best for them for each task. Also, the fixed schedule is suitable for the students who need a predictable routine.

2.5.1.5 The flex model

In the flex model, online learning becomes the main part of the students' learning, since the content and instruction are delivered via the internet. Students are able to move flexibly through different learning modalities and the teacher–of–record is onsite. The teacher provides face-to-face support through flexible activities such as small-group instruction, group projects, and individual tutoring. For example, some flex models may have face-to-face certified teachers who supplement the online learning on a daily basis, whereas others may have little face-to-face involvement. (Staker & Horn, 2012).

2.5.1.6 Self-blend model

This model allows the students to complete one or more courses entirely online to supplement their traditional courses. The difference between this model and

full-time online learning is that the students self-blend some of the online courses which have online teachers, together with the other courses at school which have face-to-face teachers (Staker & Horn, 2012).

2.5.1.7 Enriched-virtual model

This is a type of whole school-experience rather than a course-by-course model, in which the students divide their time between the traditional classroom and learning remotely, using online delivery of content and instruction. This model is appropriate to the school that operates the entire learning online. Students attend the brick-and-mortar classroom for only the first course meeting, and then online learning occurs (Staker & Horn, 2012).

The aforementioned information on blended learning models confirms the belief that the definition of the term, blended learning, is "the mixture between face-to-face instruction and online instruction". However, each model has its own benefits and limitations. Therefore, the teachers who are going to create a blended learning environment should observe the classroom, as well as the needs of the students and the school before using it. The benefits of blended-learning will significantly improve the student's language learning if the teachers really understand the model as well as the classroom.

For this study, the abovementioned blended learning models were not applied in this study since the design of the study was not appropriate with any techniques in the models. This study was planned based on the core concept of the blended learning that the blended learning instruction occurs in two types of environment that are face-to-face, and online. The modeling the text stage and the collaborative writing stage of the teaching and learning model of genre instruction were conducted in the face-to-face environment, while the self-writing stage of the teaching and learning model of genre instruction was conducted in the online environment. Hussin, Abdullah, Ismail, and Yoke (2015) mention that the blended learning is benefits in the way that the students could get writing support during the revision and edited stage in the form of feedback or comments from the classmates and teacher, thus that the teacher and the

students were requested to do the follow up activity after sharing the paragraph such as liking, commenting, and peer-reviewing.

Therefore, this study aims to develop the technology-enhanced genre-based writing instruction module to enhance Thai students' English thinking skills and writing abilities. Technology provides the students with the opportunities to be exposed to various authentic texts in different genres, which will help the students to improve their writing. Genre-based writing places emphasis on those writing on a rhetorical situation, through processes that not only improve the students' writing but also their thinking skills. By knowing the purposes of the writing tasks and being able to apply the language appropriately in each genre by using technology, the students will be able to improve their thinking and writing effectively.

2.5.2 Related studies on blended-learning

According to the researcher's review of the research on blended learning, there are some studies that have investigated the effects of blended learning on English proficiency in ESL and EFL contexts both learning ability of the students and the attitude toward learning.

With the interest in the effects of blended learning on reading, Sukavatee (2007) conducted research to examine the effects of the Social Constructivism Blended Learning Module on the students' reading ability and reading engagement, with 53 Grade 11 students. The implication of the study was that the reading ability of students with low reading ability improved significantly. However, there was no improvement on the students' reading ability among the students with high reading ability. Also, the students showed more social interaction during the blended-learning instruction. It can be concluded from this study that blended learning could enhance reading ability in low-proficiency students, and encourage collaborative learning.

Research into the effects of blended learning on Thai students' English writing abilities was conducted by Pongto (2011). The study aimed to investigate the students' writing abilities and their attitudes toward blended learning, by using local cultural content with 31 tenth grade students. This study used pre- and post-testing,

questionnaires, interviews and content analysis. A practical implication of this study is that the writing ability of the students was improved significantly, and the students also had a positive attitude toward blended learning using cultural content.

With an interest in the effects of blended learning on intrinsic motivation, Sucaromana (2013) conducted studies to compare the results of blended learning with face-to-face learning. The subjects were separated by gender, intrinsic motivation, and attitude. The experiment group was taught in a blended learning environment and the control group was taught by face-to-face instruction. The results showed that the students who were taught using blended learning had significantly higher levels of intrinsic motivation. They had a better attitude toward learning and a greater level of satisfaction.

Research on the effectiveness of cooperative and blended learning in Learning Grammar has been conducted by Chansamrong, Tubsree, and Kiratibodee (2014). The study was conducted with 100 ninth grade students in order to explore their learning abilities with regard to English grammar, specifically subject-verb agreement, and the students' attitudes to the blended-cooperative learning method. The findings showed that there was a significant improvement in the students' grammar ability, and the attitude of the students toward the blended-cooperative learning method was positive.

Tananuraksakul (2014) explored the Thai undergraduate students' experiences in using Facebook group as blended learning environment in a writing class and found that Facebook proven to be useful as a tool for Thai students to learn.

In addition, blended-learning is able to serve as the tool to encourage the students' to have a positive opinion toward learning.

Challob, Bakar, and Latif (2016) studied the effects of the collaborative blended learning environment on EFL students' appreciation and performance. They found that the blended learning activities had helped them reduced their writing anxiety and improved their writing performance in both the micro and macro aspects of writing.

Srijongjai (2013) explored the students' attitude towards collaborative feedback activities in a blended learning setting and found that students have positive perception towards collaborative feedback activities used in face-to-face and online environments.

Larsen (2012) and Miyazoe and Anderson (2012) investigated the effectiveness of the ESL/ESL students' perception toward the effectiveness of using blended learning approach in enhancing the writing skill. The studies found that the students have a positive awareness toward the practicality of blended learning in improving their writing ability.

From the above-mentioned study, blended learning can enhance the students' English language ability, cooperative learning, and intrinsic motivation, and increase their attitude in learning. However, the effect of blended-leaning on thinking was hardly noticed. Also, the number of studies on this topic with undergraduate students is limited. Therefore, this research will contribute some more knowledge of the effect of blended learning on the thinking skills of undergraduate students.

2.6 The application of technology in a blended learning environment

2.6.1 Technology in the English language classroom

Technology appears everywhere. It assists people in their personal life, academic life, and professional life. Therefore, technological literacy has become an essential skill for everyone (Lever-Duffy & McDonald, 2011). In the field of education, technology has become more and more important, with the appearance of computer-based materials for language teaching, referred to as CALL (Computer Assisted Language Learning). With the advent of widespread Information and Communication Technology (ICT) and internet, the term TELL (Technology Enhanced Language Learning) appeared (Dudeney & Hockly, 2007). Therefore, an awareness of technology trends and the tools that can be applied in the classroom is crucial for teachers who are interested in teaching with technology.

Technology, specifically digital technology, offers lots of opportunities in language learning. Sharma and Barrett (2007) believe that technology can be motivating. The technology can create more interactive exercises and feedback. It enables the students to communicate without limitation in terms of time and distance. The use of technology outside the classroom helps students to be autonomous. Also, the use of technology is timesaving, contemporary and authentic.

The role of technology in developing language skills varies. Focusing only on writing skills, technology is quite ideal. Peterson-Karlan (2011) states that technologies have the potential to support writing and the teaching of writing. They also represent new ways of teaching writing. The National Commission on Writing (2003) mentions that technology-supported writing can occur in the processes of writing e.g. planning, transcribing, and editing and revising, by using tools which include the word processor. Technology also provides new sources of information and the means of obtaining it (e.g., the Internet, search engines) and enables sharing, editing, and collaboration among writers, teachers, and peers. Hussin et al. (2015) mention that the students could gather information from the internet and share knowledge and experience through online discussion via the use of an online environment.

It is to say that the Web 2.0 and 3.0 serve as great resources where the students can access for their learning at any time. According to Harvey (2004), lifelong learning can be defined as the learning activity formally and informally throughout one's life. The reason that Web 2.0 and 3.0 can promote the students'' lifelong learning is that it brings the students' closer to contact with the technological tools, the virtual environment and immersive world that help the students to gain the information to build their knowledge and promote their learning (Loureiro, Messias, & Barbas, 2012).

In conclusion, many experts confirm that technology can help the students to learn and well as improve their language skills learning. The following will be focused on the importance of technology in teaching writing.

2.6.2 Technology and writing teaching

In the world of Information and Communication Technology (ICT), the technology-based classroom is growing, and technology also has an impact on writing skills. Hyland (2003) states that technology influences the ways people write, the genres people create, the forms of the final products, and the way writers engage with the readers. Lankshear and Synder (2000) affirm that writing always involves an

application of technology in some way, whether quill, pencil, typewriter, printing press, or word processor.

Hyland (2003) proposes that the significance of technology in writing is that it facilitates the blending of the written text in media, and it helps entry into new online discourse communities. Also, it enhances the integration of marginalized writers and texts that had been disconnected from new writing technologies.

Despite the importance of technology, technology can provide greater challenges than writing with pen and paper. Therefore, technology application to language teaching has raised the questions of how the teacher should teach and what tools the teacher should provide to the students.

2.6.2.1 Technological platform for learning

Technology, nowadays, provides the news channel of interaction and communication. At the same time, technological tools have advantages in the field of teaching and learning. The growing of technology changed the platform and the tools of learning from paper and pencil to screen and keyboard. The development of web 2.0 technologies such as web blog, online discussion board, social media such as Facebook, Instagram, YouTube, and etc., also becomes popular tools. The new application in the Web 2.0 tools allows the users to interact and communicate with others via the virtual community (McCarthy, 2010). Web 2.0 application also produces some 21st century skills such as critical thinking, collaboration, communication, global awareness, and information literacy among the students (Dohn, 2009).

In this study, Facebook is selected as a platform for the students and teacher to communicate, interact, and socialize with each other. Facebook is the social media that is currently highly used by the students since it has the potential to become a valuable resource that is able to support their learning (AbuSaaleek, 2015). Also, Facebook has become one of the most prominent Social Networking sites. It seems to offer great potentials for teaching and learning as many students are using Facebook daily. One possible way of using Facebook for teaching and learning is to use its group (Wang & Woo, 2012). According to Terantino and Graf (2011), Facebook

provides the digital environment where the students can connect with the others to actively participate in creation and exchange information. Shih (2011) mentions that "integrating Facebook in blended-learning in higher education seems to be a feasible means for a teacher to enhance learning." Buga, Capeneata, Chirasnel, and Popa (2014) also support that Facebook has a great benefit in the field of teaching and learning of writing. Facebook is a means to engage the students to write in a foreign language and change the students' perception on homework.

Thus, the characteristics of the Facebook are the main rational of its success alternative teaching and learning tools.

2.6.2.1.1 The characteristics of Facebook

Facebook attracted many users and also being adopted by more and more educators for teaching due to its characteristics.

First, Facebook is a social networking that people can connect to each other by exchanging the profiles, conversation, photos, and videos (Terantino & Graf, 2011).

Second, the main concepts of Facebook such as wall, friend, like, comment, poke, send the messages, and share photos or video provide users with a mean to communicate and interact with others all over the world (AbuSaaleek, 2015).

Third, Facebook platforms offer the opportunities to assess the real world resources where people can construct the knowledge and rehearse using the target language through the discussion (Terantino & Graf, 2011).

Forth, people can instantly discuss all types of information and knowledge through the share status which is similar to the discussion board (Shih, 2011).

Lastly, McNeil (2008) affirms that Facebook can lessen the social distance between the participants.

The outstanding features of the Facebook are related to the great number of participants that connect to each other to share their own story and opinion. Also, Facebook provides a great opportunity for the user to share and discuss the information on the authentic materials. These characteristics of Facebook are useful and applicable in the language learning classroom.

2.6.2.1.2 The benefits of Facebook in education

The numbers of the students who connected to Facebook are increasing rapidly. Therefore, it is important to the teachers to explore how to apply this kind of social media in the classroom, especially English language classroom.

According to many researchers, Facebook has great advantages in the field of education. Terantino and Graf (2011) mention that "Facebook is a target-language-friendly interface for and used by the native. The students can choose to follow celebrities, athletes, places, and events from a target language so they can read the update news, read and give in the target language. Also, the instructor can facilitate the discussion on the target language.

Facebook also benefits in terms of the interactions among the participators. The interactions of the students in the online discussions can enable a student-centered approach and also provide students opportunity to practice and learn in the supportive environment (Shih, 2011). McCarthy (2010) mentions that with an online environment, students can interact with others at their own pace and they have time to reflect the comments that they do not have to respond to it directly as it is in the traditional classroom.

The Facebook features such as sharing photos, videos, or the URL can promote the students to collaborate their idea through the discussion, status update, comment, and questions. Facebook also "allows for multi-dimensional conversation, both among the students and between the students and teacher" (Terantino & Graf, 2011). Facebook can also be used to promote the students motivation in learning (Blattner & Fiori, 2009).

Facebook also benefits in teaching writing skills. Facebook can be applied in the writing activity as the students can learn the new vocabulary by reading the comments of others students, discuss for the writing idea, and spell-check by peers (Yunas, Salehi, Hui Sun, Yong Phei Yen, & Kwan Su Li, 2012). Terantino and Graf (2011) also mention that the informal feedback from the instructor and peers can promote the sense of collaboration. According to Shih (2011), Facebook integrated blended learning was effective in enhancing the low-level students writing ability.

In conclusion, Facebook is a social media site (SNSs) that its features have advantages in the language education covering the English language writing

instruction. In this study, Facebook was implemented as a teaching and learning platform of the GWIMBLE.

2.6.2.2 Web 2.0 writing tools

Online writing has been developing through the powerful role of the networked computer. Therefore, online writing can be comprised of synchronous and asynchronous writing.

2.6.2.2.1 Synchronous writing

Hyland (2003) describes this theory as the way that students communicate online in real time, through discussion software, with all participants contributing at the same time. An example of synchronous writing is:

Text chat

Dudeney and Hockly (2007) states that text chat allows the chat users to communicate via typed chat. The users type their message and send it into the chat program, and then the message appears on the screen of other users. They also suggest several types of educational chat that can be conducted in the classroom. Text chat can be applied as follows: free topic chat, collaborative chats, task-oriented chats, informative or academic chats, and practice chats.

2.6.2.2.2 Asynchronous writing

Hyland (2003) describes this as the way that the students communicate in delayed time using the networked computers. Asynchronous writing tools are comprised of:

Wiki

Lever-Duffy and McDonald (2011) describe a wiki site as a website where content is written collaboratively, so anyone on the computer can make changes to the information by editing and adding to it. Szu (2008) suggests ways of applying the wiki to the writing classroom, such as the following activities: collaborative poetry writing, collaborative story writing, student-made quizzes and worksheets, personal descriptions, and assigned topic writing.

The advantages of using a wiki in teaching writing are various. Lever-Duffy and McDonald (2011) suggest the use of the MediaWiki (www.mediawiki.com) and claims that it can offer projects and shared resources to an online group. Warschauer (2010) states that wikis help with exploring identity, expressing one's voice, airing diverse views and developing community, and facilitating collaborative writing.

Email

Email is a tool that the students can use to write, read, save, edit, and forward messages to other users. Hyland (2003, p. 156) states that email is a useful tool for writing instruction which "allows the teachers to set up classroom interaction and long-distance exchanges, and encourages students to focus on fluency and meaning while writing for a real audience and purpose."

Blogs

Walker and White (2013) define blogs as websites where students can post their thoughts and pictures displayed in chronological order. Lever-Duffy and McDonald (2011) states that blogs are virtual online spaces that allow the user to post their personal commentary, share, and observe reader reactions through the web. Dudeney and Hockly (2007) state that blog consists of written text, and may include pictures or photos, or audio and video. The benefits of using blogs in education are that they can encourage reflection and critical thinking, and develop reading and writing skills (Walker & White, 2013).

From the example above, it can be seen that technological tools have been proven to have benefits in enhancing the students' writing, and by some means, the reading and thinking skills also. The students will not only improve their language skills by studying in the technological-based English classroom, but also improve their collaborative skills and opportunities to access and work in an authentic environment. Therefore, a possible way to integrate the technology into the classroom can be done by the application of blended learning.

For this study, the writing occurred in the teaching and learning platform so-called "Facebook" that the students were asked to share their paragraph that was transformed into the digital file using the presentation programs. In the platform, the students were allowed to attach the related photos, attach the outline and the first draft

of their paragraph, the URL of the sources, and they were allowed to give their peers comments on the Facebook's comment box.

2.7 Genre-based and thinking skills in blended-learning

In order to help the students to get a chance of being exposed to various types of genre, the implementation of technology is a method that teachers should take into their consideration. That is because CALL materials add some advantages to the genre-based approach.

According to Miller (2011, p. 6), "genre approaches analyze many authentic text samples to find commonalities. This means that if teachers wish to analyze a particular genre with their students, they need either access to prior studies or access to a number of authentic texts. With the increasing reach of the Internet, gaining this access is becoming more and more feasible for many teachers around the world." Dudeney and Hockly (2007) state that technology offers the students chances to assess and practice their language through various authentic tasks and materials.

Digital technology is significantly important in writing. Technology has potential to support writing by providing the tools that help the writers to plan, transcribe, edit, and revise. It also provides new sources of information and the means of obtaining it (e.g., the Internet, search engines) and enables sharing, editing, and collaboration among writers, teachers, and peers (Peterson-Karlan, 2011; Walker & White, 2013).

Additionally, with integrative CALL resources in a genre-based writing class, the teacher focuses both on helping students write better, and also on encouraging them to employ technological products (e.g. word processors, the World Wide Web and computer-based communication/CMC) in order to facilitate the whole writing process (Egbert, 2005). The application of CALL materials in the genre-based writing class is beneficial since it provides students with online authentic texts and resources, using technological products that support the students in every process of writing.

Besides the development of English writing ability, the technology also encourages the students to think. Computers will not teach thinking skills directly; however, they will prompt the students to think logically. Wegerif and Dawes (2004)

state that "programming is a good example of the use of the computer" and the thinking skills that result from programming are types of diagnostic thinking such as: problem-solving, planning, reasoning, and reflecting.

To summarize, genre-based writing has the potential to enhance the students' writing ability and also encourages the students to think. Therefore, it is crucial for the teacher to implement the genre-based approach in the English language writing classroom.

2.8 Organizing the genre-based writing instruction module in a blended learning environment

With the aim of developing the lesson plans for face-to-face writing instruction and web-based writing lessons, the researcher followed the teaching and learning cycle models propose by Widodo (2006), Hyland (2013) and Martin and Rose (2005). Martin and Rose (2005) extended the teaching-learning cycle which had been developed by Rothery (1996). This teaching – learning cycle is made up of three phases of activity: Deconstruction, Joint Construction, and Independent Construction.

Writing and thinking are skills that go together, that is because writing can help establish acts of thinking; it is an intellectual tool that can change the way people think (Harris, 1989; Menary, 2007). The genre teaching-learning cycle key stages are namely; contextualizing, modeling, negotiating, constructing, and connecting, which involve the thinking process to help the students complete the writing task (Hyland, 2003, 2013, 2014).The genre-based writing instructional model, thus, does not only enhance the students writing ability but it also fosters the students thinking skills as well.

Therefore, the final element in the teaching framework of genre-based writing instruction in blended learning in order to develop the students' thinking skills and writing abilities is the revised Bloom's taxonomy action verbs. The table below shows the relationship between the blended-learning instructional model of genre analysis and the revised Bloom's taxonomy, in order to create the instructional framework for this study.

Table 13: The teaching framework of genre-based writing instruction in a blended learning environment

The Blended learning model (Heinze & Proctor, 2004)	The instructional model of genre analysis (Hyland, 2013; Martin & Rose, 2005; Widodo, 2006)	Bloom's Revised Taxonomy (Anderson et al., 2001)
Face-to-face instruction	*Modeling the specific text*: To explore the purpose and the language features of the text.	*Remembering*: to retrieve, recognize, and recall relevant knowledge.
		Understanding: Demonstrate understanding of ideas by organizing, comparing, and interpreting.
	Collaborative writing: To co-construct the text by imitating the model text, and to prepare the students for writing individually.	*Applying*: to apply acquired knowledge and rules through implementing.
		Analyzing: To make inferences and find evidence to support generalization.
Online instruction	*Self-writing*: To compose and monitor the text independently.	*Evaluating*: To make judgments on information validity of ideas.
		Creating: To compile elements together to form a coherent or functional test.

From table 13, it can be seen that the blended learning instruction is divided into two parts, namely: face-to-face instruction and online-instruction.

In writing with the class, the model is focused on the process of modeling the purpose of the text, and the lower thinking skills of Bloom's taxonomy, namely: remembering, and understanding. The next process in this part is focused on the collaborative writing that encourages the students to construct texts based on the sample genre text which is related to the collaborative activities and instruction. The thinking skills at this stage are higher thinking skills: applying, analyzing, evaluating, and creating. However, the lower thinking stages are also applied in this process according to their appropriateness.

For the independent-writing instruction, the model is focused on self-writing where the students have to compose the text individually. It relates to the

individualized online instruction, and both the lower thinking skills and higher-order thinking skills of the revised Bloom's taxonomy.

2.9 The Students' Attitude toward GWIMBLE

According to Abidin, Pour-Mohammaddi, and Alzwari (2012), the success of the students in learning new language is based on the students' attitudes toward it. Robinson (2009) states that a meaningful education can create by the appropriate personalized condition. Therefore, the study of the students' attitude is crucial to be focused.

2.9.1 Attitude

Attitude is the feeling that ones have about something such as place, people, objects, and situation. Thus, the attitude of the students toward the classroom environment is not an exception. To study the students' attitude is significant because it influences on the students' behaviors in the classroom.

Several experts have defined the terms attitude in several ways. Brown (2001) mentions that attitude can be characterized by a large amount of emotional involvement such as feeling, self, and environment. According to Bagozzi (1994), attitude refers to directly influence behavior. It is an umbrella of the terms such as preferences, feelings, emotions, beliefs, expectations, judgments, values, principles, opinions, and intentions toward someone or something. It is a summary evaluation of objects or thought (Malhotra, 2005). Attitude is an important concept to understand human behavior. It is a mental state that includes belief and feeling (Latchanna & Dagnew, 2009).

In summary, attitude is people feeling and belief toward something and it could affect people's feelings and action. Attitude can be both positive and negative; however, each side of attitude reflects the different results in the language classroom. Oroujlou and Vahedi (2011) state that negative attitude can lead to the obstacle in learning a language. Positive attitude is a good start of learning a language. Language students are not only communicator but a person with heart, feeling, and belief. Since attitude is a not permanent feeling, therefore, creating the classroom environment that possible to develop the students' attitude is important. Also, a teacher should have

awareness of the components of attitude in order to successfully develop them among the language students.

In this study, the attitude is measured on the students' perceptions based on the students' writing ability and thinking skills, the genre-based approach the application of technology, and the overall instruction of GWIMBLE.

2.9.2 Components of attitude

According to Jain (2014), attitude consists of three components that are affective component, behavioral, and cognitive.

First, affective component is the emotional responses such as liking or disliking toward something. It can refer to ones' feeling toward something.

Second, the behavioral component is the verbal or nonverbal behavioral tendency of someone that consists of the action or observable responses at is the results of attitude objects. Behavioral components are consisting of the person's favorable and non-favorable in doing something.

Last, the cognitive component relates to the individual's opinion such as belief and disbelief about something. It also relate to a general knowledge of a person.

In order to study the students' attitude, it is crucial to know the components of the positive attitude.

2.9.3 Components of positive attitude

According to Schau (2003), the attitude toward learning can divide into six components that are: affective, cognitive capability, value, difficulty, interest, and effort.

First, affective refers to the students' expression toward the course such as interest, fun, not stresses, not threatened, and not disappointed.

Second, cognitive capability relates to the students' knowledge and intellectual skills in learning. It can refer to the students' ability to learn the target subjects. Michelon (2006) supports that cognitive abilities are brain-based skills that human need to carry out from the simplest to the most complex tasks. He also elaborates the

cognitive capability into seven components, and also explained the skills that are involved as follows.

1. <u>Perception</u> involves the recognition and interpretation of sensory stimuli.

2. <u>Attention</u> refers to the ability to sustain concentration on something in order to complete the demand.

3. <u>Memory</u> is divided into short-term or working memory and long-term memory.

4. <u>Motor skills</u> refers to the ability to organize bodies and ability to manipulate the object

5. <u>Language</u> refers to the skills to translate sound into words and communicate.

6. <u>Visual and spiritual processing</u> means the ability to process the incoming visual stimuli and to understand the spiritual relationship between objects.

7. <u>Executive</u> functions refer to ability to achieve goals and ability to plan.

The third value is the students' attitude in terms of usefulness, relevance, and advantage of the subjects for themselves or for their future education or career.

Forth, difficulty is the students' trouble or struggle in understanding the content of the subject which also include how easy they can understand the subjects' matter.

Fifth, interest is the students' tendency or bias toward the subject. It can be assessed whether or not the students' interest in the information, activities, or the environment.

Last, effort refers to the act of the student's that show the attempt to study and participate in the classroom and intention in completing the assignment.

The positive complements of attitude can be grouped into the three components of attitude as presented in Table 14.

Table 14: The components of attitude

Components of attitude (Jain, 2014)	Components of positive attitude (Schau, 2003)
Affective component	Affective
	Value
Behavioral component	Difficulty
	Interest
	Effort
Cognitive component	Cognitive capability

Learning cannot be easy without a positive attitude toward it. To be specific learning the second language will be successful if the students have a positive attitude toward the language and the subject According to Abidin et al. (2012), the success of the students in mastering the second language is based on the students' attitudes and perceptions toward the target language. Students' attitude such as feelings, beliefs, likes, dislikes, needs should be considered while teaching the students since attitudes influence the students learning.

2.10 Conceptual framework of the Genre-based Writing Instructional Module in Blended Learning Environment

In order to develop the Genre-based Writing Instructional Module in Blended Learning Environment, the issues related to the blended learning, the instructional model of genre-based analysis, writing ability, thinking skills, and Bloom's revised taxonomy were reviewed, analyzed, synthesized, as well as conceptualized into the GWIMBLE conceptual framework.

Figure 3 shows the framework that is divided into the face-to-face instructional session and online instructional session. To enhance the students writing ability, the students are asked to learn through the process of modeling the text which the students can work individually or in group to explore the language features and the purpose of the text in each genre during the face-to-face instruction. Also, the collaborative writing is employed in order to shape the draft of the paragraph. During the online session, students are experiences the individual writing that they are asked to composed the text and share it online. After that, the peers are allowed to give some

comments on the published works. Additionally, the Bloom's revised taxonomy of higher and lower thinking namely remembering, understanding, applying, analyzing, evaluating, and creating are applied on its appropriateness during each stage of the instructional process as to improve the students thinking skills.

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Figure 3: Conceptual Framework of the Genre-based Writing Instructional Module in Blended Learning Environment

Thinking Skills: Bloom's Revised Taxonomy (Anderson et al., 2001)

Remembering: to retrieve, recognize, and recall relevant knowledge

Understanding: Demonstrate understanding of ideas by organizing, comparing, and interpreting.

Applying: to apply acquired knowledge and rules through implementing.

Analyzing: To make inferences and find evidence to support generalization.

Evaluating: To make judgment about information validity of ideas

Creating: To compile element together to from a coherent or

The instructional model of genre analysis (Hyland, 2013; Martin & Rose, 2005; Widodo, 2006)

Modeling the specific text: To explore the purpose and the language features of the text.

Collaborative writing: To co-construct the text by imitating the model text, and to prepare the students for writing individually.

Self-writing: To compose and monitor the text independently.

The blended learning model (Heinze & Proctor, 2004)

Face-to-face instruction

Online instruction

Writing instruction

2.11 Chapter Summary

Writing is the complex skill that required the planning and organizing skill together with the competence in grammar and discourse. To be able to write, the writer needs to get involved in the language knowledge, topic knowledge, genre knowledge, audience knowledge, task schemas, and metacognitive strategies. Since the problems that cause the weak writing are related to the physiological problems, linguistics problems, and cognitive problems, thus the genre-based approach was implemented in the study. The genre-based approach is the instruction technique that focuses on the application of appropriate language in each type of writing text and recurring situations. Additionally, based on the literature, this approach can help enhancing the students thinking skill. The elements of the thinking skills based on the Bloom's revised taxonomy were focused. Thus, the genre instruction was applied by following the model of teaching and learning cycle to improve the students' procedural, descriptive, narrative, and persuasive writing together with improving the students' skills. The cycle was implemented in the blended learning environment that the modeling the text stage and the collaborative writing stage were applied as the face-to-face instruction and the self-writing writing stage was implementing as the online instruction. The application of technological tools was employed to facilitate the writing and thinking skills in terms of the platform and the peer reviewing channel.

The conceptual framework of the genre-based instruction module in blended learning environment (GWIMBLE) was designed. The theories mentioned in the model are the genre-based approach, blended-learning, and thinking skill.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design and methodology used in the study. This study aims to investigate the effects of a genre-based writing instructional module in a blended learning environment, with regard to the thinking skills and English writing ability of Thai undergraduate students. The development stages of the Genre-based Writing Instructional Module in Blended Learning Environment (GWIMBLE) are reported. In this chapter, the population and samples are mentioned. The stages of research instruments construction are also described, then validation and revision plan are reported in detailed. The chapter also includes data collection and data analysis.

3.2 Research design

The study was conducted using the purposive one group design to compare students' English writing ability and thinking skills before and after using the Genre-based Writing Instructional Module in Blended Learning Environment (GWIMBLE) as a treatment. In this study the research was conducted in a university setting where students enrolled for the course and was assigned to be studied in the fixed section.

Table 15 illustrates the research design of this study: O represents the dependent variable which is the students' writing ability and thinking skill while X represents the independent variable which is the Genre-based Writing Instructional Module in Blended Learning Environment (GWIMBLE).

Table 15: Pretest-Posttest Quasi-experimental Design

Pre-test	Treatment	Post-test
O_1	X_1	O_2

In this study, the instruction was divided into two sessions incorporating a face-to-face session and an online session. Both qualitative and quantitative research methods were used in this study. The scores from the test were compared by t-test to examine the effectiveness of the GWIMBLE. Stimulated recall was used to obtain the information required to determine thinking skills, while the questionnaire and the focus group interview were used to explore the students' attitude toward GWIMBLE.

3.3 Population and Sample

The population in this study was the students who were EFL male and female undergraduate students, freshmen of Srinakharinwirot University. They were all Thai students.

The sample was thirty-five students, appropriate for doing the experimental study since it meets the recommended number of thirty (Hill, 1998). The samples were first year students who attended the Basic Writing course (Course code EN 131) during the first semester of the academic year 2016 from the second week of August to the last week of November. The sample was purposively selected based on the intact class assigned for the researcher by the Department of Western Languages; the Faculty of Humanities, Srinakharinwirot University. The demographic of the samples is presented in Table 16 below.

Table 16: The demographic information of the participants

Information	Numbers
Age	
- 18 years old	14 students
- 19 years old	20 students
- 20 years old	1 student
Sex	
- Male	4
- Female	31
Level of study	
- First year	35 students

Experience	
- Years of learning English	10 years

According to Table 16, the participants are all first year students. There are 4 males and 31 females who have been learning the English language for around 10 years. Also the approximate age of the students is 19 years old. This group was recruited by means of intact group and all participants were informed on the first day of the week that they would automatically participate in the study; a consent form was signed by every participant. The letter of consent of this study is presented in Appendix N.

The researcher also selected six participants to respond in the stimulated recall and the focus group interview. The six participants were selected based on the students' pre-test scores - the students with two highest scores, two medium scores, and two lowest scores in the class.

3.4 Research Procedure

This research was divided into two major phases, which were (1) the development of the genre-based writing instruction module in a blended learning environment, and (2) the implementation. In the implementation stage, the research instruments employed to collect the data were pre-test and post-test, stimulated recall, attitude questionnaire, and a focus group interview. The independent variable is the genre-based writing instruction module in a blended learning classroom. The dependent variables are students' writing ability in English, students' thinking skills, and students'attitude toward learning through the genre-based writing instruction module in a blended learning classroom.

In phase 1, the development of the module, the procedure of this study was begun by studying the theories and research relevant to teaching English writing, thinking skills, and genre-based writing and blended learning. Then, the genre-based writing instructional module in a blended learning environment was constructed for the participants. The instruments, namely lesson plan, pre-test and post-test, questionnaire, and focus group interview were constructed and validated by experts.

Also, the lesson plan and the test were piloted with 30 students who have a similar background to the samples.

In phase 2, the implementation stage, the participants were asked to attend instruction. The researcher first employed a pre-test of English writing ability and thinking skills. Then the participants were asked to study four units, each consisting of twelve lessons. At the end of each unit, stimulated recall was employed to investigate the students' thinking skills. At the end of the course, the participants were asked to complete a post-test of English writing ability and thinking skills. The researcher also investigated the students' attitude towards the course using the attitude questionnaire and the focus group interview. The diagram of the design of the study is presented in Figure 4.

Figure 4: The diagram of the design of the study

Phase I: Development of the genre-based writing instructional module in blended learning environment

> **Step 1:** Study the theories and research relevant to teaching English writing, thinking skills, genre-based writing and blended learning

⬇

> **Step 2:** Construct the genre-based writing instructional module in blended learning environment on thinking skills and English writing ability instructional framework.

⬇

> **Step 3:** Construct and validate all the instruments for the implementation of the genre-based instructional module in blended learning environment.

⬇

> **Step 4:** Carry out the pilot study during the second semester of the academic year 2015 by the researcher of the study.

⬇

Phase II: The implementation

| **Pre-test:** English writing ability and thinking skills | → | **Treatment:** the genre-based writing instructional module in blended learning environment | → | **Post-test:** English writing ability and thinking skills |

> **Stimulated recall:** students' thinking skills when they complete the writing tasks

> **Interview and questionnaire:** students' attitude toward the module

Based on the previous figure, the detail of each phase is described as follows:

Phase I: Development of the genre-based writing instructional module in a blended learning environment

Step 1: Study the theories and research relevant to teaching English writing, thinking skills, and genre-based writing and blended learning

The researcher studied the theories and research related to second-language writing, thinking skills, genre-based writing, and blended learning, from textbooks, journals and websites in order to find current information that would benefit the research study. After that, the researcher analyzed and synthesized the information in order to apply solid information in developing the genre-based writing instructional module in a blended learning environment.

Step 2: Construct the genre-based writing instructional module in a blended learning environment, based on thinking skills and English writing ability

Based on the information gained from the theories and research studied in step 1, in order to meet the aim of developing the lesson plans for face-to-face writing instruction and online writing lessons, the researcher followed the teaching and learning cycle models proposed by Widodo (2006), Hyland (2013) and Martin and Rose (2005). This teaching – learning cycle is made up of phases of activity: modeling the text, collaborative writing and self-writing.

Therefore, in each lesson the students were required to study by both face-to-face instruction, and online instruction. The face-to-face instruction was divided into two stages, namely modeling the specific text, and collaborative writing.

The lesson began with modeling the specific text, which is the first stage of the face-to-face instruction. The students were required to model the text in order to understand the purpose and explore the language features of the text in the specific genre. During this stage, the teacher could provide feedback on the students' ideas through activities and allow the students to ask questions.

The next face-to-face instruction stage was collaborative writing. The students were required to co-construct the texts in pairs or small groups by imitating the original text presented in the previous stage. This stage helped the students to get a better understanding of the language features of the text and the organization of the

text in each specific genre. Also, it allowed the students to share their ideas with others and also give feedback on their peers' work.

The last stage is the online instruction or independent writing stage. The students were assigned to study online outside the class. They could access the online instruction at a convenient time either at the school or at another place. The students were required to complete the self-writing stage by composing and monitoring the text independently.

During this online instruction stage, the students were assigned to construct a first draft of their paragraph which the students could submit for teacher approval via the online media. After that, the students had to share their work online using various kinds of online media. The other students in the class were required to give a comment on their classmates' work.

Step 3: Construct and validate all the instruments for the implementation of the genre-based instructional module in a blended learning environment.

The instruments were used to assess the effectiveness of the study. The instruments were developed by following the objectives of the study. According to the first objective: to investigate the students' writing ability after implementing the genre-based writing instructional module in a blended learning environment, the instruments developed to measure the students writing ability were the lesson plan and the pre-test and post-test. In order to fulfill the second objective: to investigate the students' thinking skills after implementing the genre-based writing instructional module in blended learning environment, the researcher developed a verbal a pre-test and post-test and a stimulated recall.

Two instruments, namely the attitude questionnaire and the focus group interview, were developed to fulfill the last objectives. The attitude questionnaire and the focus group interview were developed to investigate the students' attitudes toward using the genre-based writing instructional module in a blended learning environment.

The instruments were validated by experts. The experts were asked to decide whether the instruments were appropriate or not. Also, suggestions for revisions and additional comments were welcomed as necessary. Data received were analyzed by using Mean and standard deviation. The Item-Objective Congruence Index (IOC) was employed to summarize the experts' opinion.

$$\text{IOC} \quad = \quad \frac{R}{N}$$

IOC   means the index of congruence

R   means total score from the experts

N   means number of experts

Step 4: Pilot study

       The pilot of the instruction and research instruments was carried out in this stage. The pilot study was applied in order to confirm the effectiveness of the instruments used to analyze the genre-based writing instructional module in a blended learning environment. Thirty-five first-year English majors at Srinakharinwirot University were randomly selected as the sample of the study. The pilot students were a group of students which has similar ability to the sample. The period of the pilot phase was three weeks. The pilot unit was unit 3 Narrative writing which assigned the students the task of composing the SWU urban legend.

       The pilot study of the lesson plan was conducted to test the appropriateness of the lesson plan. The pre-test and post-test were piloted to test the appropriateness of the test in terms of the test tasks and the time allocation. Also, the questionnaire was piloted to the students who were not in the sample group, in order to investigate the ambiguity of the statements. Last, the students were asked to report any unclear items on the questionnaire to the researcher.

Phase II: The implementation

       This study was conducted using a pre-test and post-test, stimulated recall, an attitude questionnaire and a focus group interview in order to investigate the effectiveness of the study.

       First, the pre-test and post-test of thinking and writing skills conducted at the beginning (week 1) and the end (week 15) of the study, in order to compare the students' writing and thinking ability before and after completing the genre-based writing instructional module in a blended learning environment.

Second, the stimulated recall was applied at the end of every unit in order to investigate the students' thinking skills based on Bloom's revised taxonomy, by Anderson and Krathwohl (2001) while doing the unit tasks.

Third, the attitude questionnaire was used as a quantitative instrument in order to investigate the students' opinion toward the genre-based writing instructional module in a blended learning environment after implementing the instruction. Lastly, a focus group interview was employed as a qualitative instrument to investigate the students' attitude toward studying the genre-based writing instructional module after implementing the instruction.

3.5 Instructional plan

The Genre-based Writing Instruction Module in Blended Learning Environment is a series of four unit plans aimed to teach the students writing ability and thinking skill using the genre-based approach in the blended learning environment. The contents of the unit plan are procedural writing, descriptive writing, narrative writing, and persuasive writing. The module duration is fifteen weeks.

The Genre-based Writing Instruction Module in Blended Learning Environment from now on is referred to as GWIMBLE. The lesson plan of the GWIMBLE is described as the following:

3.5.1 Lesson plan

The lesson plan was designed based on the teaching framework of a genre-based writing instruction module in blended learning, in order to develop the students' thinking skills and writing ability. The teaching framework of genre-based writing instruction in blended learning, in order to develop the students thinking skills and writing ability, was based on the teaching and learning cycle model (Hyland, 2013; Martin & Rose, 2005; Widodo, 2006), the blended-learning model (Heinze & Proctor, 2004) and the revised Bloom's taxonomy (Anderson et al., 2001).

Figure 5: Instructional model in each unit

Face-to-face Instruction	**Genre based Teaching and learning cycle:** Modeling the text
	Bloom's revised Taxonomy: Remembering and Understanding

Face-to-face instruction	**Genre based Teaching and learning cycle:** Collaborative writing
	Bloom's revised taxonomy: Remembering, Understanding, Applying and Analyzing

Online instruction	**Genre based Teaching and learning cycle:** Self-writing
	Bloom's revised taxonomy: Remembering, Understanding, Applying, Analyzing, Evaluating and Designing

The instruction is divided into two parts, namely: writing with the class (face-to-face instruction) and writing independently (online instruction).

In writing with the class or face-to-face instruction, the model was focused on the process of modeling the purpose and the characteristics of the text as well as achieving a better understanding of the move structures of each type of paragraph, which is related to the lower thinking skills of Bloom's taxonomy, namely: remembering and understanding.

The next process of the face-to-face part was focused on collaborative writing that encourages the students to construct texts based on a sample genre text and the move structures that they had studied earlier, which is related to the remembering, understanding, applying, and analyzing stages in Bloom's taxonomy.

For the independent writing part of the online instruction, the model was focused on self-writing. In this stage, the students composed a text individually. The tasks were similar to the tasks that the students had completed in the face-to face instruction, which is related to the remembering, understanding, applying, analyzing, evaluating and creating stages of Bloom's taxonomy.

A preliminary interview with random students majoring in English was employed to determine the students' preferences with regard to the activities and the online materials needed by the students. The results were translated into lessons which composed the genre-based writing instructional module in blended learning, in order to develop the students' writing abilities and thinking skills.

A genre-based writing instructional module was developed by focusing on the function of the language. Based on the ideology of the curriculum proposed by Richards (2001), it could be said that this course applied a social and economic efficiency perspective, which places emphasis on the practical and functional skills in a foreign language. The course required the students to apply and gain knowledge of English language writing by constructing various forms of written text types through different kinds of technology. The appropriate use of grammar, vocabulary, and language structures for each text type were the objectives of this course in terms of student application. Therefore, language functions were the highlight of this genre-based course.

Also, this syllabus design drew on the systemic functional model of language according to Graves (2000). With the belief that students should be able to acquire the language effectively by experiencing many kinds of written texts, this genre-based writing course put its focus on the skills and written texts that are useful for students' everyday lives and social functions, by using technology as a tool in the blended learning environment appropriate to each genre and writing task.

Hyland (2014) states that writing genres can be divided into seven types, where each type of writing genre has its own purposes and styles of writing. The types of genre are recount, procedure, narration, description, report, explanation, and exposition. Since the course is adapted from the Basic Writing course, the content of the test covered the four genres found in the course specification of the EN 131 Basic Writing course. Therefore, the lists of genre in this study were procedural writing, descriptive writing, narrative writing, and persuasive writing.

Table 17: Summary of unit, genre-types and learning outcomes for the course in this study

Units	Genres (Hyland, 2014)	Learning outcomes
Unit 1 Procedural writing (University secret recipe)	Procedure	Students will be able to write a procedural paragraph.
Unit 2 Descriptive writing (Place in a university)	Description	Students will be able to write a descriptive paragraph
Unit 3 Narrative writing (University urban legend)	Narration	Students will be able to tell a story.
Unit 4 Persuasive writing (Studying in a University)	Exposition	Students will be able to write a paragraph giving an opinion

This course emphasizes the practical writing skills that are needed for everyday writing in the world of Web 2.0 technology. Students analyzed the characteristics and the moves of different types of genres, e.g. narrative, description, procedure, and persuasion in the various text-types and then employed the technological tools appropriately to produce their texts. The students also downloaded and uploaded their work through an online platform. The technological platform that was used in this study is Facebook which was selected from the students' suggestion of the platform they were comfortable with. Facebook was also accepted as an alternative tool to support the students' language learning due to its characteristics that provides the students a variety of means of communication and interaction with various mechanisms such as wall, like, comment, send message, share photos and videos, and share links. It provided the students' with the digital environment that they can use to connect with teacher and peers as well as assess the real world resources (Ghani, 2015; Terantino & Graf, 2011).

Also, the students found the data on Google to study the information for their units' task. CALL materials such as Story bird and Emaze are the web-based tools to help the students create the presentation of their unit task. Also, in each unit, the students used a social network, specifically Facebook, to share their task, comment on their peers and complete the online activities.

The goal of this course is that the students are able to write and employ their thinking skills while working in four types of genres, e.g. narrative, descriptive, explanatory and persuasive and also to select the appropriate technology to complete their paragraph.

The lesson plans were created for twelve weeks (three hours each). They covered the four types of genres, namely narrative, descriptive, explanatory, and persuasive. The thinking skills, higher-order thinking and lower-order thinking, were focused on in each lesson by applying the action verbs of Bloom's revised taxonomy by Anderson et al. (2001), in order to encourage and measure the students' ability to think. Also, authentic materials were provided for each lesson through the CALL materials using the blended learning approach. The organization of each unit plan is presented in Figure 6.

Figure 6: The organization of each unit plan

Lesson 1: Modeling the text F2F = analyze the language features, and organization of the text, and the move structures Online = compose the text by imitating the sample text	**Lesson 2: Collaborative writing** F2F = construct the writing by following the processes of outlining, drafting, revising and editing Online = write the text by following the process individually	**Lesson 3: Self-writing** F2F= introduce the technological tools and peer review Online = compose the text using the technological tool

The implementation of the genre teaching and learning in each unit aimed to facilitate the students' ability to explore the moves structures of each genre. The unit started by asking the students to model the text as follows; the students analyzed the text features and the text's organization of the authentic materials from online sources in the face to face classroom. The moves of the texts in each genre, especially the topic sentence, the supporting sentences and the conclusion were analyzed in this stage. Then, the students had to work collaboratively to conduct a draft of a paragraph in each genre by applying the knowledge they gained from the previous stage and by applying the process writing approach in this stage. After that, the students worked individually online to compose a paragraph based on the directions given using an online application such as Emaze or story bird and they have to publish their final draft online via a Facebook group called EN131 GWIMBLE. During this stage, the

students shared their work and also give comments to others by peer reviewing in class and via Facebook comments online.

The move structure of this study was focused on the paragraph organization of the one paragraph essay, namely: topic sentence, the supporting sentences and concluding sentence. However, the ways to write each part were different due to the features and the characteristics of each genre. The language feature and the moves that the students had to analyze are presented in Table 18.

Table 18: Moves structure and the language features of each genre

Genres (Hyland, 2014)	Move structures	Language features
Procedure A type of paragraph that describe a process of doing something	**Topic sentence:** describes the process that the writer will explain	**Grammar:** Imperative sentences
	Supporting sentences: describes a sequence of steps and gives the details information of each step	**Transitions:** Time order and listing order signal.
	Concluding sentence: restate the topic sentence and give comments, make suggestion, or warning the reader about the process given	**Vocabulary:** Food, kitchen utensil, and adjectives describing food.
Description A type of paragraph that describe a person, place, or event in detail	**Topic sentence:** introduces the item that the writer will describe	**Grammar:** Preposition, Present simple tense
	Supporting sentences: give detailed information to describe how the item looks, smells, feels, sounds, or tastes and describes how the writer feels about the item	**Transitions:** Spatial order
	Concluding sentence: restates the topic sentence using different words and include a writer's opinion or feeling about the items.	**Vocabulary:** Preposition, Adjectives, Places, sensory details

Narration A type of paragraph that tell a story	**Topic sentence:** tells the reader what the story will be about, tells when and where the story took place, and captures the reader's interest.	**Grammar:** Narrative tenses, e.g. Past simple, Past continuous and Past perfect; and Present simple
	Supporting sentences: tell what happened in the sequence of events including the sensory details and tell about the writer's feeling during the events.	**Transitions:** Time order signals
	Concluding sentence: wraps up the story and comment about why the experience was important or what the writer learned from the experience.	**Vocabulary:** Sensory and Emotional details, Adjectives describing places and people
Exposition A type of paragraph that state the writer opinion and convince the readers to believe	**Topic sentence:** introduces the topic and states the writer's opinion	**Grammar:** Modal verbs, reason clause, contrast clause, and results clause
	Supporting sentences: give reasons that support the writer's opinion by providing facts, explanations, and personal experience.	**Transitions:** Opinion transitions
	Concluding sentence: restates the topic sentence, and comments on the opinion in some way.	**Vocabulary**: opinion adjective

This study did not aim at move analysis of the paragraph, but the study of move was crucial in terms of giving the students the knowledge to develop their own paragraph properly in each genre.

The main study was conducted in the first semester of the academic year 2016, at Srinakharinwirot University. The course was a 15-week course consisting of three-hour sessions.

3.5.2 The validation of the lesson plan

In order to confirm the content validity of the lesson plans, the course components including the course objectives, course descriptions, materials, activities and assessment plans were validated by a panel of three experts. The evaluation was undertaken using a checklist (congruent, questionable, and incongruent). The Item-Objective Congruence Index (IOC) was employed to summarize the experts' opinion. If IOC is higher than or equal to 0.50, it infers that the lesson plan is accurate. In contrast, if the IOC is less than 0.50, it infers that the statement is not appropriate. Additionally, the experts' additional comments were required. The researcher also revised the lesson plans according to the experts' suggestions and then conducted the pilot study. The validation of the lesson plan is presented Appendix O.

The IOC Index of the total portfolio was 0.78. The mean scores of most items ranged from 0.667 – 1.000, which could indicate that the items were suitable, while some items such as item 1.1, 1.2, 3.3.2 and 3.3.3 were unacceptable since the scores ranged from 0.000 – 0.333. The unacceptable items were the lesson plan layout and the thinking activities. However, the experts agreed that the instructional steps, the stages and the activities in the parts of modeling and collaborative writing in both writing ability and thinking skills and the online writing in the part of self-writing were acceptable.

In terms of the layout and the design of the lesson plan, the two experts found that the layout and design of the lesson plan needed to be adjusted due to the lack of the learning outcome sections and it was too lengthy. Therefore, the experts suggested adding the learning outcome section, specifically the enabling objectives, to the lesson plan and also readjusted the format of the lesson plan in order to reduce the length.

The original version of objective *"Students will be able to write narrative paragraphs to describe the sensory and emotional situations in their lives"* was modified by adding the enabling objective to it.

The added objectives were *"Students will be able to recall and describe about the background for an event and the story of events in their lives, brainstorm and outline the story of events in their lives, identify the rhetorical focus of narrative organization: topic sentence, supporting sentences, and concluding sentences, identify*

the rhetorical focus of narrative organization: topic sentence, supporting sentences, and concluding sentences, create the narrative paragraph using the simultaneous events (meanwhile, while, at the same time that) and use order of events (first, second, third, after that, eventually, afterwards, next, then, soon, later, and finally), apply the criteria to peer-edit their narrative paragraphs, and revise their narrative paragraphs."

There were some other comments from the expert that related to the thinking activities. The experts suggested that online instruction included the activities that encouraged the students to evaluate peers' works. Hence, the experts suggested including the follow-up activity in the online section that the students were asked to complete after they publish their writing online; for example, making a comment on their peer's work or choosing the best writing of the day.

The original version of the self-writing task which was the online sessions is *"Teacher asks the students to share their work in Facebook group"* was modified to *"Teacher asks the student's to share their work and teacher allows the others students to give comments on their classmates' works."*

Lastly, one expert was not certain whether the peer review process was unclear, thus the expert suggested that this part need to be explicit address in the lesson plan.

Regarding to the original version of the lesson plan, the peer's editor questions *"(1) What is your favorite part of the paragraph?, (2) What challenge did the writer face?, (3) What questions do you have for writer?, (4) What part of the vent can you picture most clearly?,(5)Where does the paragraph need more details?"* that were unclear were improved as the following: *"(1) Does the paragraph include the topic sentence?, (2) From the topic sentence, do you have a clear picture of where the paper is going?, (3) Does the paragraph provide specific arguments, examples, or illustrations supporting the topic sentence?, (4) Does the paragraph use the appropriate grammar structure for this type of writing?, (5) Does the paragraph use the appropriate vocabulary for this type of writing?, (6) Does the paragraph include the concluding sentence?, (7) Does the paragraph include the topic?, (8) Is it a good topic for this paragraph?"*

Also, the overall lesson plan was rewritten according to the experts' suggestions. The revised version was approved once the researcher edited on the experts' comments. After the editing of the activities based on the expert suggestions, the lesson plans were approved by the advisor. Once the development of the GWIMBLE lesson plan, as well as the revision based on the expert suggestions and comments had been made, the lesson plan was piloted.

The GWIMBLE lesson plan was piloted with the group of thirty-three first year English Major students at Srinakharinwirot University in the second semester of 2015 academic year. The students were taught by using a sample lesson plan of unit 3 Narrative writing for three weeks. It was found that the various online tools that the students needed to use were problematic since the researcher required the students to get access to three social media platforms, namely Facebook, Instagram and Blog, within the same unit. Therefore, the modification was made to the part of the online tools by reducing the various choices of social media down to one, Facebook, which was decided by frequency of visits and also suggestions from the students.The original version was *"Teacher asks the students to share their work in their Instagram. Each student is required to write the hashtag (#gwimbleclass)",* was changed to *"Teacher asks the students to share their work in the Facebook group (EN131 GWIMBLE). The students are allowed to give comments on the classmate's paragraph."*

The scope and sequence and lesson plan are presented in Appendix B and Appendix C respectively. Also, the students writing tasks instructions are presented in Appendix D.

3.6 Research instruments

This research was divided into two major phases, which were the development of the genre-based writing instruction module in a blended learning environment and the experiment. In the experiment stage, the research instruments employed to collect the data were pre-test and post-test, stimulated recall, thinking skills questionnaire, attitude questionnaire and the focus group interview as shown in Table 19.

Table 19: Research instruments of the study

Instrument	When	Research questions	Variables	Method of analysis
Pre-test and post-test	Before and after implement-ing the instruction (Week 1 and week 15)	1. To what extent does a genre-based writing instructional module in a blended learning environment improve Thai students' writing ability? 2. To what extent does a genre-based writing instructional module in a blended learning environment improve Thai students' thinking skills? 3. Are there any relationships between writing ability and thinking skills?	English writing ability and thinking skills	Dependent sample *t*-test Mean Standard deviation Correlation coefficient between the students' writing test scores and the students' thinking test scores
Stimulated recall	After completing each writing task of each unit (week 4, week 7, week 11, and week 14)	2. To what extent does a genre-based writing instructional module in a blended learning environment improve Thai students' thinking skills?	Thinking skills	Verbal protocol analysis Coding schemes
Attitude questionnaire	After implementing the instruction (week 15)	4. What is the students' attitude toward a genre-based writing instructional module in a blended learning environment?	Opinion towards the genre-based writing instruction module in blended learning	Mean Standard deviation

The focus group interview	After implementing the instruction (week 15)	4. What is the students' attitude toward a genre-based writing instructional module in a blended learning environment?	Opinion towards the genre-based writing instruction module in blended learning	Content analysis

The four research instruments, namely; the pre-test and post-test, stimulated recall, questionnaire and focus group interview that were used in this study were as follows.

3.6.1 Pre-test and post-test of English writing ability and thinking skills

In order to verify the effectiveness of the course in terms of the students' ability in writing and thinking, a test of thinking skills and writing ability in English had been developed. The students were required to complete the pre-test and post-test to reveal their improvement after studying the genre-based writing instruction module in a blended learning environment. The pretest and post-test was designed in a correspondent form, using the goals and objectives of the course as the scope of the test. The content of the test covered the four genres in the course specification of the EN 131 Basic Writing course namely narrative, descriptive, explanatory and persuasive.

The approach employed in this test was Communicative Language Ability, or CLA. According to Bachman and Palmer (1996), the CLA requires the students to demonstrate their language competences, strategic competence, and psycho-physiological mechanisms. Demonstrating language competences involves the test taker's knowledge of syntax, genre, rhetorical organization, cohesion, register and lexis. Demonstrating strategic competence requires the test takers to relate their language competence to communicative writing in order to succeed in the communicative purpose. Also, the revised Bloom's Taxonomy action verbs in the cognitive process dimension, provided by Anderson et al. (2001), were employed as verbs which instructed the students to complete the test in order to analyze the lower-order thinking skills and higher-order thinking skills of the students.

The test is a criterion reference test, thus a cut-off score was used to separate the students who pass the test and those who do not. It also showed what the students have achieved throughout the course. According to Brown (2004), the lowest score of the 100 points test, using absolute grading criteria, is 60 points.

The pre-test and post-test consisted of three items aiming to assess the students' writing and thinking skills in four types of genre. Item 1 was designed to evaluate the students' skills in procedural and descriptive. Item 2 was constructed to assess the students' skills in exposition. Lastly, item 3 was created to evaluate the students' skill in narrative writing. The tasks required the students to write a short paragraph of 150–200 words.

The total scores of the test are 120 points. The scores are divided into two parts that are 20 points for writing ability of each test task, and 20 points for thinking skills of each test task. The total scores of the test are 120 which can divide into 60 points for writing ability and 60 points for thinking skills.

The test specifications of the pre-test and post-test is explained in Appendix E, the test task is presented in Appendix F and the rubrics are presented in Appendix G and H.

3.6.1.1 The validation of the test

The test validation was carried out after the test was created. The purpose of the test validation was to determine the quality of the test (Bachman & Palmer, 1996). The pre-test and post-test was validated by a panel of three experts. The experts were asked to decide whether the items in the questionnaire are appropriate or not. Also, suggestions for necessary revisions were requested. Data received was analyzed using the mean and standard deviation. The Item-Objective Congruence Index (IOC) was employed to summarize the experts' opinion. If the IOC is higher than or equal to 0.50, it infers that the pre-test and post-test are valid. In contrast, if the IOC is less than 0.50, it infers that the pre-test and post-test are not appropriate. Additionally, the experts' further comments were required. The researcher had revised the pre-test and post-test according to the experts' suggestions, then conducted the pilot study. The test was tried out with 30 English-majored students whose language ability is similar to that of the target participants. The validation of the test is shown in Appendix P.

According to the IOC Index results, the total of the mean score of IOC of the pre-test and post-test was 0.581 which can indicate that the test is reserved. The mean scores of most items range from 0.667 – 1.000 which can indicate that those items are suitable. However, there were some certain items indicated that need to be modified in terms of the test instruction (items 2.1, 2.5, 3.5), test time (items 1.7, 2.7, and 3.7) and the numbers of words (items 2.6 and 3.6). The experts agreed that the test time was not suitable.

In terms of the appropriate test instruction, the experts were concerned about the verbs that were used in the test instruction since they were not clear enough and some of them were misused. Revision of the verbs used in the test instruction was recommended by the experts. One expert commented that the instruction of the test task item 2 was too complicated since it asked the students to describe, compare and state opinion. Consequently, the expert suggested revising the instruction by deleting the part that asked the students to compare the information. The revision was done as the following:

The original test task item 2 was, *"From the information given, briefly* ***describe*** *the Thai culture of kissing in public. Then,* ***compare the situation*** *of kissing on the public in Thailand with the western culture.* ***State your opinion*** *toward kissing in public in Thailand",* was adapted to make it less complicated as *"Do you agree or disagree with this statement? Why? You can answer the question by briefly* ***describe*** *the Thai culture of kissing in public. Then,* ***state your opinion*** *toward kissing in public in Thailand."*

Regarding the experts suggestions in terms of test time adjustment, the original test time duration, which was *"40 minutes per items (2 hours in total)"* was changed to *"60 minutes per item (3 hours in total)"*

Also, two experts found that the number of words assigned for the students to complete each tasks were inappropriate. Thus, the original number of words, which was *"150-200 words per paragraph"*, was changed to *"200 words per paragraph"*.

Lastly, regarding writing ability and also the thinking skill rubrics for grading the student test, the two experts concerned that one writing rubric that had been designed to apply to every task in the test might not appropriate. Therefore, the

suggestion of separating the rubric into one rubric for each genre, and a rubric for the thinking skills rubric were made by the experts: see Appendix G and H respectively.

The items, particularly ones below 0.5, were strictly rewritten following the experts' suggestions. The revised version was approved once the researcher edited according to the experts' comments. After editing the test, it was approved by the advisor.

The pre-test and post-test was piloted with the group of the same participants of the lesson plan pilot. They are thirty-three first year English Major students at Srinakharinwirot in the second semester of 2015 academic year. The problems regarding the test task, such as the confusion of the test tasks, the difficulty of the test, the test time and the amount of words were not found in the pilot study. Therefore, the test was adapted based on the suggestions from the experts. The pre-test and post-test is presented in Appendix F.

3.6.1.2 Test implementation

The test was given to the students at the beginning of the course (week 1) as a pre-test, and at the end of the course (week 15) as a post-test. The test was 3 hours long. The purpose of employing this test was to answer the research questions 1, 2, and 3. The details of the research questions are explained below:

RQ1. To what extent does a genre-based writing instructional module in a blended learning environment improve Thai students' writing ability?

RQ2. To what extent does a genre-based writing instructional module in a blended learning environment improve Thai students' thinking skills?

RQ3. Are there any relationships between writing ability and thinking skills?

The test was evaluated by three experts, based on the analytic scoring of writing ability and the analytic scoring of thinking skills. The experts included the researcher, a non-native university lecturer who has taught English for five years and a non-native university lecturer who teaches the English majored students at Srinakharinwirot University. The scoring scheme was designed by using analytic scoring.

There are two sets of rubrics, the rubric of GWIMBLE writing abilities, and the rubric of the GWIMBLE thinking skill. First, the rubrics of writing ability are divided into four sets that are; (1) the rubric of GWIMBLE procedural writing, (2) the rubric of GWIMBLE descriptive writing, (3) the rubric of GWIMBLE narrative writing, and (4) the rubric of GWIMBLE procedural writing. The criteria of each rubric were designed based on the paragraph moves and language features of each genre and were divided into introduction, content, language features, conventions, and conclusion. The ranges of the scores are from 4–1and the total scores of each rubric are 20 points. Second, the rubrics of the thinking skill were created based on the elements of the revised Bloom's taxonomy, namely; remembering, understanding, applying, analyzing, evaluating, and creating (Anderson et al., 2001).

The inter-rater reliability could be assessed by correlating the marks given by two or more raters for the same test takers. When the disagreement occurred between the raters, the discussion of the agreement was done in order to get the final conclusion of the scores. The data analysis from the scores showed that Cronbach's alphas for the writing and thinking were .997 and .998, respectively. The results of their grading were calculated using Pearson's Product Moment Correlation Coefficient and an independent sample *t*-test.

The test was a criterion reference test, thus a cut-off score was used to separate the students who pass the test and those who do not. It also showed what the students will have achieved throughout the course.

3.6.2 Stimulated recall

The stimulated recall was employed to retrospectively gather the data on the participants' thoughts when they had decided on their writing. The stimulated recall was employed with six participants at the end of each unit to assess the students' thinking skills. They were selected according to their scores from the pre-test; the students with two highest scores, two medium scores, and two lowest scores in the class.

Due to the fact that the stimulated recall interviews should be carried out as soon as possible after the actual incident (Mackey & Gass, 2005), the researcher

conducted stimulated recall as soon as possible and audio-taped each stimulated recall interview (Seung & Schallert, 2004). Then, the researcher transcribed the participants' conversations. Therefore, to conduct the stimulated recall in order to investigate the students' thinking skills, the participants were prompted to voice record their interview right after finishing their writing tasks in each unit. The researcher used Thai language as a medium of communication in the stimulated recall interview to prevent any misunderstanding and to facilitate the participant to share their thoughts without any difficulty.

Therefore, the stimulated recall was conducted four times. The first was conducted after unit 1: lesson 1.3. The second was conducted after unit 2: lesson 2.3. The third was conducted after unit 3: lesson 3.3. The last was conducted after unit 4: lesson 4.3.

Once the participants were invited to the stimulated recall sessions, they were prompted using their own assignments by using the three following non-mediated stimulated recall questions suggested by Green (1995) in order to allow the participants to verbalized their thought during participating in actual activity.

1. What were your thoughts of doing this activity?

2. What were you thinking when you decide to do these?

3. Why did you decide to do that?

The questions were modified to make it appropriate to each genre, the tasks, and the activities that had done in each unit. The relationship between the stimulated recall's questions and the thinking skills are presented in Table 20.

Table 20: The stimulated recall's questions and thinking skills

No.	The stimulated recall's questions	Thinking skills
1	What were your thoughts when you see the directions of the tasks?	Remembering
2	What were you thinking when you composed the topic sentence?	Understanding, Applying, and Analyzing
3	What were you thinking when you write the body of the paragraph?	Understanding, Applying, and Analyzing
4	What were you thinking when you decided to use this transitional word?	Understanding, Applying, and

		Analyzing
5	Why did you choose this place/person/food/legend to write about?	Evaluating
6	What were you thinking when you decide to tell your paragraph in this way?	Applying
7	What were you thinking when you write the concluding sentence?	Understanding, Applying, and Analyzing
8	Why did you decide to give suggestion at the end?	Evaluating
9	Why did you decide to use Emaze/ Story bird to produce your final draft?	Creating

Additionally, a follow up question to each main question was asked in order to continue the interview smoothly. The students' accounts were audio-reported and transcribed for the data analysis using the coding schemes. The purpose of employing this tool was to answer research question 2. The detail of the research question is explained below:

RQ 2: To what extent does a genre-based writing instructional module in a blended learning environment improve Thai students' thinking skills?

Verbal protocol analysis was used to analyze the stimulated recall. The coding schemes were developed based on the framework of the Genre-based Writing Instructional Module in Blended Learning Environment (GWIMBLE). The codes and the description of the codes are designed based on the following elements; (1) blended-learning model, (2) thinking skills, and (3) attitude toward GWIMBLE, see Appendix L.

The focus on the stimulated recall to answer this research question was specifically base on thinking skill which followed the Bloom's revised taxonomy that categorized as remembering, understanding, applying, analyzing, evaluating, and creating (Anderson et al., 2001). However, the others elements were coded as the additional finding of the study. The coding schemes were assigned the codes, description, and expected utterances (see Appendix I). The coding schemes are presented in Table 21.

Table 21: The examples of coding scheme

Code	TR
	Remembering
Description	To retrieve, recognize, and recall relevant knowledge.
Expected utterance	"I have heard about the urban legend from the TV documentary."

Code	TE
	Evaluating
Description	To make judgment about information validity of ideas.
Expected utterance	"I better add more examples into the supporting details because it will help convincing the teacher."

The stimulated recall was analyzed using verbal protocol analysis (VPA), by two raters. To check the inter rater reliability between the two raters, the researcher and the inter-rater coded one set of verbal protocol report from the tried out session. The inter-rater reliability was test using Kappa Coefficient. Cohen's κ was run to determine if there was agreement between two raters. There was moderate agreement between the two raters' judgments, κ = .841, p<0.0005.

3.6.3 Attitude questionnaire

The attitude questionnaire was developed in order to investigate the students' overall satisfaction with the genre-based writing instruction module in a blended learning environment, with regard to the instructional framework and how it has been able to develop the students' thinking skills and writing abilities. The questionnaire was based on the instructional model of genre analysis (Hyland, 2013; Martin & Rose, 2005; Widodo, 2006), and applied from the questionnaire designed by Simsek (2008). The questionnaire analyzed the student's attitudes, after attending the genre-based writing instruction module, towards the framework of the genre-based writing instruction module in a blended learning environment and also asked for their opinion and suggestions about the study by providing the students with the open-ended

questions. It is a 5-point Likert scale questionnaire and an open-ended question. The scale is: strongly disagree (1), disagree (2), not sure (3), agree (4), and strongly agree (5). The students were asked to rate their agreement with the given statements. Additionally, the student attitude toward the genre-based instructional module in blended learning environment (GWIMBLE) was determined by using the following scale: 1.00-1.50 = very negative, 1.51 – 2.49 = negative, 2.50 – 3.50 = neutral, 3.51 – 4.49 = positive, and 4.50 – 5.00 = very positive. The students were also required to write their comments on the course.

The questionnaire was divided into three parts as follows:

<u>Part I:</u> Attitude toward the genre-based instructional module in blended learning environment (GWIMBLE)

This part was designed to evaluate the students' attitude toward the genre-based instruction after the students attended the course. The questions covered three stages of the instructional model of genre analysis namely modeling the text, writing process, and writing the final draft. Also, this part was created to evaluate the students' attitude toward the blended learning environment. A five-point Likert scale (strongly disagree, disagree, not sure, agree, and strongly agree) was employed. The questions were written in the form of statements.

<u>Part II:</u> Attitude and suggestion about the genre based instructional module in blended learning environment (GWIMBLE)

This part of questionnaire contained six open-ended questions that the subjects could comment and give suggestions, or they could make complaints and state opinions related to how the genre-based instructional module in a blended-learning environment has been conducted. Since the students answer to this part is concerned as the qualitative information, the data was analyzed by using the coding scheme. The coding scheme was designed based on the components of the positive attitude defined by Schau (2003). The components are consisted of affective, cognitive capability, value, difficulty, interest and effort. In addition, regarding to the instructional design, the main categories were as follows: the face-to-face-instruction, online instruction, modeling the specific text, collaborative writing, self-writing and Bloom's revised taxonomy.

The relationship between the questionnaire's questions and elements of positive attitude are presented in Table 22.

Table 22: The questionnaire's questions and elements of positive attitude

No.	The questionnaire's questions	Elements of positive attitude
1	Do you think the "Modeling the text" helps you to write a paragraph? How does it help?	Cognitive capability, and Value
2	Do you think the "writing process" stages facilitate you to learn what and how to write a paragraph? How?	Cognitive capability, and Value
3	Do you think the "writing the final draft" stage helps you to write a paragraph? Why?	Cognitive capability, and Value
4	Which activities do you like the most? Why?	Affective and interest
5	Which technological tools do you think benefit your learning the most? Why?	Affective, cognitive capability, value, and effort
6	Do you think your writing is improved after learning through the GWIMBLE? Why?	Affective, cognitive capability and difficulty

The part II of attitude questionnaire was analyzed by using verbal protocol analysis (VPA), by two raters. In order to assess the inter rater reliability between the two raters, the researcher and the inter-rater were coded one set of verbal protocol report from the tried out session. The Kappa Coefficient was used to check inter-rater reliability. Cohen's κ was run to determine if there was agreement between two raters. The results revealed that there was moderate agreement between the two raters' judgments, κ = .841, p < 0.0005.

3.6.3.1 The validation of the GWIMBLE attitude questionnaire

The questionnaire was validated by a panel of three experts using an evaluation form. The experts were asked to decide whether the items in the

questionnaire are appropriate or not. Also, suggestions for necessary revisions were requested. The Item-Objective Congruence Index (IOC) was employed to summarize the experts' opinion. If the IOC is higher than or equal to 0.50, it infers that the questionnaire is suitable. In contrast, if the IOC is less than 0.50, it infers that the questionnaire is not appropriate. Additionally, the experts' further comments were required. The researcher also revised the questionnaire according to the experts' suggestions, and then conducted the pilot study. The validation of the attitude questionnaire is presented in Appendix Q.

According to the IOC index results, the means score of the part I and Part II of IOC of the attitude questionnaire were 0.619 and 1.000 respectively. The total score of the two parts was 0.809. The means scores of most items range from 0.667 – 1.000 which could be indicated that the questionnaire is acceptable. Some items in Part I needed to be modified since the IOC scores are below 0.5. The experts provided the comments and suggestion to the unacceptable items.

First, the three experts concerned that the terms *"the student"* needed to be changed into *"the first person pronoun"*. For example, the original statement of the questionnaire that was *"During the face-to-face session, students are able to construct the paragraph through the stages of final drafting."* was changed to *"During the face-to-face session, I am able to construct the paragraph through the stages of final drafting."*

Second, the experts commented that there were some items that were closed to each other in terms of meaning, for example: item 24 was similar to 33, and item 22 was similar to 29, and 32. Therefore, the deletions of the paraphrasing items were suggested.

For example the items 29 and 32 in the original version of the questionnaire that said *"The GWIMBLE enhances my writing in English"* and *"I think that GWIMBLE is effective in terms of improving their writing in English"* were deleted, since it was similar to the item 22 which said *"The GWIMBLE encourage me to learn English writing."*

Last, the experts pointed out the unclear statements (item 11, 14, 21, 23 31, 35) needed to be revised. Therefore, the revision of the unclear statements was

revised due to the experts' suggestion. The examples of the revised statements are as followed.

The items 35 in the original version of the questionnaire which stated that *"I prefer the blended learning to the other course",* was changed to*, "I prefer the blended learning to be used in other courses rather than in writing class*".

The questionnaire was rewritten according to the experts' suggestions. The revised version was approved once the researcher edited on the experts' comments. After the editing the test, it was approved by the advisor.

The attitude questionnaire was tried out with the thirty people in the group of the same participants of the lesson plan pilot. The problem due to the questionnaire statement was not found from the tried out study. The attitude questionnaire is presented in Appendix J. The translated version of the attitude questionnaire is presented in Appendix K.

3.6.3.2 Questionnaire implementation

The questionnaire was conducted with the students at the end of the course (week 15), with all participants, in order to investigate the students' attitude toward the genre-based instructional module in a blended learning environment.

The purpose of employing this questionnaire was to answer research question 4 quantitatively and qualitatively. The details of the research question are explained below:

RQ 4: What is the students' attitude toward a genre-based writing instructional module in a blended learning environment?

The questionnaire was given by the researcher. The questionnaire was tried out with 30 of the 45 English-majored students whose language ability was similar to that of the target participants and those who attend the pilot study.

The data obtained from the questionnaire was calculated the mean and standard deviation, using SPSS. The mean score obtained from the questionnaire was used to indicate the students' attitude toward the genre-based writing instruction module in a blended learning environment (GWIMBLE) by using the following criteria which adapted from Changpueng (2009).

4.51 – 5.00	means	the students reported that their attitude toward the GWIMBLE is at "very high" level
3.51 – 4.50	means	the students reported that their attitude toward the GWIMBLE is at "high" level
2.51 – 3.50	means	the students reported that their attitude toward the GWIMBLE is at "moderate" level
1.51 – 2.50	means	the students reported that their attitude toward the GWIMBLE is at "low" level
1.00 – 1.50	means	the students reported that their attitude toward the GWIMBLE is at "very low" level

Moreover, the students' accounts of the part 2 questions of questionnaire were analyzed by the Genre-based Writing Instructional Module in a Blended Learning Environment (GWIMBLE) coding scheme of the students' attitude toward GWIMBLE.

3.6.4 Focus group interview

Focus group interview questions were composed in order to collect qualitative information related to the students' attitude toward the genre-based writing instruction module in a blended learning environment, which aimed to develop the students' thinking skills and writing ability. The interview questions were based on Luu (2011). The experts were asked to comment on the suitability of the interview questions.

The interview was conducted at the end of the instruction. The participants were interviewed by the researcher in a group of six participants, the students with two highest scores, two medium scores, and two lowest scores in the class. The interview was moderated by the researcher. The focus group interview was conducted in Thai language to help the students to express their opinion comfortably.

3.6.4.1 The validation of the GWIMBLE attitude focus group

interview

Focus group interview was validated by three experts using an evaluation form. The experts were asked to decide whether the items in the focus group interview were appropriate or not. Also, suggestions for necessary revisions were requested. Data received was analyzed using the mean and standard deviation. The Item-Objective Congruence Index (IOC) was employed to summarize the experts' opinion. If the IOC is higher than or equal to 0.50, it infers that the focus group interview questions are suitable. In contrast, if the IOC is less than 0.50, it infers that the questions are not appropriate. Additionally, the experts' further comments were required. The researcher also revised the focus group interview according to the experts' suggestions. The validation of the GWIMBLE focus group interview is shown Appendix R.

According to the IOC index results, the means score of IOC of the attitude focus group interview was 0.866. It can be indicated that the questions for the focus group interview are acceptable. However, one expert suggested to ask the follow up questions such as *"Why?"* or *"Can you give the examples?"* after the main questions. The example is presented below.

The original version: *"Do you think GWIMBLE can enhance your writing ability?"*

The revised version: *"Do you think GWIMBLE can enhance your writing ability? Can you give example?"*

Focus group interview questions are presented in Appendix L. The translated version of focus group interview questions is presented in Appendix M.

3.6.4.2 Focus group interview implementation

Focus group interview was employed with the students at the end of the course, (week 15), in order to investigate the students' attitude toward the genre-based instructional module in a blended learning environment.

The relationship between the focus group interview's questions and elements of positive attitude is presented in Table 23.

Table 23: The focus group interview's questions and elements of positive attitude

No.	The questionnaire's questions	Elements of positive attitude
1	Which activities in the class do you think influence your writing most?	Affective, cognitive capability, value, interest and effort
2	What online materials do you think influence your writing the most?	Affective, cognitive capability, value, interest and effort
3	Do you think GWIMBLE can enhance your writing ability? Can you give example?	Cognitive capability, value and difficulty
4	Do you think GWIMBLE can enhance your thinking skills? Can you give example?	Cognitive capability, value and difficulty
5	Do you think GWIMBLE are flexible in learning writing?	Affective, difficulty, value, and interest

The students' accounts were audio-reported and transcribed for the data analysis using the coding schemes.

The purpose of employing this focus group interview was to answer research question 4 qualitatively. The details of the research question are explained below:

RQ 4: What is the students' attitude toward a genre-based writing instructional module in a blended learning environment?

The focus group interview was conducted by the inter-raters. The data from the focus group interview was transcribed and analyzed using content analysis. The coding scheme for the positive attitude toward the writing the categories were follow the five attitude components by Schau (2003) that are affective, cognitive capability, value, difficulty and interest see Appendix I.

3.7 Data collection

The data collection was conducted over 15 weeks. The pre-test and post-test was administered at the beginning and at the end of the course. The pre-test was

carried out in the first week of the study. The test lasted three hours. The students were required to complete three tasks of four genres. The post-test was carried out in week 15, which was the last week of the study. The stimulated recall was employed at the end of each lesson with six students in order to assess the students' thinking skills. The questionnaire was given to investigate the students' attitudes toward the study. The data collection is illustrated in Table 24.

Table 24: Data collection

Before the implementation of the study
• The instruments and research instruments of the genre-based writing instruction module in a blended learning environment were distributed to the experts to assess the appropriateness of the lesson plans. • The researcher adjusted the instruments according to the experts' suggestions.
Week 1
• The pre-test and post-test were administered to the students. • The orientation of the genre-based writing instruction module in a blended learning environment was conducted. • The training of the peer feedback was conducted. • The training of the application of technological tools in the GWIMBLE class was conducted.
Week 2-14

• Students studied by face-to-face instruction and online instruction.
  - One week of paragraph organization per unit
  - Three weeks / unit of procedural paragraph writing, narrative paragraph writing, descriptive paragraph writing, and persuasive paragraph writing.
• Students learned through three stages: modeling the text, collaborative writing in class, and individual writing online.
• The data from the websites used in the online instruction were observed and analyzed qualitatively.
• The stimulated recall was collected from six students after they finish their writing tasks.
• The focus group interview was conducted at the end of unit 4.

Week 15
• The pre-test and post-test was administered to the students. • The questionnaire was completed by the students.

3.6 Data analysis

This study was employed a mixed-research method of both qualitative and quantitative data. The quantitative data consisted of students' scores from pre-test and post-test, and the attitude questionnaire. The qualitative data was analyzed from the verbal protocol and the focus group interview. Data analysis according to each research question is discussed in the following sections:

RQ 1: To what extent does a genre-based writing instructional module in a blended learning environment improve Thai students' writing ability?

The answer to research question 1 was obtained from the students' score assessments from the pre-test and post-test writing skills rubric. The test scores were calculated by using a dependent *t*-test using SPSS.

RQ 2: To what extent does a genre-based writing instructional module in a blended learning environment improve Thai students' thinking skills?

The quantitative data was obtained from students' scores on the pre-test and post-test. The test scores assessed by the thinking skills rubric were calculated using a dependent *t*-test. The answer to this research question was drawn from the stimulated recall. The data from stimulated recall was coded using coding schemes developed by the researcher and they were analyzed using frequency. The two inter-raters experienced in course development ascertained the reliability of the coding and analysis.

RQ 3: Are there any relationships between writing ability and thinking skills?

The relationship between students' writing ability and thinking skills was investigated using the correlation coefficient. The correlation coefficient between the students' writing test scores and the students' thinking test scores was calculated using Pearson Product's Moment.

<u>RQ 4:</u> What is the students' attitude toward a genre-based writing instructional module in a blended learning environment?

Quantitative data was drawn from the questionnaire scores which were used to calculate the mean score. Meanwhile, qualitative data was drawn from part 2 of questionnaire and focus group interview. The two inter-raters experienced in course development ascertained the reliability of the coding and analysis.

Table 25: Summary of the research questions, the data obtained and data analysis

Research questions	Research instrument	Data obtained	Data analysis
1. To what extent does genre-based writing instructional module in blended learning environment improve Thai students' writing ability?	Pre-test and Post-test	Pre-test and Post-test score	A dependent t-test
2. To what extent does genre-based writing instructional module in blended learning environment improve Thai students' thinking skills?	Pre-test and Post test Stimulated recall	Pre-test and Post-test score Qualitative data	A dependent t-test Coding and qualitative analysis
3. Are there any relationship between writing ability and thinking skills?	Pre-test and Post test	Pre-test and Post-test score	Correlation coefficient
4. What is the students' attitude toward genre-based writing instructional module in blended learning environment?	Students' attitude questionnaire Focus group interview	Questionnaire scores Qualitative data	Mean score Coding and qualitative analysis

CHAPTER IV
FINDINGS

4.1 Introduction

This chapter presents the findings of the main study according to the four research questions mentioned in chapter one. The research questions were answered by examining the qualitative and quantitative data. The findings were investigated based on the writing ability and thinking skills after completing the genre-based writing instructional module in a blended learning environment (GWIMBLE). This chapter consists of five parts.

The first part deals with the effects of the GWIMBLE on the students' writing ability. Analysis of the pretest and posttest scores regarding students' writing ability is presented. This part is to answer research question 1.

The second part shows the effects of the GWIMBLE on the students' thinking skills. Analysis of the pre-test and post-test scores regarding the students' writing ability together with the verbal protocol analysis are presented to answer research question 2.

The third part shows the relationships between writing ability and thinking skills, which are calculated from the scores in part one and part two. This part answers research question 3.

The fourth part presents quantitative and qualitative results of the students' attitude toward the GWIMBLE. This part answers research question 4.

Finally, the fifth part presents additional findings from the qualitative data from the verbal protocol analysis of the attitude questionnaire and focus group interview regarding the application of technology in the GWIMBLE classroom as well as the disadvantages of the GWIMBLE.

4.2 The effects of the GWIMBLE on the students' writing ability

Research question 1: To what extent does a genre-based writing instructional module in a blended learning environment improve Thai students' writing ability?

This research question aimed to investigate the effects of the genre-based writing instructional module in a blended learning environment on the students' writing ability by assessing the pre-test and post-test scores in English writing ability and thinking skills. The results are presented as follows.

4.2.1 Results from the comparison of the pre-test and post-test scores in English writing ability

In order to obtain the results of the genre-based writing instructional module in a blended learning environment, the samples were pre-tested on their English writing ability before the implementation. They were also post-tested on their English writing ability after the implementation.

Three raters–including the researcher, a non-native university lecturer who had taught English writing for five years, and a non-native university lecturer who had taught English to the students majoring in English at Srinakharinwirot University– were assigned to rate the samples' performance using the set of writing rubrics which had been developed based on the written communication, critical thinking and creative thinking value rubrics (Association of American Colledges and The Association of American Colleges and Universities, 2012) (See Appendix G). The inter-rater reliability was calculated using Cronbach's alphas. Cronbach's alpha for writing ability was .997 (p<0.0005). To answer research question 1, the results are presented as follows.

4.2.1.1 The overall test

Table 26: Pair-sample *t*-test between the pre-test and post-test of writing ability

	Pre-test		Post-test		*t*-test
	Mean	S.D.	Mean	S.D.	
Writing ability	21.15	2.39	46.52	2.94	45.57*

* *p<0.05* N=35

Table 26 shows that the mean score of the post-test of writing ability was higher than the mean pretest score. The mean score of the pre-test was 21.15, while the mean score of the posttest was 46.52. The results revealed that there was a significant difference between the pre-test and post-test mean scores of the students' writing ability at a 0.05 level of significance (p<0.05).

4.2.1.2 Procedural and descriptive writing

Table 27: Pair-sample *t*-test between the pre-test and post-test of procedural and descriptive writing

	Pre-test		Post-test		*t*-test
	Mean	S.D.	Mean	S.D.	
Procedural and descriptive writing	6.84	1.15	15.74	1.46	28.52*

* *p<0.05* N=35

Table 27 shows that the mean score of the post-test of procedural and descriptive writing was higher than the mean pre-test score. The mean score of the pre-test was 6.84, while the mean score of the post-test was 15.74. The results revealed that there was a significant difference between the pre-test and post-test mean scores of the students' procedural writing at a 0.05 level of significance (p<0.05).

4.2.1.3 Narrative writing

Table 28: Pair-sample *t*-test between the pre-test and post-test of narrative writing

	Pre-test		Post-test		*t*-test
	Mean	S.D.	Mean	S.D.	
Narrative writing	7.12	1.03	15.25	1.12	36.44*

* *p<0.05* N=35

Table 28 shows that the mean score of the post-test of narrative writing was higher than the mean pre-test score. The mean score of the narrative writing pre-test

was 7.12, while the mean score of the post-test was 15.25. The results revealed that there was a significant difference between the pre-test and post-test mean scores of the students' narrative writing at a 0.05 level of significance (p<0.05).

4.2.1.4 Persuasive writing

Table 29: Pair-sample *t*-test between the pre-test and post-test of persuasive writing

	Pre-test		Post-test		*t*-test
	Mean	S.D.	Mean	S.D.	
Persuasive writing	7.18	1.16	15.53	1.35	29.27*

* p 0.05 N=35

Table 29 shows that the mean score of the post-test scores of persuasive writing was higher than the mean pre-test score. The mean score of the pre-test was 7.18, while the mean score of the post-test was 15.53. The results revealed that there was a significant difference between the pre-test and post-test mean scores of the students' persuasive writing at a 0.05 level of significance (p<0.05).

According to the comparisons of the pre-test and post-test scores, the first hypothesis of this study which stated that the students who took the genre-based writing instruction module in a blended learning environment would get significantly higher post-test writing scores than pre-test scores was accepted because it was found that the mean score of the post-test was higher than there of the pre-test. Moreover, the *t*-score showed that there was significant improvement in the students' writing ability after being taught with the genre-based writing instructional module in a blended learning environment (GWIMBLE).

Therefore, it can be concluded that the genre-based writing instructional module in a blended learning environment (GWIMBLE) was effective to improve the students' writing ability because the post-test score was higher than the pre-test score with a statistically significant difference.

4.3 The effects of the GWIMBLE on the students' thinking ability

Research question 2: To what extent does a genre-based writing instructional module in a blended learning environment improve Thai students' thinking skills?

This research question was formulated to investigate the effects of the genre-based writing instructional module in a blended learning environment on the students' thinking skills by assessing the pre-test and post-test scores of English writing ability and thinking skills, and the stimulated recall. The results are presented as follows.

4.3.1 Results from the comparison of the pre-test and post-test scores of English writing ability and thinking skills

In order to obtain the results of the genre-based writing instructional module in a blended learning environment, the sample was pre-tested on their English thinking skills prior to the implementation. They were also post-tested on their thinking skills after the implementation by using the same set of test as the writing test.

The three raters, namely the researcher, the non-native university lecturer who had taught English writing for five years, and the non-native university lecturer who had taught students majoring in English at Srinakharinwirot University, were assigned to rate the sample's performance using the set of thinking skills rubrics developed by adapting the revised Bloom's taxonomy by Anderson et al. (2001) (See Appendix H). The inter-rater reliability was calculated using Cronbach's alpha. Cronbach's alpha for the thinking skills was .998 (p<0.0005). To answer research question 2, the results are presented as follows.

4.3.1.1 The overall test

4.3.1.1.1 Thinking skills in the overall test

Table 30: Pair-sample *t*-test between the pre-test and post-test of thinking skills in the writing ability test

	Pre-test		Post-test		*t*-test
	Mean	S.D.	Mean	S.D.	
Thinking skills in the writing ability test	28.75	2.25	48.87	0.81	56.28*

* *p<0.05* N=35

Table 30 shows that the mean score of the post-test of thinking skills in the writing ability test was higher than the mean pre-test score. The mean score of the pre-test was 28.75, while the mean score of the post-test was 48.87. The results revealed that there was a significant difference between the pre-test and post-test mean scores of the students' thinking skills in the writing ability test at a 0.05 level of significance (p<0.05).

4.3.1.1.2 Thinking elements in the overall test

Table 31: Pair-sample *t*-test between the pre-test and post-test of thinking elements in the overall test

	Pre-test		Post-test		*t*-test
	Mean	S.D.	Mean	S.D.	
Remembering and Understanding	18.91	1.95	35.66	0.87	49.77*
Applying	17.74	3.36	28.49	1.96	24.19*
Analyzing	15.37	1.43	27.00	0.00	47.88*
Evaluating	19.14	2.57	27.05	0.33	18.46*
Creating	16.94	1.25	28.40	0.73	44.00*

* *p<0.05* N=35

Table 31 shows that the mean score of the post-test scores of thinking elements based on Bloom's taxonomy was higher than the mean pre-test score. The

mean score of the remembering and understanding aspects of pre-test was 18.91, while the mean score of the post-test was 35.66. The mean score of the applying aspect of pre-test was 17.74, while the mean score of the post-test was 28.49. The mean score of the analyzing aspect of pre-test was 15.37, while the mean score of the post-test was 27.00. The mean score of the evaluating aspect of pre-test was 19.14, while the mean score of the post-test was 27.05. Lastly, the mean score of the creating aspect of pre-test was 16.94, while the mean score of the post-test was 28.40. The results revealed that there was a significant difference between the students' pretest and posttest mean scores in all thinking elements, at a 0.05 level of significance (p<0.05).

To conclude, the most enhanced skill was remembering and understanding. The least enhanced skill was evaluating.

4.3.1.2 Procedural and descriptive writing

4.3.1.2.1 Thinking skills in procedural and descriptive writing

Table 32: Pair-sample *t*-test between the pre-test and post-test of thinking skills in procedural and descriptive writing

	Pre-test		Post-test		*t*-test
	Mean	S.D.	Mean	S.D.	
Thinking skills in procedural writing	10.41	0.39	16.57	1.36	25.08*

p<0.05 N=35

Table 32 shows that the mean score of the post-test of thinking skills in procedural and descriptive writing was higher than the mean pre-test score. The mean score of the pre-test was 10.41, while the mean score of the post-test was 16.57. The results revealed that there was a significant difference between the pre-test and post-test mean scores of the students' thinking skills in procedural and descriptive writing, at a 0.05 level of significance (p<0.05).

4.3.1.2.2 Thinking elements in procedural and descriptive writing

Table 33: Pair-sample *t*-test between the pre-test and post-test of thinking elements in procedural and descriptive writing

	Pre-test		Post-test		*t*-test
	Mean	S.D.	Mean	S.D.	
Remembering and Understanding	6.14	0.60	11.94	0.23	54.25*
Applying	6.97	1.50	9.40	0.55	9.45*
Analyzing	6.11	1.20	9.00	0.00	14.14*
Evaluating	6.20	1.86	9.05	0.33	9.22*
Creating	5.82	0.70	10.31	0.67	24.24*

* *p<0.05* N=35

Table 33 shows that the mean score of the post-test score of thinking elements based on Bloom's taxonomy in procedural and descriptive writing was higher than the mean pre-test score. The mean score of the remembering and understanding aspects of pre-test was 6.14, while the mean score of the post-test was 11.94. The mean score of the applying aspect of pre-test was 6.97, while the mean score of the post-test was 9.40. The mean score of the analyzing aspect of pre-test was 6.11, while the mean score of the post-test was 9.00. Also, the mean score of the evaluating aspect of pre-test was 6.20, while the mean score of the post-test was 9.05. Lastly, the mean score of the creating aspects of pre-test was 5.82, while the mean score of the post-test was 10.31. The results revealed that there was a significant difference between the students' pre-test and post-test mean scores in all thinking elements in procedural and descriptive writing, at a 0.05 level of significance (p<0.05).

In procedural and descriptive writing, the most enhanced skill was remembering and understanding. The least enhanced skill was evaluating.

4.3.1.3 Narrative writing

4.3.1.3.1 Thinking skills in narrative writing

Table 34: Pair-sample *t*-test between the pre-test and post-test of thinking skills in narrative writing

	Pre-test		Post-test		*t*-test
	Mean	S.D.	Mean	S.D.	
Thinking skills in narrative writing	7.35	0.66	16.18	0.36	73.93*

* *p<0.05* N=35

Table 34 shows that the mean score of the post-test of thinking skills in narrative writing was higher than the mean pre-test score. The mean score of the pre-test was 7.35, while the mean score of the post-test was 16.18. The results revealed that there was a significant difference between the pre-test and post-test mean scores of the students' thinking skills in narrative writing, at a 0.05 level of significance (p<0.05).

4.3.1.3.2 Thinking elements in narrative writing

Table 35: Pair-sample *t*-test between the pre-test and post-test of thinking elements in narrative writing

	Pre-test		Post-test		*t*-test
	Mean	S.D.	Mean	S.D.	
Remembering and Understanding	6.11	0.40	11.91	0.50	54.25*
Applying	3.71	0.89	9.74	1.24	23.40*
Analyzing	3.28	0.62	9.00	0.00	54.37*
Evaluating	5.66	0.54	9.00	0.00	36.68*
Creating	5.14	0.91	9.02	0.17	24.66*

* *p<0.05* N=35

Table 35 shows that the mean score of the post-test of thinking elements based on Bloom's taxonomy in narrative writing was higher than the mean pre-test score.

The mean score of the remembering and understanding aspects of pre-test was 6.11, while the mean score of the post-test was 11.91. The mean score of the applying aspect of pre-test was 3.71, while the mean score of the post-test was 9.74. The mean score of the analyzing aspect of pre-test was 3.28, while the mean score of the post-test was 9.00. Also, the mean score of the evaluating aspect of pre-test was 5.66, while the mean score of the post-test was 9.00. Lastly, the mean score of the creating aspect of pre-test was 5.14, while the mean score of the post-test was 9.02. The results revealed that there was a significant difference between the students' pre-test and post-test mean scores in all thinking elements in narrative writing, at a 0.05 level of significance ($p<0.05$).

In narrative writing, the most enhanced skill was analyzing. The least enhanced skill was applying.

4.3.1.4 Persuasive writing

4.3.1.4.1 Thinking skills in persuasive writing

Table 36: Pair-sample *t*-test between the pre-test and post-test of thinking skills in persuasive writing

	Pre-test		Post-test		*t*-test
	Mean	S.D.	Mean	S.D.	
Thinking skills in procedural writing	10.98	1.13	16.07	0.42	26.29*

* p<0.05 N=35

Table 36 shows that the mean score of the post-test scores of thinking skills in persuasive writing was higher than the mean pre-test score. The mean score of the pre-test was 10.98, while the mean score of the post-test was 16.07. The results revealed that there was a significant difference between the pre-test and post-test mean scores of the students' thinking skills in persuasive writing, at a 0.05 level of significance (p<0.05).

4.3.1.4.2 Thinking elements in persuasive writing

Table 37: Pair-sample *t*-test between the pre-test and post-test of thinking elements in persuasive writing

	Pre-test		Post-test		*t*-test
	Mean	S.D.	Mean	S.D.	
Remembering and Understanding	6.65	1.39	11.80	0.72	20.86*
Applying	7.05	1.41	9.34	0.87	8.08*
Analyzing	5.97	0.17	9.00	0.00	106.00*
Evaluating	7.28	1.17	9.00	0.00	8.61*
Creating	5.97	0.51	9.05	0.23	32.48*

* *p<0.05* N=35

Table 37 shows that the mean score of the post-test scores of thinking elements based on Bloom's taxonomy in persuasive writing was higher than the mean pre-test score. The mean score of the remembering and understanding aspects of pre-test was 6.65, while the mean score of the post-test was 11.80. The mean score of the applying aspect of pre-test was 7.05, while the mean score of the post-test was 9.34. The mean score of the analyzing aspect of pre-test was 5.97, while the mean score of the post-test was 9.00. Also, the mean score of the evaluating pre-test was 7.28, while the mean score of the post-test was 9.05. Lastly, the mean score of the creating aspect of pre-test was 5.97, while the mean score of the post-test was 9.05. The results revealed that there was a significant difference between the students' pre-test and post-test mean scores in all thinking elements in persuasive writing, at a 0.05 level of significance (p<0.05).

In persuasive writing, the most enhanced skill was analyzing. The least enhanced skill was applying.

In summary, the genre-based writing instructional module in a blended learning environment (GWIMBLE) was effective to improve the students' thinking skills because the posttest score was higher than the pretest score with a statistically significant difference.

4.3.2 Results from the stimulated recall

In order to answer research question 2, stimulated recall was employed to collect the qualitative data regarding the students' perception while completing the writing tasks in the GWIMBLE.

The data from the stimulated recall showed the findings related to the students' thinking skills while the genre-based instructional module in a blended learning environment was implemented. All verbal protocol reports reported the students' thinking skills based on Bloom's revised taxonomy, namely, remembering, understanding, applying, analyzing, evaluating, and creating. Each stimulated recall was videotaped, transcribed, and coded by using the coding scheme that had been developed based on the lower-order thinking and higher-order thinking skills presented by Anderson et al. (2001). The details of the coding scheme are presented in Appendix I. The stimulated recall interview was employed with six students after completing each writing task of each unit (week 4, week 7, week 11, and week 14). The subjects were selected according to their scores on the pre-test: the students with the two highest scores, the two middle scores, and the two lowest scores in the class. The following is the information related to the verbal protocol reports.

Two raters–the researcher and a non-native university lecturer who was experienced in teaching English–were assigned to interpret and code the sample's verbal protocol reports. Cohen's κ was run to determine if there was agreement between the two raters, and it appeared that there was moderate agreement between the two raters' judgments (κ=.841, p<.0005). To answer research question 2 qualitatively, the results are presented as follows.

4.3.2.1 Overall verbal protocol reports

Table 38: Stimulated recall of the overall verbal protocol report

Thinking skills (Code)		Writing units				Total	(%)
		Unit 1: Procedural writing	Unit 2: Descriptive writing	Unit 3: Narrative writing	Unit 4: Persuasive writing		
LOTS	Remembering (TR) and Understanding (TU)	28	46	64	57	195	39.6%
	Applying (TA1)	35	23	54	51	163	33%
HOTS	Analyzing (TA2)	17	9	13	16	55	11.2%
	Evaluating (TE)	10	11	14	14	49	10%
	Creating (TC)	2	6	13	9	30	6.2%
Total		92	95	158	150	495	
Percentage (%)		18.6	19.2	31.9	30.3		100

Figure 7: The percentages of the students' verbal protocol reports in each genre
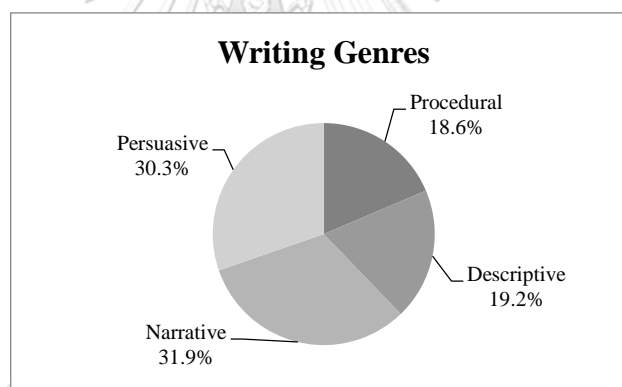
Figure 8: The percentages of the students' verbal protocol reports in each thinking skill
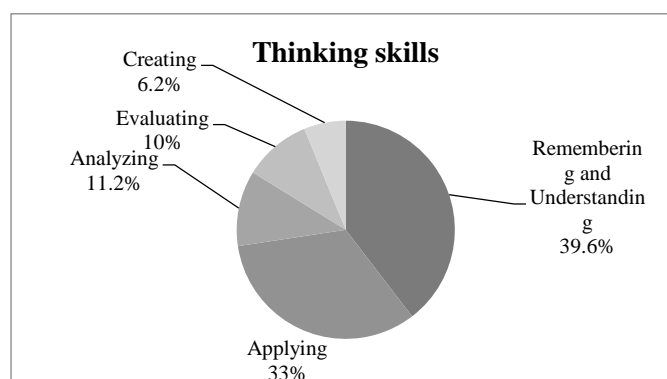
In the stimulated recall data, the numbers of verbal protocol reports showed that the students' thinking skills increased. According to Table 38, the numbers of verbal protocol reports, focusing on unit 1 to unit 4, increased. The highest numbers of verbal protocol reports were found in narrative writing (31.9%), which was the third unit of the course, and the lowest numbers were found in procedural writing (18.6%), which was the first unit of the course.

Based on the data shown in Table 38, every thinking skill based on Bloom's revised taxonomy had been developed. The most frequently mentioned skill was remembering and understanding (39.6%), while the least mentioned skill was creating (6.2%).

4.3.2.2 Thinking skills in procedural writing

In the stimulated recall, the students showed that they apply their thinking skills based on the cognitive process dimensions based on Bloom's revised taxonomy, namely remembering (TR), understanding (TU), applying (TA1), analyzing (TA2), evaluating (TE), and creating (TC), in order to construct their procedural paragraph.

Table 39: Stimulated recall reports of thinking skills in procedural writing

	Code	Participants						Total	(%)
		StA	StB	StC	StD	StE	StF		
LOTS	TR & TU	3	8	5	3	2	7	28	30.4
	TA1	6	10	4	7	4	4	35	38.1
HOTS	TA2	8	4	1	2	1	1	17	18.4
	TE	3	2	1	2	1	1	10	10.9
	TC	-	1	-	1	-	-	2	2.2
Total		20	25	11	15	8	13	92	
Percentage (%)		21.7	27.2	12	16.3	8.7	14.1		100

As shown in Table 39, there was a total of 92 verbal protocol reports related to thinking skills in procedural writing. In total, 35 of those verbal protocol reports (38.1 %) were ones where students presented their applying stage of thinking skills (TA1). A further 28 verbal protocol reports (30.4%) showed where the students' mentioned remembering (TR) and understanding skills (TU). In addition, 17 verbal protocol reports had students mention the analyzing skills based on the cognitive dimension of

Bloom's revised taxonomy (TA1). Next, 10 verbal protocol reports (10.9%) included the evaluating stage of the students' thinking (TE). Lastly, two verbal protocol reports (2.2%) showed creating skills of the students (TC).

The student who made the highest number of verbal protocol reports was student B (27.2%) and the student who made the lowest was student E (8.7%).

To retrieve the students' thoughts, the instructor showed the students their procedural writing paragraphs which had been posted on Facebook together with the draft and outline. The instructor asked questions to explore the thoughts and decisions made by the students while writing their procedural paragraphs. The following is examples of the verbal protocol reports in each thinking skill in procedural writing. The examples were back-translated by the English teacher to ensure that the Thai version and the English version of the students' reports matched.

4.3.2.2.1 Lower-order thinking skills (LOTS)

Verbal protocol report 1 shows examples of the lower-order thinking skills called remembering (TR) and understanding (TU), and applying (TA1).

When the students studied unit 1 (procedural writing), it could be seen that they could recall their own paragraph organization from the example given in the classroom recall their own structure of procedural writing (remembering).

Verbal protocol report 1
Remembering (TR) and Understanding (TU)

<u>*Student C:*</u> *"หนูดูจากที่อาจารย์สอนค่ะ ดูจากหลายๆ งาน ส่วนมากจะดูวิธีการเขียนย่อหน้าค่ะ"*

"I learned from what the teacher taught in the class. I observed a lot of examples which emphasised how to compose a paragraph."

<u>*Student F:*</u> *"เห็นจากตัวอย่างที่ครูเอาให้ค่ะและมีการดูตัวอย่างจากคนที่เขียนดีนำมาปรับใช้กับงานของเราค่ะ"*

"I observed from the examples given by the teacher. I also studied my peers' outstanding work, and applied what I had learned with my paragraph"

Moreover, the students were able to explain how to write a topic sentence in procedural writing (understanding).

Understanding (TU)

> _Student C:_ "ก็คิดว่าทำยังไงให้มันตรงกับ _topic sentence_ ทำยังไงให้ความหมายเดิม"
>
> _"I tried to make it directly related to the topic sentence and do what it took to retain the original meaning."_

Also, the students showed that they were able to apply the knowledge and rules of writing, such as the use of transitions and imperative sentences, which proved their ability to apply the knowledge and rules in their paragraph (Applying).

Applying (TA1)

> _Student B:_ "ก็เลยเลือกใช้ _in conclusion_ มาใช้ในการเขียนนำประโยค _concluding sentence_ ครับ"
>
> _"I chose the transition 'In conclusion' to begin my concluding sentence."_
>
> _Student C:_ "เลือกใช้ _imperative sentence_ ค่ะเหมาะสมกับการเขียนย่อหน้าเพื่อบอกขั้นตอนที่สุด"
>
> _"I used the imperative sentence since it is the most suitable form for writing a procedural paragraph."_

4.3.2.2.2 Higher-order thinking skills (HOTS)

Verbal protocol report 2 shows examples of higher-order thinking skills according to the elements of analyzing (TA2), evaluating (TE), and creating (TC).

When the students studied unit 1 (procedural writing), they distinguished the parts of procedural writing by writing 'mind mapping' in the planning stage; the

students were able to explain the relationship between each sentence in their paragraph (analyzing).

Verbal protocol report 2

Analyzing (TA2)

<u>Student A1:</u> "สามารถแตกความคิดต่างๆออกไปได้ค่ะ สามารถแยกเป็นหัวข้อหลัก หัวข้อย่อยและยังแสดงกระบวนการวิธีขั้นตอนที่ง่ายค่ะ"

"It could break up the ideas. I could separate them into the main topic and sub-topics, and then I could easily show the steps.

<u>Student A2:</u> "เพราะในช่วงแรกจะเป็นการเกริ่นก่อนค่ะ บอกว่าทำไมถึงต้องทำแบบนี้ จึงต้องเกริ่นก่อน แล้วค่อยมาบอกว่าขั้นตอนการทำมันง่ายนะ ไม่ได้ยาก แค่ทำตามขั้นตอน ดังนี้"

"At the beginning, it was the introduction part, I said why I chose this menu. Then, I said that it was not difficult to do if the readers followed the steps that I gave.

In addition, students said that they evaluated their work to make sure it was accurate before submission (evaluating).

Evaluating (TE)

<u>Student A:</u> "ตอนนั้นตรวจสอบความถูกต้องของคำและรูปแบบ รูปแบบก็โอเคอาจจะ ไม่ได้สวยแต่คนอ่านก็เข้าใจก็เลยตัดสินใจส่งค่ะ"

"At that time, I checked the accuracy of the words and paragraph organization. It might not have looked nice, but it could be understood by the readers, so I decided to submit the work."

<u>Student F:</u> "หนูดูหลายรอบและแก้หลายรอบค่ะ ปรับแก้อยู่หลายครั้งจนมันสมบูรณ์ที่สุด ค่ะ"

"I read my paragraph many times and also revised it many times until it was perfect."

Finally, the students showed how they created the paragraph by incorporating the environment around them into the paragraph. (creating).

Creating (TC)

<u>*Student B:*</u> *"วันนั้นผมนั่งทำงานอยู่ที่ห้อง แล้วเพื่อนก็ทิ้งนาฬิกาโอเมก้าไว้จริงๆ ผมเลย คิดว่าถ้าเรานำมุกนี้มาเล่นมันจะทำให้งานเขียนไม่น่าเบื่อจนเกินไปมีลูกเล่นเล็กๆน้อยๆ ไม่ มากจนเกินไป พอมีสีสันให้คนอ่านสนใจ"*

"On the day I was studying in my room, I saw the Omega watch that my friend had left in the room. I had the idea that if I put this as a joke in my writing, it would make my paragraph more interesting. It was not too much but enough to draw the readers' attention"

4.3.2.3 Thinking skills in descriptive writing

In the stimulated recall, the participants showed that they applied their thinking skills based on the cognitive process element based on Bloom's revised Taxonomy, namely remembering (TR), understanding (TU), applying (TA1), analyzing (TA2), evaluating (TE), and creating (TC), in order to construct their descriptive paragraph.

Table 40: Stimulated recall reports of thinking skills in descriptive writing

	Code	Participants						Total	(%)
		StA	StB	StC	StD	StE	StF		
LOTS	TR&TU	8	7	10	9	8	4	46	48.4
	TA1	4	4	3	4	3	5	23	24.2
HOTS	TA2	5	1	2	0	0	1	9	9.5
	TE	2	4	1	1	3	-	11	11.6
	TC	1	1	1	1	1	1	6	6.3
Total		20	17	17	15	15	11	95	
Percentage (%)		21	17.9	17.9	15.8	15.8	11.6		100

As shown in Table 40, there were a total of 95 verbal protocol reports related to thinking skills in descriptive writing. A total of 46 of those verbal protocol reports (48.4%) reflected the students' remembering skills (TR) and understanding skills (TU). A further 23 verbal protocol reports (24.2%) mentioned the applying skills

(TA1). Next, 11 verbal protocol reports (11.6%) were obtained in which the students mentioned evaluating skills (TE). Nine verbal protocols (9.5%) portrayed the students' mentioning of analyzing skills (TA2). Lastly, in six verbal protocol reports (6.3%), the students mentioned creating skills (TC).

The student who made the highest number of verbal protocol reports was student A (21%), while the student who made the lowest was student F (11.6%).

In order to investigate the students' thinking, the instructor showed the students their descriptive writing paragraphs which had been posted on Facebook together with the draft and outline. The instructor asked questions to explore the students' thoughts and decisions made while writing their procedural paragraphs. The following are the examples of the verbal protocol reports in each thinking skill in descriptive writing. The examples were back-translated by the English teacher to confirm that the Thai version and the English version of the students' report matched.

4.3.2.3.1 Lower-order thinking skills (LOTS)

Verbal protocol report 3 shows examples of the lower-order thinking skills called remembering (TR), understanding (TU), and applying (TA1).

When the students studied unit 2 (descriptive writing), it was proven that they could recall their paragraph organization from the example given in the classroom, they applied the background knowledge in their paragraph, and they searched for information from other sources outside the classroom, such as websites (remembering).

Verbal protocol report 3

Remembering (TR)

> <u>*Student C*</u>: *"ก็ดูจากตัวอย่างค่ะ ที่อาจารย์สอนและงานของเพื่อนว่ามี pattern มี form แบบไหน"*
>
> *"I observed the examples given by the teacher and the peers' work, in terms of patterns and forms."*

Student D: "ที่เลือกใช้ *present simple* และ *present perfect* เพราะเราบรรยายว่าสิ่งนี้
นะเห็นอย่างนี้รู้สึกอย่างไรจากการที่จะบรรยายแบบนี้ควรใช้อันไหนหนูยึดความรู้ที่หนูเรียนมาดั้งเดิม
ค่ะ"

*"I chose the present simple and present perfect tenses to describe the
place and my feeling. I did this based on my background knowledge."*

Moreover, it could be seen that the students were able to explain their
paragraph organization, specifically how to write a topic sentence and concluding
paragraph (understanding).

Understanding (TU)

Student A: "ก็คือประโยคแรกของ *paragraph* บอกให้เขารู้จากโจทย์คือเราต้องบริหาร
ที่นี่ เราก็เริ่มจากการที่จะเปลี่ยนตรงนั้น บอกให้รู้เลยว่าเราเป็นใคร เราจะมาทำอะไร"

*"It is the first sentence of the paragraph which restates the instruction
which said that I had to manage SWU and that I wanted to change the
buildings in SWU, I wanted to tell the readers who I was and what I
was about to do."*

Student C: "*Paragraph* ที่จะจบแบบนี้เพราะว่า ผม *conclude* ด้วยการที่ *restate*
โจทย์และสิ่งที่เขียนมาว่าสิ่งที่เขียนมาทั้งหมดเราสรุปด้วยอะไร ว่าอย่างไรเพราะทุกย่อหน้าต้อง
มีการสรุปอยู่แล้วครับ"

*"I concluded the paragraph by restating the tasks and my supporting
sentences because every paragraph must have a conclusion."*

The students showed that they were able to apply the knowledge and the rules,
and by using the spatial order in their paragraph, the students were able to explain
how they selected the tenses to construct their paragraphs (applying).

Applying (TA1)

<u>Student D:</u> "หนูใช้ *spatial order* เลือกทำเป็นสองชั้น ทำเป็นโรงอาหารสองชั้น คือ บรรยายชั้นหนึ่งไปชั้นสอง"

"*I used the spatial order, bottom to top, in my work since the building had two floors. So, I decided to describe the first floor of the building first, and then I moved on to the second floor.*"

<u>Student E:</u> "ตรงขึ้นต้นใช้ *present perfect* ค่ะ ตอนที่เล่าแต่ละชั้นก็ใช้ *present simple* ค่ะ"

"*I began my paragraph with the present perfect tense. When I described each floor of the building, I used the present simple tense.*"

4.3.2.3.2 Higher-order thinking skills (HOTS)

Verbal protocol report 4 shows examples of the higher-order thinking skills according to the dimensions of analyzing (TA2), evaluating (TE), and creating (TC).

When the students studied unit 2 (descriptive writing), the students showed that they could distinguish the parts of descriptive writing by stating the rules of each element in the paragraph organization; students were also able to separate the paragraph into parts by writing an outline (analyzing).

Verbal protocol report 4

Analyzing (TA2)

<u>Student C:</u> "อย่างแรกก็มี *topic sentence* การแนะนำแล้วก็เป็น *supporting* ค่ะหนู ก็เริ่มใส่รายละเอียดใส่ *details* เข้าไปค่ะ แล้วก็มี *concluding* ค่ะ ที่หนูจะต้อง *restate* โจทย์"

"*I started by writing a topic sentence to introduce the paragraph, and then I added more details by writing the supporting sentences. I also restated the task in the concluding sentence.*"

Student F: "ที่ใช้ Spider map เพราะทำให้เข้าใจง่ายไม่ซับซ้อนค่ะ เหมือนกับ โครงสร้างที่เข้าใจง่าย"

"I used the spider map because it was not complicated. Its structure was easy to understand."

Students evaluated their work by editing their grammatical and spelling errors (evaluation).

Evaluating (TE)

Student B: "ก็คือแก้ไขหลักๆก็เป็นการเรียงประโยค การสะกดคำ และก็ grammar ครับ แต่ตัวความคิดหลักยังเป็นเหมือนเดิม"

"Mostly, I edited the sentence structures, the spelling, and the grammatical errors, but I still kept the core idea of the paragraph."

Lastly, the students reported that they transformed their work on paper into digital files by using a presentation creator program (creating).

Creating (TC)

Student E: "ของหนูใช้ Emaze มันเป็นการอธิบายแต่ละชั้น ชั้นนึงก็ใช้หน้านึงไปเลย มันจะได้หมุนๆ ไปเข้าใจได้ง่ายค่ะ"

"I used Emaze to explain each floor of the building on each page. It was easier to understand when it turned the page automatically.

4.3.2.4 Thinking skills in narrative writing

In the stimulated recall, the participants showed that they applied their thinking skills, namely remembering (TR), understanding (TU), applying (TA1), analyzing (TA2), evaluating (TE), and creating (TC), in order to construct their narrative paragraph.

Table 41: Stimulated recall reports of thinking skills in narrative writing

	Code	Participants						Total	(%)
		StA	StB	StC	StD	StE	StF		
LOTS	TR & TU	17	9	8	9	12	9	64	40.8
	TA1	15	6	6	9	10	7	53	33.7
HOTS	TA2	2	4	1	1	2	3	13	8.3
	TE	1	2	2	3	2	4	14	8.9
	TC	2	3	2	2	1	3	13	8.3
Total		37	24	19	24	27	26	157	
Percentage (%)		23.6	15.3	12	15.3	17.2	16.6		100

As shown in Table 41, there were a total of 157 verbal protocol reports related to thinking skills in narrative writing. A total of 64 verbal protocol reports (40.8%) showed that the students had acquired the remembering (TR) and understanding skills (TU). A further 53 verbal protocol reports (33.7%) showed that the students had reached the applying stage of thinking skills (TR). Next, 14 verbal protocols (8.9%) were obtained from the students who had the evaluating skills (TE). Lastly, 13 verbal protocol reports (8.3%) indicated that the students had analyzing and creating skills (TA2 and TC).

The student who reported the highest number of verbal protocol reports was student A (23.6%), while the student who reported the lowest was student C (12%).

To explore the students' thinking, the teacher showed the students their narrative writing paragraphs which had been posted on Facebook together with the draft and outline. The instructor asked questions to explore the students' thoughts and decisions made while writing the narrative paragraphs. The following are the examples of the verbal protocol reports in each thinking skill in narrative writing. The examples were back-translated by the English teacher to ensure that the Thai version and English version of the students' reports matched.

4.3.2.4.1 Lower-order thinking skill (LOTS)

Verbal protocol report 5 presented the verbal protocol of the lower-order thinking skills, namely remembering (TR), understanding (TU), and applying (TA1).

When the students studied unit 3 (narrative writing), it was apparent that they could recall paragraph organization and language features from the examples given in

the classroom and their writing experience. The students also reported how they searched for the information that was useful for their paragraph (remembering).

Verbal Protocol report 5

Remembering (TR)

<u>Student A:</u> *"ตอนแรกศึกษาจากตัวอย่างที่อาจารย์ให้ก่อนค่ะแล้วก็ทบทวนที่อาจารย์สอน บวกกับประสบการณ์ที่เคยเขียนอยู่แล้ว"*

"I began by studying the examples given by the teacher and reviewing them, and I also knew how to write a paragraph from my previous experience"

<u>Student C:</u> *"พูดถึงใคร ทำอะไร ที่ไหนใน topic sentence ของ Narrative paragraph ค่ะ"*

"I mentioned 'who, what, and where' in the topic sentence of the narrative paragraph."

Students were also able to explain how to write the topic sentence and concluding sentence of a narrative paragraph (understanding).

Understanding (TU)

<u>Student A:</u> *"คิดว่ามีการจบแบบ restate ก่อนนะคะ แล้วค่อยบอกว่าได้อะไรจากเรื่อง เพื่อเป็นการให้ข้อคิด"*

"I wrote my concluding sentence by restating the story and adding the motto from my story."

<u>Student C:</u> *"พูดถึงใคร ทำอะไร ที่ไหนใน topic sentence ของ narrative paragraph ค่ะ"*

"I mentioned the 'who, what, and where' in the topic sentence of the narrative paragraph."

Moreover, the students showed that they were able to apply the knowledge and the rules by using sensory and emotional details in their paragraph, the students

were able to explain the use of the past tenses in their narrative paragraph, and they also showed how they plotted the story (applying).

Applying (TA1)

> _Student B:_ _"ก็คิดว่า plot และตัวละครหลักเป็นใคร ทำอะไร ที่ไหน อย่างไร แล้วก็คิดว่าจะใส่ความน่าสนใจ ความน่ากลัว สนุกสนานเข้าไปในเรื่องอย่างไรครับ"_
>
> _"I designed the plot of the story by focusing on who, what, when, where, and how, and describing the main characters. I added some details to make my paragraph scarier and more interesting"_
>
> _Student D:_ _"ก็คือที่วางแผนคือเรื่องที่เกิดขึ้นมาแล้ว ก็เลยใช้ past tense หมดเลยค่ะ เล่าเรื่องราวในอดีตค่ะ"_
>
> _"I planned the story that already happened, so I used the past tense since it talked about my entire story that occurred in the past."_
>
> _Student F:_ _"หนูเล่าเรื่องเป็นลำดับขั้นตอน และมีการใช้ emotional details แบบของเพื่อนค่ะ"_
>
> _"Similar to my friends' work, I described the events in order and I used emotional details."_

4.3.2.4.2 Higher-order thinking skills (HOTS)

Verbal protocol report 6 shows examples of the higher-order thinking skills according to the dimensions of analyzing (TA1), evaluating (TE), and creating (TC).

When the students studied unit 3 (narrative writing), students showed that they could distinguish the parts of the story of their narrative paragraph by using the spider map and identify the plot structure of their story (analyzing).

Verbal protocol report 6

Analyzing (TA2)

<u>Student B:</u> "โดยสำคัญจะมี *plot* เรื่อง มีปมปัญหา มีจุด *climax* ก็ต้องมีบทสรุปให้เนื้อเรื่องครับตามองค์ประกอบ"

"Mainly there are a plot, a problem, a climax, and a resolution, as in the components of the plot structure."

In terms of evaluation, students said that they assessed their work based on the grammatical errors and the content of the paragraph (evaluating).

Evaluating (TE)

<u>Student A:</u> "มีค่ะเพราะบางตัวเขียน *grammar* ไม่ถูกเลย *check* อีกรอบก่อนจะเขียนเป็นเรื่องขึ้นมา"

"I checked and edited my grammatical mistakes one more time before composing my story."

<u>Student E:</u> "มีการแก้ไขข้อมูลด้วยค่ะเรื่องเวลาที่เกิดเหตุการณ์เพราะตอนแรกมันเร็วไป"

"I revised the content of my story because I thought the one in the first draft began too early."

<u>Student F:</u> "มีการ *revise* ข้อมูล และ *edit* ตัวเลข คำย่อ และคำพูดบางคำที่ใช้ภาษาได้ดีกว่าค่ะ"

"I revised the information and the words used in conversation in the story, and edited the numbers and the abbreviations."

Lastly, students showed how they created the details of their story and how they designed the theme and characters of their urban legend (creating).

Creating (TC)

Student D: "หนูสร้างเรื่องให้น่าติดตามและมาเฉลยตอนหลังค่ะ"

"*I told my story by giving the readers a hint and gave them the answer in the end.*"

Student E: "เราก็ต้องเลือกตัวละคร รวมไปถึง *theme* ตำนานจะให้ตัวละครเจอสถานการณ์อย่างไร"

"*I selected the characters and the theme of the legend. I also planned the situation that the characters would face.*"

4.3.2.5 Thinking skills in persuasive writing

In the stimulated recall, the participants showed that they applied their thinking skills, namely remembering (TR), understanding (TU), applying (TA1), analyzing, evaluating (TE), and creating (TC), in order to construct their persuasive paragraph.

Table 42: Stimulated recall reports of thinking skills in persuasive writing

Code		Participants						Total	(%)
		StA	**StB**	**StC**	**StD**	**StE**	**StF**		
LOTS	TR&TU	17	12	9	10	5	7	60	42.5
	TA1	10	12	7	9	6	6	50	35.5
HOTS	TA2	1	2	0	2	1	2	8	5.7
	TE	2	3	2	2	3	2	14	10
	TC	2	1	2	1	2	1	9	6.3
Total		32	30	20	24	17	18	141	
Percentage (%)		22.6	21.2	14.2	17.1	12.2	12.7		100

As shown in Table 42, there were a total of 150 verbal protocol reports related to the thinking skills in persuasive writing. A total of 60 verbal protocol reports (42.5%) showed that the students had obtained the remembering (TR) and understanding skill (TU). A further 50 verbal protocol reports (35.5%) were obtained from the students who used the applying skill (TA1). Next, 14 verbal protocol reports (10%) reflected the evaluating skill of the students (TE), and nine verbal protocol reports (6.3%) indicated the students had mastered analyzing and creating skills (TC).

Lastly, eight verbal protocol reports (5.7%) showed that the students had obtained the analyzing skill (TA2).

The student who reported the highest number of verbal protocol reports was student A (22.6%), while the student who reported the lowest number was student E (12.2%).

In order to explore the students' thinking, the instructor showed the students their persuasive writing paragraphs which had been posted on Facebook together with the draft and outline. The instructor asked questions to explore the students' thoughts and decisions made while writing their persuasive paragraphs. The following are the examples of the verbal protocol reports in each thinking skill in narrative writing.

4.3.2.5.1 Lower-order thinking skills (LOTS)

Verbal protocol report 7 shows the verbal protocol of the students' lower-order thinking skills, namely remembering (TR), understanding (TU), and applying (TA1).

When the students studied unit 4 (persuasive writing), it was proven that they could recall the rules of persuasive writing from the example given in the classroom and their writing experience, and the students reported how they searched for information from reliable websites to use as the details of the paragraph (remembering).

Verbal protocol report 7

Remembering (TR)

> <u>*Student A:*</u> *"แล้วค่อยดูจากตัวอย่างที่อาจารย์เคยให้มาด้วยค่ะ ก็จากประสบการณ์ที่เคยทำ เพราะอันนี้เป็นชิ้นสุดท้ายที่จะได้เขียน"*
>
> *"I studied the ways to write the paragraph from the teacher's example and from my previous writing experience since it was the last piece of paragraph writing."*
>
> <u>*Student C:*</u> *"มีการค้นคว้าข้อมูลจากเว็บไซต์เพราะสะดวกรวดเร็วค่ะ เว็บคณะศิลปกรรม ศาสตร์ เพราะมันมีหลักสูตรบอกว่าควรที่จะเรียนอะไรบ้าง"*

"I searched for the information from many reliable websites since it was convenient. I explored the Faculty of Fine Arts website because it provides the information about the curriculum of the faculty."

In terms of understanding, the students were able to explain the components of paragraph organization of the persuasive paragraph; they could also explain how to write the supporting sentences as well as the concluding sentence of the persuasive paragraph.

Understanding (TU)

> *Student C:* *"ก็จบด้วย In conclusion ปกติ และเหมือนให้ความคิดของเราให้เขาเชื่อว่าทำได้นะ"*
>
> *"I closed my paragraph with 'In conclusion', and added my opinion that I thought he could do it."*
>
> *Student F:* *"ก็คือเราต้องมีสามเหตุผลหลักค่ะแล้วเราก็นำมาแจกแจงขยายเหตุผล ยกตัวอย่างหรือจากประสบการณ์ที่เราเรียนรู้มา"*
>
> *"There are three main reasons in the body of the paragraph. I had to explain it by giving reasons and supported them with examples or my learning experience."*

In addition, the students showed that they were able to apply the knowledge and the rules by using the transition signals in the body of their paragraph; the students mentioned that they used the present simple tense to compose their paragraph, and gave the reasons and examples in the supporting sentences (applying).

Applying (TA1)

> *Student A:* *"ส่วนใหญ่ใช้เป็น present simple ค่ะ เพราะว่าเกี่ยวกับการแนะนำค่ะ"*
>
> *"Mostly, I used present simple because it is related to introducing."*

Student C: "มี *to begin with* ก็คือเหมือนเป็นการเกริ่นเข้าเรื่องและมี *for example* เพราะหนูจะมีการยกตัวอย่างค่ะ เหมือนให้ง่ายต่อการเข้าใจค่ะ"

"I used 'to begin with' to introduce the body and used 'for example' to give examples that were easier to understand."

4.3.2.5.2 Higher-order thinking skills (HOTS)

Verbal protocol report 8 shows the examples of the higher-order thinking skills according to the dimensions of analyzing (TA2), evaluating (TE), and creating (TC).

When the students studied unit 4 (persuasive writing), they showed that they could distinguish the parts of the story of their narrative paragraph by using the spider map (analyzing).

Verbal protocol report 8

Analyzing (TA2)

Student A: "มาแล้ว เราก็มา *plan* การเขียนแบบ *spider map* ที่เราใช้มาตลอดทั้งเทอมเลย"

"I planned my writing using the spider map template that I have used throughout this semester."

Student D: "*Outline* ของหนูเป็น *spider map* คือใส่ *topic* ไปตรงกลางแล้วแยกเป็นสามเหตุผลค่ะ"

"My outline was on the spider map. I put the topic sentence in the middle and expanded reasons into three legs."

Also, the students said that they evaluated the work by editing and revising the sentences, and self-evaluated their own work (evaluating).

Evaluating (TE)

Student A: "ก็ได้ *edit* เพราะว่าดูรูปประโยคมันดูไม่ค่อยถูกต้องเลยต้องมาปรับแก้ให้ถูกต้องค่ะ"

"I edited incorrect sentences because my sentences were not written using the correct structure."

<u>Student C:</u> *"มีการ revise ในบางประโยคก็เอามาจัดวางใหม่ ปรับเปลี่ยนใหม่เพื่อความถูกต้องกว่า"*

"I revised some sentences by rearranging them and making them more accurate."

<u>Student D:</u> *"หนูไม่เคยทำอะไรอย่างนี้ได้เลย เพราะได้เรียนรู้และได้คำแนะนำก็ทำได้และได้พัฒนาไปเรื่อยๆ"*

"I have never done anything like this before. Because of the suggestions and the learning activities, I could continuously improve my skill."

Last, students showed how they created their final draft by transforming the paper-based work into a digital file (creating).

Creating (TC)

<u>Student C:</u> *"ใช้ Emaze ค่ะ แบบโปสเตอร์ค่ะ เพราะหนูว่ามันน่าสนใจ และเราอ่านในหน้าเดียวมันจบเลยมันดูง่ายเพราะเราต้องโน้มน้าวคนอื่น"*

"I used the poster feature in Emaze because it is interesting as we could read it all on one page. Since we had to persuade the readers, one-page reading was suitable."

According to the above-mentioned data related to the students' verbal protocol reports, the second hypothesis study which stated that the post-test thinking scores of the students who took the genre-based writing instruction module in a blended learning environment would be significantly higher than those obtained in the pre-test. According to the comparison of the pre-test and post-test scores, the hypothesis of this study was accepted because it was found that the mean score of the post-test was higher than the pre-test. Moreover, the *t*-score showed that there was significant improvement in the students' thinking ability after attending the genre-based writing

instructional module in a blended learning environment (GWIMBLE). Moreover, the increased numbers of verbal protocol reports in every thinking skill prove that the students' thinking skills have improved. Remembering, understanding, and applying were the skills that showed the most outstanding improvement, shown by the fact they had the highest frequency of student reports in all genres: procedural, descriptive, narrative, and persuasive writing. Meanwhile, creating, which is the most complex skill in the taxonomy, showed the lowest frequency of student reports in all genres.

Therefore, it can be concluded that the genre-based writing instructional module in a blended learning environment (GWIMBLE) was effective in terms of improving the students' thinking skills.

4.4 The relationships between writing ability and thinking skills

Research question 3: Are there any relationships between writing ability and thinking skills?

Writing can help establish acts of thinking; it is an intellectual tool that can change the way people think. (Harris, 1989; Menary, 2007; Vygotsky, 1978). Also, Klimova (2013) states that students use thinking processes when they compose texts. Hence, it can be said that thinking and writing are skills that go together.

Based on the mentioned beliefs, an investigation of the relationship between these two skills was conducted. The study of the relationship between writing ability and thinking skills was conducted by comparing the GWIMBLE posttest scores of the writing and thinking tests by using a Pearson product moment. Therefore, this research question aimed to investigate the relationships between writing ability and thinking skills by assessing the pre-test and post-test scores of English writing ability and thinking skills.

4.4.1 Correlation coefficient between overall writing ability and thinking skills

Table 43: The correlation between overall writing ability and thinking skills

		Overall Thinking skills
Overall writing ability	Pearson correlation	.741[**]
	Sig (2 tailed)	.000

** $p<0.01$ N=35

Table 43 shows a positive correlation between the writing ability and thinking skill in overall. A Pearson product moment was computed to assess the relationship between the overall writing ability and thinking skills. The overall writing ability and thinking skills of the students who took the GWIMBLE correlated significantly (r=0.741, $p<0.01$). There was a positive correlation between writing ability and thinking skills [n=35, p=0.000]. Increases in the students' writing ability scores correlated with increases in the students' thinking skills scores.

4.4.2 Correlation coefficient between the overall writing ability and thinking skills in procedural and descriptive writing

Table 44: The correlation between the overall writing ability and thinking skills in descriptive and procedural writing

		Overall Thinking skills
Overall writing ability	Pearson correlation	.619[**]
	Sig (2 tailed)	.000

** $p<0.01$ N=35

Table 44 shows a positive correlation between the writing ability and thinking skill in procedural and descriptive writing. The students who took the GWIMBLE had writing ability and thinking skills in procedural and descriptive writing which significantly correlated (r=.619, $p<0.01$). There was a positive correlation between writing ability and thinking skills in descriptive and procedural writing [n=35, p=0.000]. Increases in the students' writing ability scores in descriptive and

procedural writing correlated with increases in the students' thinking skills scores in procedural and descriptive writing.

4.4.3 Correlation coefficient between the overall writing ability and thinking skills in narrative writing

Table 45: The correlation between the overall writing ability and thinking skills in narrative writing

		Overall Thinking skills
Overall writing ability	**Pearson correlation**	.563[**]
	Sig (2 tailed)	.000

** p<0.01 N=35

Table 45 shows a positive correlation between the writing ability and thinking skill in narrative writing. The students who took the GWIMBLE had writing ability and thinking skills in descriptive and procedural writing which significantly correlated (r=0.563, p<0.01). There was a positive correlation between writing ability and thinking skills in narrative writing [n=35, p=0.000]. Increases in the students' writing ability scores in narrative writing correlated with increases in the students' thinking skills scores in narrative writing.

4.4.4 Correlation coefficient between overall writing ability and thinking skills in persuasive writing

Table 46: The correlation between the overall writing ability and thinking skills in persuasive writing

		Overall Thinking skills
Overall writing ability	**Pearson correlation**	.626[**]
	Sig (2 tailed)	.000

** p<0.01 N=35

Table 46 shows a positive correlation between the writing ability and thinking skill in persuasive writing. The students who took the GWIMBLE had writing ability

and thinking skills in descriptive and procedural writing which significantly correlated (r=0.626, p<0.01).There was a positive correlation between writing ability and thinking skills in persuasive writing [n=35, p=0.000]. Increases in the students' writing ability scores in persuasive writing correlated with increases in the students' thinking skills scores in persuasive writing.

Thus, the third hypothesis of this study, which stated that there was a positive relationship between students' post-test scores in writing ability and thinking skills, was tested. According to the correlation between the post-test of writing ability and post-test of thinking skills, this hypothesis was accepted since it was found that there were positive correlations between the overall writing ability and thinking skills, the writing ability and thinking skills in procedural writing, the writing ability and thinking skills in narrative writing, and the writing ability and thinking skills in persuasive writing.

Therefore, it can be concluded that the genre-based writing instructional module in a blended learning environment was effective in terms of creating a positive relationship between the writing ability and thinking skills of the students.

4.5 The students' attitude toward the GWIMBLE

Research question 4: What is the students' attitude toward a genre-based writing instructional module in a blended learning environment?

This research question intended to explore the students' attitude toward a genre-based writing instructional module in a blended learning environment by assessing the responses to a questionnaire and a focus group interview. The findings from both quantitative data (questionnaire) and qualitative data (questionnaire and focus group interview) were reported in order to present the students' attitude toward the course.

4.5.1 Quantitative results from the questionnaire

To investigate the students' attitude toward the genre-based instruction module in a blended learning environment (GWIMBLE), a questionnaire was used (see Appendix J and K). The questionnaire was divided into two parts, namely part I: attitude toward the genre-based instruction module in a blended learning environment

(GWIMBLE) and part II: attitude toward the genre-based instruction module in a blended learning environment (GWIMBLE) and suggestions on it. The first part of the questionnaire consisted of 40 items made up of statements that the students could rate according to their opinion.

Additionally, the second part consisted of six open-ended questions. Content analysis was used to analyze the data of this part. The following codes were employed to analyze the data: affective (AA), cognitive capability (AC), value (AV), difficulty (AD), interest (AI), and effort (AE) (see Appendix I). This part was interpreted by two raters: the researcher and a non-native university lecturer who was experienced in teaching English.

The mean score of the overall questionnaire was 4.44 (S.D.=0.59). It indicated that the students had a positive attitude toward the course. The following section reports the findings from the questionnaire in accordance with the GWIMBLE learning stages, which consisted of modeling the specific text, writing processes, writing the final draft, and the GWIMBLE itself.

The following reports the results obtained from the GWIMBLE questionnaire.

4.5.1.1 Attitude toward the learning stages in the genre-based instructional module in a blended learning environment (GWIMBLE)

The students' attitude toward the learning stages in the genre-based instructional module in a blended learning environment was presented in three stages, as can be seen in the following tables.

In the questionnaire, items 1−6 were constructed in order to investigate the students' attitude toward the 'modeling the text' stage of the genre-based instructional module in a blended learning environment (GWIMBLE). The findings are illustrated in Table 47.

Table 47: Students' attitude toward the 'modeling the text' stage of the GWIMBLE

Questionnaire items	Mean	S.D.
1. The GWIMBLE helped me realize the purpose of writing.	4.77	0.43
2. I realized how information had been structured in the online sample.	4.14	0.65

3. The GWIMBLE helped me analyze the language features.	4.20	0.47
4. The GWIMBLE helped me analyze the paragraph organization.	4.62	0.60
5. During the face-to-face session, I studied the useful language and structure that were needed to construct the writing in a particular genre.	4.77	0.43
6. During the online learning session, I was able to compose a paragraph by imitating the sample text through the technology in blended-learning tools.	4.17	0.66
Grand mean score	4.45	0.54

4.50 – 5.00 = very positive, 3.51 – 4.49 = positive, 2.50 – 3.50 = neutral,

1.51 – 2.49 = negative, 1 – 1.50 = very negative

Table 47 shows that the students were satisfied with the 'modeling the text' stage of the GWIMBLE (mean=4.45, S.D.=0.54). The mean scores which were higher than 4.50 (items 1, 4 and 5) indicated that the students had a very positive attitude toward the realization of the purpose of the text (question 1: mean=4.77, S.D.=0.43) and the examination of the paragraph organization (question 4: mean=4.62, S.D.=0.60). Also, they felt that they had a chance to study the useful language and structure that would benefit them in constructing the paragraphs during this stage (question 5: mean=4.77, S.D.=0.43).

Items 7–21 were created to explore the students' attitude toward the 'writing process' stage of the genre-based instructional module in a blended learning environment (GWIMBLE). The findings are illustrated in Table 48.

Table 48: Students' attitude toward the 'writing process' stage of the GWIMBLE

Questionnaire items	Mean	S.D.
7. The GWIMBLE helped me focus on writing a paragraph based on the language and structure from the model of the text.	4.63	0.60
8. The GWIMBLE helped me put the theories of each genre into practice.	4.49	0.56
9. The GWIMBLE helped me understand "what to write" in order to accomplish the writing of each paragraph.	4.54	0.51
10. The GWIMBLE helped me understand "how to write" in order to accomplish the writing of each paragraph.	4.54	0.51
11. During the face-to-face session, students were able to	4.09	0.70

construct the paragraph through the stages of listing.		
12. During the face-to-face session, students were able to construct the paragraph through the stages of outlining.	4.29	0.67
13. During the face-to-face session, students were able to construct the paragraph through the stages of writing a first draft.	4.31	0.72
14. During the face-to-face session, students were able to construct the paragraph through the stages of peer reviewing.	3.97	0.89
15. During the face-to-face session, students were able to construct the paragraph through the stages of revising.	4.11	0.87
16. During the face-to-face session, students were able to construct the paragraph through the stages of editing.	4.17	0.66
17. During the face-to-face session, students were able to construct the paragraph through the stages of writing a first draft.	4.51	0.66
18. During the face-to-face session, the GWIMBLE facilitated the students to work collaboratively to improve their writing.	4.46	0.70
19. During the online learning session, the GWIMBLE helped me repeat the stages of listing based on the prompts given, and share my work online.	4.29	0.67
20. During the online learning session, the GWIMBLE helped me repeat the stages of outlining based on the prompts given, and share my work online.	4.29	0.62
21. During the online learning session, the GWIMBLE helped me repeat the stages of writing the first draft based on the prompts given, and share my work online.	4.43	0.65
Grand mean score	4.34	0.67

4.50 – 5.00 = very positive,   3.51 – 4.49 = positive,   2.50 – 3.50 = neutral,
1.51 – 2.49 = negative,   1 – 1.50 = very negative

Table 48 shows that the students were satisfied with the 'writing process' stage of the GWIMBLE (mean=4.35, S.D.=0.67). The mean scores which were higher than 4.50 (items 7, 9, 10 and 17) indicated that the students had a very positive attitude toward the GWIMBLE since it helped the students to focus on writing a paragraph based on the language and structure from the model of the text (question 7: mean=4.63, S.D.=0.60). The GWIMBLE also helped the students to get a better understanding of "what to write" and "how to write" in order to accomplish the

writing of each paragraph (questions 9 and 10: mean=4.54, S.D.=0.51). Additionally, the face-to-face session of the GWIMBLE facilitated the students to construct the paragraph through the stages of writing the final draft (question 17: mean=4.51, S.D.=0.66).

Items 22-29 were created to explore the students' attitude toward the 'writing the final draft' stage of the genre-based instructional module in a blended learning environment (GWIMBLE). The findings are illustrated in Table 49.

Table 49: Students' attitude toward the 'writing the final draft' stage of GWIMBLE

Questionnaire items	Mean	S.D.
22. The GWIMBLE introduced technological tools such as Emaze and Storybird to create my work.	4.77	0.60
23. The GWIMBLE introduced technological tools such as Facebook to share my work.	4.71	0.46
24. I realized the benefits of the technological tools used in each lesson.	4.37	0.60
25. I was able to model the text using the specific technological tools.	4.49	0.51
26. During the face-to-face session, I knew how to do the peer review task.	4.34	0.76
27. During the face-to-face session, I was able to revise the task based on the peer review.	4.34	0.76
28. During the face-to-face session, I was able to edit my work.	4.34	0.59
29. During the online session, I was able to complete the final draft using the technological tools mentioned in the face-to-face session.	4.40	0.55
Grand mean score	4.47	0.60

4.50 – 5.00 = very positive,   3.51 – 4.49 = positive,   2.50 – 3.50 = neutral,

1.51 – 2.49 = negative,   1 – 1.50 = very negative

Table 49 shows that the students were satisfied with the final draft stage of the GWIMBLE (mean=4.47, S.D.=0.60). The mean scores of all items were higher than 4.00. The items which had mean scores higher than 4.50 were items 22 and 23, which indicated that the students had a very positive attitude toward the GWIMBLE since it introduced technological tools such as Emaze and Storybird to create the students' final drafts (question 22, mean=4.77, S.D.=0.60), and it introduced technological tools such as Facebook to publish the students' paragraphs online (question 23: mean=4.71,

S.D.=0.46). Moreover, from the third-highest scores, one could interpret that a student had a positive attitude toward the GWIMBLE in terms of being able to model the text by using the specific technological tools (question 25: mean=4.49, S.D.=0.51).

4.5.1.2 Attitude toward the genre-based instruction module in a blended learning environment (GWIMBLE)

Items 30–40 were created to explore the students' overall attitude toward the genre-based instructional module in a blended learning environment (GWIMBLE). The findings are illustrated in Table 50.

Table 50: Students' attitude toward the overall GWIMBLE

Questionnaire items	Mean	S.D.
30. The GWIMBLE helped me to complete the tasks conveniently.	4.23	0.55
31. The GWIMBLE encouraged me to learn about English writing.	4.83	0.38
32. The GWIMBLE was flexible for me in terms of learning-writing time.	4.66	0.48
33. I am satisfied with the tasks that I completed in the GWIMBLE.	4.34	0.64
34. I am satisfied with the activities that I completed in the GWIMBLE.	4.49	0.51
35. I am satisfied with the materials that I learned from in the GWIMBLE.	4.54	0.56
36. I had chance to discuss things with my friends when learning through the GWIMBLE.	4.43	0.61
37. I believe that the GWIMBLE is suitable for learning writing in various genres.	4.49	0.70
38. I think that the GWIMBLE allowed me to show my identity.	4.34	0.68
39. I enjoyed learning through the GWIMBLE.	4.66	0.48
40. I would prefer blended learning to be used in other courses rather than only in writing class.	4.66	0.48
Grand mean score	4.51	0.55

4.50 – 5.00 = very positive,   3.51 – 4.49 = positive,   2.50 – 3.50 = neutral,
1.51 – 2.49 = negative,   1 – 1.50 = very negative

Table 50 shows that the students were satisfied overall with the genre-based instructional module in a blended learning environment (mean=4.51, S.D.=0.55). The

mean scores which were higher than 4.50 (items 31, 32, 35, 39 and 40) indicated that the students had a very positive attitude toward the GWIMBLE as they agreed that the GWIMBLE encouraged them to learn about English writing, (question 31: mean=4.83, S.D.=0.38) and it was flexible for them in terms of learning-writing time (question 32: mean=4.66, S.D.=0.48). Also, the students were satisfied with the materials that they learned from in the GWIMBLE (question 35: mean=3.54, S.D.=0.56). Additionally, the students stated that they were able to enjoy the GWIMBLE class (question 39: mean=4.66, S.D.=0.48), and would also prefer blended learning to be applied in other courses as well (question 40: mean= 4.66, S.D.= 0.48).

4.5.1.3 Attitude toward the genre-based instruction module in a blended learning environment (GWIMBLE) and suggestions on it.

Apart from the quantitative data questionnaire, the researcher also asked the students to state their attitude toward the genre-based instruction module in a blended learning environment (GWIMBLE) and make suggestions on it by answering six open-ended questions. All 35 students were asked to answer the questions.

The results from the questionnaire were also supported by the qualitative findings from the focus group interview. Six students, namely the students with the two highest scores, the two middle scores, and the two lowest scores in the class were selected to answer the open-ended questions orally at the end of the course (week 15). The focus group interview was conducted by the inter-raters, which were two human raters, namely the researcher and a non-native university lecturer who was experienced in teaching English.

Stimulated recall was also employed to collect information about the attitude toward the genre-based instruction module in a blended learning environment (GWIMBLE) and the suggestions on it. In the stimulated recall, the participants showed that they reported their attitude toward the GWIMBLE in the following elements: affective (AA), cognitive capability (AC), value (AV), difficulty (AD), interest (AI) and effort (AE) (see Appendix I). This part was interpreted by two raters: the researcher and a non-native university lecturer who was experienced in teaching English.

The findings were presented based on the components of the attitudes. The examples of the reports were back-translated by the English teacher to ensure that the Thai version and the English version of the students' reports matched.

Regarding the first component of the attitudes, Verbal protocol report 9–which was retrieved from the qualitative data–showed that the GWIMBLE could create a fun and stress-free classroom environment.

Verbal protocol report 9

Affective (AA)

Face-to-face instruction

Data from the questionnaire

Student 22: "ชอบกิจกรรมในห้องเรียน เราสามารถเห็นไอเดียของเพื่อนๆคนอื่น"

"*I liked the classroom activity because I could observe my classmates' ideas.*"

Student 31: "พัฒนามากอย่างไม่น่าเชื่อแต่ส่วนตัวคิดว่าต้องพัฒนาและพยายามขึ้นอีก ยังอ่อนในเรื่องคำศัพท์และไวยากรณ์ทำให้การเขียนไม่น่าสนใจ แต่ GWIMBLE ทำให้ฉันไม่เบื่อการเขียนอีกต่อไป"

"*My writing skill has unbelievably improved. I still need further practice, especially on the vocabulary and grammar, which are my weak points. The GWIMBLE has changed my attitude toward writing. I am not bored of writing anymore.*"

Data from the focus group interview

Student B: "หนูชอบกิจกรรมที่ให้ทำงานเป็นกลุ่มค่ะเพราะได้ช่วยกันพัฒนา กิจกรรมแรกจะเป็นกิจกรรมที่เราเขียนได้ไม่ดีเท่าไหร่"

"*I liked the group work because the team could help develop each other's writing ability since the results of the first individual task is always bad.*"

Student F: "หนูชอบเวลาที่ครูให้เวลาในการทำงานที่ครูให้เป็นศุกร์เสาร์อาทิตย์ค่ะ จะทำให้เราไม่ต้องเครียดกับวิชาอื่นค่ะ เพราะเป็นช่วงพัก เรามานั่งคิดเบาๆสมองในวันหยุดค่ะ ถ้า

ทำในวันหยุดเราได้ใช้จินตนาการอย่างเต็มที่ค่ะ "

"I liked the time that teacher assigned me to do the work, which was at the weekend. During that time, I had more time to use my imagination to create my paragraph since I did not have to think about other subjects."

Online instruction

Data from the questionnaire

<u>Student 3:</u> *"การนำผลงานไปทำใน EMAZE เพราะเกิดความเพลิดเพลิน "*

"To create the final task by using EMAZE was enjoyable."

<u>Student 4:</u> *"ชอบกิจกรรมที่นำผลงานไปปลงในโปรแกรม EMAZE และ Story bird เพราะ สนุก"*

"I liked the activity in which I could produce my final work by using EMAZE and Story bird, because it was fun."

Verbal protocol 10 reports the students' attitudes towards their knowledge and intellectual skill, or their cognitive capability. They mentioned that the GWIMBLE could help them develop their writing ability in terms of accuracy and intelligibility.

Verbal protocol 10

Cognitive capability (AC)

Face-to-face instruction

Data from the questionnaire

<u>Student 3:</u> *"กระบวนการเขียนทำให้ทราบว่าเขียนย่อหน้าที่ถูกต้องควรเรียงลำดับอย่างไร และประกอบไปด้วยอะไรบ้าง "*

"The writing process helped me to learn the correct way to order the sentences in the paragraph and the elements of the paragraph."

<u>Student 6:</u> *"จากที่ไม่รู้รูปแบบการเขียน ไม่รู้องค์ประกอบของรูปแบบ ถึงไม่ดีที่สุดแต่ก็ ได้พัฒนา"*

"I started from knowing nothing and having no ideas about paragraph organization. I can say that I have improved my writing to some extent."

Student 8: "ใช่เพราะกระบวนการเขียนช่วยให้การเขียนออกมาเป็นระบบระเบียบและแบบแผนที่ดีก็ช่วยให้งานออกมาสมบูรณ์ด้วย"

"Yes because the writing process helped me to write systematically and the accurate pattern of writing could help me create the perfect paragraph."

Data from the focus group interview

Student A: "แต่พอมาเรียนวิชานี้เราได้รู้ว่าหลักการเขียนแต่ละอันเราควรเขียนแบบไหนและลำดับความสำคัญอย่างไร มันก็เลยทำให้การเขียนดูเป็นระบบมากขึ้น"

"When I took this course, I learned the paragraph organization of each genre and the order of important ideas so I could compose a systematic paragraph."

Student B: "เปรียบเทียบกับงานแรกคืองานแรกจะเขียนอะไรก็เขียน พอเรียนแล้วเราก็จะรู้ว่าต้องมาจัดให้เป็นระบบ ว่ามีใจความสำคัญอยู่ตรงนี้"

"When I compared my present work to the previous one, in which I just wrote whatever I wanted, I found out that my work is more systematic."

Student D: "การเขียนแต่ละแบบจะมี pattern ที่ไม่เหมือนกัน ทำให้เราได้คิดอย่างเป็นระบบค่ะ"

"Each genre has a different writing pattern which helps us think in a systematic way."

Verbal protocol 11 presents the students' attitude toward the usefulness of the GWIMBLE. The students mentioned that the GWIMBLE was useful in terms of knowledge application to improve the quality of the paragraph, and it could benefit their writing in the future.

Verbal protocol 11

Value (AV):

Face-to-face instruction

Data from the questionnaire

Student 10: *"สามารถช่วยได้เพราะการมีตัวอย่างทำให้เราได้เรียนรู้ก่อนและสามารถ*

นำมาประยุกต์กับของตนได้"

"It could help because I could study from the example and apply what I had observed from the examples in my writing."

Student 12: *"ใช่ ฉันเรียนรู้การเขียนงานจาก modeling the text และนำมาปรับใช้ใน การเขียนได้มาก"*

"Yes. I could apply what I had learned during the 'modeling the text' stage in my writing."

Student 21: *"พัฒนาขึ้นมากเพราะได้รู้จักกระบวนการเขียน paragraph ใน หลากหลาย genre และสามารถต่อยอดไปได้"*

"I could improve my writing a lot because the paragraph writing process in various genres could be applied in further study."

Online instruction

Data from the questionnaire

Student 5: *"หนูชอบกิจกรรมออนไลน์เช่น ใช้โปรแกรมต่างๆในการทำงานส่ง ทำให้ รู้จักโปรแกรมใหม่ๆและสามารถนำไปใช้งานอื่นได้อีกด้วย"*

"I liked the online programs that helped me to create the final draft. It also introduced me to the new presentation programs that I could apply in other assignments."

Student 7: *"Emaze และ Story bird เพราะสามารถนำไปประยุกต์ใช้กับงานอื่นได้"*

"Emaze and Storybird had advantages in terms of applying to other work."

Student 21: "เหมาะแก่การนำไปประยุกต์ใช้กับสื่อการเรียนรู้อื่นๆได้ดีอีกด้วย"

"It was suitable for applying with other multimedia"

Data from the focus group interview

Student C: "พอเวลาเราเปิดคลิปของอาจารย์ค่ะ มันจะมีลิ้งค์ข้างๆที่เกี่ยวกัน เราสามารถเปิดดูได้เรื่อยๆ แต่ละอันมันก็มีจุดที่ต่างกันค่ะ สามารถนำมาปรับปรุงการเขียนต่อๆไปค่ะ"

"When we turned on the video clips that the teacher provided, there were other related video links that we could watch and study. I could apply the knowledge from the videos to improve my writing."

Verbal protocol 12 presents the students' attitude in terms of the difficulty in understanding the subject. The students reported that the GWIMBLE helped them to better understand the processes and the components of writing.

Verbal protocol 12

Difficulty (AD):

Face-to-face instruction

Data from the questionnaire

Student 15: "พัฒนาขึ้นคะเพราะก่อนหน้านี้ดิฉัน ไม่ทราบรูปแบบการเขียนพอมาได้ทราบก็ทำให้เขียนง่ายขึ้น"

"I did not know about the organization of the paragraph before. Once I knew it, I could write more easily."

Student 32: "ขั้นตอน modeling the text ช่วยให้เขียนดีขึ้นได้ เพราะช่วยให้เริ่มและจบย่อหน้าได้ง่ายขึ้น"

"The modeling stage could help improve my writing because it helped me to start and end my paragraph easily."

Data from the focus group interview

Student C: "ทำให้การเขียนงานง่ายขึ้นเราได้รู้ว่าเราขาดอะไรไป ควรเพิ่มเติมตรงไหน"

"I could write a paragraph more easily than before and I noticed what should be added in my paragraph."

Verbal protocol 13 shows the students' interest in the course. The students' mentioned that the GWIMBLE was interesting.

Verbal protocol 13

Interest (AI)

Face-to-face instruction

Data from the questionnaire

Student 19: "ชอบ *final task* เพราะได้ใช้สื่อในการทำ ทำให้การนำเสนองานดู

น่าสนใจ"

"I liked the final task because I could apply the multimedia to my work. I made my work become more interesting."

Online instruction

Data from the questionnaire

Student 1: "สำหรับดิฉันคิดว่า *PowerPoint* เป็นสื่อที่ทำให้นิสิตเรียนรู้ได้อย่างเข้าใจ

มากขึ้น"

"I think PowerPoint is the tool that helped the students to understand better."

Student 2: "*EMAZE* เพราะเป็นเทคโนโลยีมีความหลากหลายและสวยงาม ทำให้การ

เรียนเป็นสิ่งที่น่าสนใจและไม่น่าเบื่อ"

"I would say EMAZE is a technological tool that contains a lot of features and it is beautiful. It also makes learning become more interesting and not boring."

Student 27: *"พัฒนาขึ้นเพราะจากตอนแรกที่มีการทำ pretest ผมได้เขียนแบบมั่วๆ ไม่มี pattern อะไรเขียนตามใจตัวเอง ทำให้งานมีความและ แต่พอได้เรียน มันทำให้ผมสามารถ สนุกและเขียนงานได้เป็นอย่างดี"*

"I think I improved my skill because at first I wrote my paragraph without any pattern. I just wrote whatever I wanted, and it turned out as a bad paragraph. However, when I studied, I enjoyed learning and improved my writing."

Data from the focus group interview

Student B: *"พอใช้ EMAZE แล้วงานน่าสนใจมากด้วยค่ะ แล้วคนไทยก็ไม่ค่อยใช้แบบ นี้ด้วย มันน่าสนใจอย่างมากเลยค่ะ"*

"When I used EMAZE, my work became more interesting. Also, many Thai people do not know this program, so it is really interesting."

Verbal protocol 14 presents the students' attitude toward the last elements of the positive attitude, which is effort in learning. The students reported their intentions in learning through answering the interview questions.

Verbal protocol 14

Effort (AE)

Face-to-face instruction

Data from the focus group interview

Student C: *"ทั้งอาทิตย์รอเรียนวันพุธวันเดียวเลยค่ะ รอเรียนวิชานี้อย่างเดียวเลยค่ะ มัน สนุก"*

"I am looking forward to attending this class again on Wednesday. I had been waiting for this class the whole week. It was really enjoyable."

Online instruction

Student D: "หนูจะพูดถึงเรื่องเวลานะคะ ระหว่างทางที่หนูกลับบ้านหนูต้องนั่งรถนานๆ

บางทีเราคิดถึงการบ้านเราเลยหยิบโทรศัพท์ขึ้นมาเขียน แบบพิมพ์ทิ้งไว้ พอถึงบ้านเรา

สามารถเอามาเขียนต่อ"

*"I would like to mention time flexibility. On my way back
home, when I sometimes had to sit in a car for a long time, I could
think about the assignment. I then typed my paragraph on my phone
and I could continue my work when I arrived home."*

Student D: "ด้วยความที่อาจารย์ให้ฝึกเขียนทุก *week* เลยทำให้เราคุ้นเคยและได้ฝึกฝนอยู่

เรื่อยๆ ยิ่งได้ฝึกฝนก็ทำให้เราพัฒนาขึ้นเรื่อยๆค่ะ"

*"Since the teacher let me practice writing every week, I got used to the
writing, and had a chance to practice. The more I practiced, the more I
improved my writing ability."*

Student F: "ต้องดึงความรู้นำมาประยุกต์ใช้เพื่อตอบโจทย์ที่อาจารย์ให้เขียน"

*"I had to apply my schema knowledge to write a paragraph based on
the given task."*

Student A: "แต่ตอนนี้มีความรู้ก็เริ่มอยากเขียนหลายๆ *paragraph* แล้วค่ะ"

"I want to write more than a one-paragraph essay already."

Nevertheless, the data from interview showed the students' comments on the GWIMBLE in terms of encountering the difficulties in learning at the beginning of the course. The students mentioned that they faced problems in completing the tasks, but the application of the GWIMBLE analysis stages facilitated them to get through the problems. The excerpts of the students' comments are presented in Verbal protocol 15.

Verbal protocol 15

Difficulties in learning

Student C: "หลังจากเห็นงานชิ้นแรกอยากถอนรายวิชาเลยค่ะ เพราะงานเยอะมากและ

ยากมาก แต่พอเรียนไปเรียนมามันก็เข้าใจกระบวนการและสนุกกับมันค่ะ"

"At first, I was thinking about dropping out of the course because of the number of tasks and the difficulty of the tasks. However, since I understood the learning stages, I enjoyed taking the course."

<u>*Student E:*</u> *"ทีแรกผมได้โจทย์มาอารมณ์เสียไม่อยากทำ ทำไม่ได้เลยลองปรึกษาเพื่อน แล้วใช้แนวทางเข้ามาปรับประยุกต์ใช้เลยเริ่มทำได้ครับ"*

"At the beginning of the course, I was frustrated doing the tasks. I could not complete the tasks, so I consulted my peers. Then, I applied the learning stages in my writing so I could complete the writing."

Online Instruction

<u>*Students A:*</u> *"แรกๆก็กลัวค่ะว่ากลัวว่าเราทำไม่ดีแล้วไปโพสใน Facebook จะอายเพื่อนพอได้ลงไปทำจริงๆ เพื่อนก็คอยเราอยู่ รอแลกเปลี่ยนความคิดเห็นเพื่อพัฒนาตัวเองค่ะ"*

"At the beginning, I was unconfident in posting my paragraph on Facebook, because I was not sure if I had done a good job. But when I posted the work, I realized that my peers were waiting to see the work to share their valuable comments for my writing improvement."

According to the qualitative and quantitative results of the questionnaire and the focus group interview, the second hypothesis study–which stated that the results of the questionnaire survey would indicate the positive attitudes of the students toward the genre-based writing instruction module in a blended learning environment–was accepted. The quantitative results of the questionnaire proved that the students had a positive attitude toward the GWIMBLE. Also, the verbal protocol reports of the questionnaire and the focus group interview confirmed the students' positive attitude toward the GWIMBLE. However, negative feedbacks were indicated in the focus group interview. Generally, the comments were on the students' poor motivation to complete the GWIMBLE's tasks.

Therefore, it can be concluded that the students' had a positive attitude toward the genre-based writing instructional module in a blended learning environment (GWIMBLE).

4.6 Additional findings

The following presents (1) the application of technology in the GWIMBLE, (2) the genre-based approach, (3) the analysis of the online peer assessment.

4.6.2 Application of technology in the GWIMBLE

The additional findings were collected by using the coding scheme (see Appendix I). In the stimulated recall, the participants showed that they reported their use of technology according to the elements of technology-based learning: the use of websites and applications (BOW) and use of social media (BOS). This part was interpreted by two raters: the researcher and a non-native university lecturer who was experienced in teaching English.

4.6.2.1 Details of the application of technology, obtained from the stimulated recall

Verbal protocol report 16 is an example of the application of technology in the GWIMBLE while the students were practicing writing in four genres.

The students mentioned that they searched for information which was useful for composing the paragraph, on the internet. They also mentioned the selection of the presentation creator program and why they chose it to complete their final draft.

Verbal protocol 16

Use website and application (BOW)

The information searching

<u>Student A</u>: *"ก็คิดว่าจะเขียนอย่างไรดี เลยคิดว่าจะหาข้อมูลจากอินเตอร์เน็ตแล้วก็นำมา*

วิเคราะห์ร่วมกับที่อาจารย์สอนค่ะ"

"I made a plan of how I was going to write, so I planned to surf the internet for more information and analyze it with what the teacher taught."

<u>Student B</u>: *"แต่ถ้าเป็นข้อมูลของเนื้อเรื่องพยายามไปดูใน internetครับ แล้วนำข้อมูลที่*

หามาจาก internet มาประยุกต์ใช้ครับ"

*"I tried to search for information related to the content on the internet,
and applied the information I found to my paragraph."*

<u>Students E:</u> "หาจาก *Google* ค่ะเพราะข้อมูลมหาวิทยาลัยมันก็เป็นความจริงสามารถ
เอามาเขียนได้ค่ะ"

*"I searched Google for information on the university and applied
the facts of the university to paragraph."*

The presentation creators programs

<u>Students B:</u> "ตอนนั้นก็ทำความรู้จักกับโปรแกรม *EMAZE* อยู่ครับ ตอนนั้นยังไม่รู้การ
เลือกสไลด์อะไร แต่เราลองเพราะถ้าไม่ลองก็ไม่รู้เพราะว่าเห็นว่าง่ายและสามารถทำได้
รวดเร็ว เป็นสไลด์"

*"At that time, I tried to get to know what EMAZE was like. I had no
idea of which slideshow I should select, but I tried to do it. Without
trying, I would not have known that I could create a slideshow in a fast
and easy way."*

<u>Student D:</u> "หนูเลือกทำ *Emaze* ค่ะเพราะเน้นไปทางนำเสนอแล้ว หนูเลือก *mini
site* เพราะรูปแบบมันเป็นระเบียบและสวยงาม เราสามารถเลือกรูปได้เยอะ สามารถทำ
ตามใจเราได้"

*"I chose EMAZE by using the mini-site feature to create my final draft
because of its and beautiful and organized pattern. We could choose a
lot of pictures to create the work in whatever style we wanted it to be."*

<u>Student F:</u> "เพื่อนบอกว่า *Storybird* ทำง่ายและสวยด้วย หนูชอบนะคะแต่รูปมัน
เจาะจงเกินไปค่ะ"

*"My friends told me that Storybird was nice and easy to use. I like it
but I think the images in Storybird are too specific."*

Additionally, the students mentioned the application of Facebook as a
platform for submitting their work.

Use of social networks (BOS)

> *Student B:* "แล้วพอ post ลง Facebook แล้วหนูคิดว่าชอบในงานของตัวเองค่ะ"
>
> "After I posted my work on Facebook, I thought I liked my work."

From the above verbal protocol reports from the stimulated recall, it can be concluded that students used the technological tools in the GWIMBLE for three main reasons, which are (1) to find additional or supporting information for their paragraph, (2) to produce the final draft using a slideshow creation application online, and (3) to use one of them as a channel to publish their paragraph.

4.6.2.2 Details of the application of technology, obtained from the questionnaire

Verbal protocol 17 shows examples of the application of technology in the GWIMBLE, retrieved from item 5 on the questionnaire. The question asked the students to provide lists of the technological tools that benefit their learning. Students reported that technological tools such as Emaze and Storybird had improved their writing practice.

Verbal protocol report 17

Use of websites and applications (BOW)

> *Student 5:* "Emaze เพราะเป็นโปรแกรมนำเสนอรูปแบบใหม่ที่สามารถใช้อย่างเป็นประโยชน์"
>
> "Emaze is the new applicable way of making presentations."
>
> *Student 6:* "การทำงานโดยใช้โปรแกรม Emaze และ Storybird ทำให้งานเขียนของเรามีความน่าสนใจมากขึ้น"
>
> *Student 7:* "Emaze และ Storybird เพราะสามารถนำไปประยุกต์ใช้กับงานอื่นได้"
>
> "Emaze and Storybird can be applied to other work."
>
> *Student 21:* "ทำงานโดยใช้โปรแกรมออนไลน์ที่เรียกว่า Emaze หรือ storybird เป็นอะไรที่แปลกใหม่และสร้างสรรค์"
>
> "I like working through online applications such as Emaze or

Storybird because they are new and creative."

The students also reported the advantages of the social network called "Facebook" in terms of its use as a platform of peer reviewing.

Use of social media (BOS)

Student 6: "Facebook เพราะผู้อื่นสามารถอ่านเรื่องที่เราเขียน และสามารถติชมได้โดย

การคอมเม้นเพื่อที่จะได้นำไปปรับปรุงในงานเขียนต่อไป"

"Facebook helped me to share the paragraph that I wrote and allowed me to make comments as well as receiving comments for editing and revising my paragraph."

Student 28: "Facebook เพราะว่าจะมีการส่งงานและต้อง comment งานของเพื่อน

ทำให้เราได้อ่านงานเขียนของคนอื่น เห็นข้อผิดพลาดหรือข้อดีของเพื่อนเพื่อนำมาพัฒนางาน

เขียนของเราครั้งต่อไป"

"I had to submit the assignment through Facebook and make comments on my peers' work. This made me read other people's work and study their mistakes or strong points to improve my further writing."

According to the questionnaire's verbal protocol reports which focused on the application of technology in the GWIMBLE, it can be summarized that the students enjoyed using technological tools that are presentation creator online programs, such as Emaze and Storybird, to create their final work before publishing it in the Facebook group. Also, they stated that posting to Facebook was an appropriate way to publish the work since the students could read other people's paragraphs and make comments.

4.6.2.3 Details of the application of technology, obtained from the focus group interview

Verbal protocol report 18 shows examples of the application of technology in the GWIMBLE, retrieved from item 2 on the list of focus group interview questions. The question asked the students to list the online materials that influence their writing.

Similar to the other instruments, the students mentioned that the presentation creator programs that they applied when writing their final drafts had benefited their learning in many ways.

Verbal protocol report 18

Use website and application (BOW)

Student A: "มีที่อาจารย์ให้เลือกได้ค่ะ ว่าเราจะใช้ Emaze หรือ Storybird ตอนแรกก็

เจอ Emaze มันคืออะไร แต่ก็โอเคกว่าการใช้ PowerPoint มันมีอะไรเยอะกว่า มันช่วย

เพิ่มจินตนาการให้เรามากยิ่งขึ้นค่ะปัจจุบันนำไปใช้กับหลายวิชาด้วยค่ะ"

"The teacher allowed us to choose whether to use Emaze or Storybird. At the beginning, I had no idea about what Emaze was. I think that it was easier to apply than PowerPoint since it has more features to be used and it could promote our imagination. Now, I apply Emaze in other courses as well."

Stduent B: "ภายใน Emaze มันมี options ค่ะ ต้องคิดว่าใช้ options ไหนด้วยค่ะ

ดีกว่านำเสนอผ่าน PowerPoint ที่ไม่ค่อยมีลูกเล่นอะไร ทำให้งานไม่ค่อยน่าสนใจ พอใช้

Emaze แล้วงานน่าสนใจมากด้วยค่ะ แล้วคนไทยก็ไม่ค่อยใช้แบบนี้ด้วย มันน่าสนใจอย่าง

มากเลยค่ะ"

"There are various options in Emaze. I had to choose which option I should use. I think it is better than the PowerPoint presentation software, which has fewer features and makes the work uninteresting. When using Emaze, the work is a lot more interesting. Thai people do not use this application that much, so it is really interesting to use."

Students reported that social media websites such as Facebook, YouTube and Pantip benefited their writing practice while taking the GWIMBLE.

Use of social media (BOS)

Student A: *"หนูคิดว่า Facebook ค่ะ เพราะมันเป็นแหล่งหลักที่เราค้นงาน เราได้เห็น งานของเพื่อนที่เป็นจุดรวมของความรู้และได้คิดความคิดของเพื่อนด้วยค่ะ"*

"I think Facebook was a source of information where I could read my friends' work and receive their comments."

Student B: *"YouTube ค่ะ เพราะที่อาจารย์โพส์ตลงให้ดูค่ะ เราก็เอาไปดูต่อแล้วก็เอา ไปฝึกทำที่บ้านเรา พอเวลาเราเปิดคลิปของอาจารย์ค่ะ มันจะมีลิ้งค์ข้างๆที่เกี่ยวกัน เรา สามารถเปิดดูได้เรื่อยๆ แต่ละอันมันก็มีจุดที่ต่างกันค่ะสามารถนำมาปรับปรุงต่อๆไปค่ะ"*

"I think YouTube was the one that the teacher shared especially. When we watched the clips at home, we could continue learning by clicking on a related link that appeared on the side of the video. There were some differences in each clip which I could study and apply to my work."

Student C: *"Pantip.com ครับ จะเป็นข้อมูลที่ไม่ใช่เชิงวิชาการค่ะ จะเป็นเหมือนความ คิดเห็นของบุคคลนั้นๆมากกว่าแต่เราจะได้รู้ว่าความคิดเห็นของบุคคลนั้นๆ สอดคล้องกับของ เราหรือไม่ หรือแตกต่างกันอย่างไร"*

"Even though Pantip did not provide academic information, I could learn something from the shared opinions of many people on Pantip. I could compare the similarities and differences between the ideas that people share on this discussion forum."

In summary, the students' reports in the focus group interview showed that the students applied various social media websites and online applications in their learning of writing. Also, they stated that the presentation creator programs such as Emaze and Storybird provided them with choices to create the presentations of their paragraphs.

From the findings, it can be concluded that technological tools such as websites, YouTube, Pantip, Facebook, Emaze, and Storybird were applied in the

GWIMBLE classroom as sources of information, software to create the slideshows of the final drafts, and as a publication channel.

4.6.4 The genre-based approach

The additional findings regarding the genre-based approach were collected by using the coding scheme (see Appendix I). Regarding the data from the qualitative part of the questionnaire, and the focus group interview, the constituents of the information from students' excerpts were divided into three topics. The topics were designated based on the codes of the instructional model of genre analysis, which are the 'modeling the specific text' stage (GM), collaboration stage (GC), and self-writing stage (GS). The data are presented in Verbal protocol 19.

Verbal protocol 19

Modeling the specific text (GM)

The students mentioned that the modeling stage helped them to write a paragraph more systematically due to the understanding of the use of vocabulary and grammar in each genre.

Data from the questionnaire

Student 11: *"Modeling stage สามารถช่วยดิฉันได้เพราะการศึกษารูปแบบไวยากรณ์และคำศัพท์เป็นการเสริมสร้างความรู้พื้นฐานที่จะนำมาใช้เขียนย่อหน้าภาษาอังกฤษ"*

"The 'modeling the specific text' stage helped me to study the grammar and vocabulary that is the basis of paragraph writing."

Student 29: *"การสร้างงานเขียนจากการศึกษาไวยากรณ์ก่อนสามารถช่วยในการเขียนย่อหน้าภาษาอังกฤษได้ดีขึ้นมากเพราะเมื่อเรารู้ว่าเขียนเรื่องอะไรก็สามารถใช้คำได้ถูกต้อง ทำให้ผู้อ่านเข้าใจได้"*

"Studying the grammatical patterns before writing a paragraph helped me to compose a better paragraph. That is because when I knew what I had to write, I was able to select the appropriate vocabulary for that paragraph, which helped the reader understand my paragraph better."

Student 34: *"ช่วยให้เขียนย่อหน้าได้เพราะเมื่อเรารู้หลักและรูปแบบแล้ว การเขียนก็จะง่ายและดียิ่งขึ้น"*

However, one student mentioned in the questionnaire that the 'modeling the text' stage was not necessary for her writing.

Students 33: *"Modeling the text ไม่จำเป็นเสมอไป ขึ้นอยู่กับการจัดการและวิธีการเขียนของตนเองมากกว่าว่าจะเขียนแบบไหน"*

"The 'modeling the specific text' stage is not always necessary. Actually, it is dependent on the self-management and style of the writer.

Collaborative writing stage (GC)

In terms of collaborative writing, the students mentioned that they liked the group writing activity and peer review activity because they helped them improve their writing ability.

Data from the questionnaire

Student 1: *"ชอบทำงานเป็นกลุ่มเพราะได้ร่วมระดมความคิดระหว่างสมาชิกในกลุ่ม ได้แลกเปลี่ยนความคิดช่วยเหลือแก้ไขข้อบกพร่องของเพื่อนและทำให้มีความสุขกับการเขียนย่อหน้ามากขึ้น"*

"I liked the group work because it facilitated us to brainstorm our ideas as well as share and overcome our weaknesses. It helped me enjoying writing."

Student 31: *"การให้วิเคราะห์งานเขียนของเพื่อน ทำให้เรามีแบบอย่างในการเขียนของเราฝึกหาข้อบกพร่องงานเขียนของเพื่อนเพื่อจะนำมาปรับใช้กับงานเขียนของตนเอง"*

"The peer review activity helped me to create my writing styles, and also learn from my peers' mistakes to improve my own writing."

Data from the focus group interview

Student D: *"หนูชอบตอนที่ต้องไป Comment งานของเพื่อนค่ะเราจะได้รู้ข้อผิดพลาดของเพื่อนว่ามีจุดไหนที่เราก็ต้องเอาไปปรับใช้"*

"I liked the peer review activity in which I had a chance to comment on my peers' work. That is because I could learn from the mistakes and apply what I had learnt in my paragraph."

Student F: *"ชอบ Review ครับเพราะว่าเราจะได้รู้ว่างานตรงนี้เราผิดงานต่อไปจะได้พัฒนาและเก็บจุดผิดมาแก้ไขครับ"*

"I liked the peer review activity because I could learn from my mistakes and improve my writing by editing my work."

However, the activities in which the teacher randomly selected samples of the students' work to elicit the students' analysis of the paragraphs was not be able to cover every student's work, so one student mentioned their disappointment about this.

Student 14: *"ตอนที่อาจารย์หยิบ essay เอามาขึ้นหน้าจอเพื่อทำ peer review เพราะเราจะได้รู้ว่าอะไรที่เราเขียนผิดหรือขาดอะไรแต่ของหนูไม่ค่อยได้ขึ้น บางครั้งหนูก็อยากรู้ว่าหนูทำถูกหรือเปล่า"*

"I was a little bit disappointed because the teacher rarely selected my paragraph for the peer review activity in the classroom. I just wanted to know if I had completed my work correctly."

Self-writing (GS)

The students mentioned that they could compose the paragraph individually based on the previously mentioned activities. Also, composing a paragraph as homework helped them to better apply the knowledge into their writing.

The results from questionnaire

Student 21: *"หลังจากที่เขียน spider map ก็ทำให้สามารถเขียน final draft ได้ง่าย*

ยิ่งขึ้นและสามารถเขียนย่อหน้าเองได้ดียิ่งขึ้น สามารถจัดแบ่งกระบวนการเขียน paragraph

ได้ดีขึ้น"

"After creating a spider map outline, I could compose a paragraph by myself better. Also, I was able to compose a paragraph more systematically."

Student 29: *"ชอบกิจกรรมที่อาจารย์ให้งานเขียนเป็นการบ้านในส่วนที่ต้องทำงานเอง*

เพราะมันเหมือนเป็นการทบทวนสิ่งที่เรียนไปและสามารถทำให้ใช้งานได้จริงตาม

สถานการณ์"

"I liked doing homework which allowed me to write a paragraph individually. I had a chance to review what I had learnt and applied it in the situation given."

According to the verbal protocol reports on the genre-based approach, it shown that the students realized the advantages of the instructional model of genre-analysis in that it could help them to enhance their writing ability.

4.6.3 Online peer-assessment

The first additional finding is a result of the online peer-assessment analyzed by content analysis. In each lesson, the students were asked to assess their classmates' paragraph compositions which had been published in the Facebook group named EN 131 GWIMBLE, and report their comments in the Facebook comment box. As for the convenience analysis, data was analyzed based on the types of comments that the students made in their peer assessments, with specific regard to the top three most frequent comments on the students' compositions.

The data revealed that the types of comments were; (1) giving compliments and expressing preference, (2) agreeing, (3) evaluating the paragraph, and (4) sharing a similar experience.

4.6.3.1 Giving compliments

The students assessed their peers' paragraph by giving compliments, and showing their preferences toward the content of their peers' work by making comments on how they liked the topic of their peer's composition. The following is the students' examples of compliments on their peers' writing in terms of the quality of the writers' paragraphs.

Example 1: "I am one that also believes in destiny. Well done paragraph friend."

Example 2: "I love your idea; I think everyone will want to go to this canteen because it's very lovely and many menus are interesting and everyone can choose whatever they like. Personally, I want to try strawberry too."

Example 3: "I do love your idea. Personally, I think it is good for a girl who loves to take pictures."

Example 4: "This is a fantastic university. I like your idea so much."

Example 5: "Your pre-writing looks wonderful. You drew it perfectly and I really enjoy your story."

4.6.3.2 Agreement

The other type of online assessment on Facebook was done by the process of agreement. The students stated their opinion on whether they agreed or disagreed with their peers' writing. The following is the examples.

Example 1: "I believe in destiny like you."

Example 2: "My work for this genre is about the canteen too. I think we should combine our work together in order to better make a new canteen."

Example 3: "It's really spectacular guys, so thrilled."

Example 4: "I think we cannot change their skin color, but we should beware everything. A black cat is not always bad."

4.6.3.3 Evaluating the paragraph

The writing evaluation in terms of the peer's review also occurred. The students commented on their peers' compositions by making comments on the paragraph moves and the writing styles. The following is the examples.

Example 1: *"I love how you have written the essay. It's fantastic."*

Example 2: *"I chose this paragraph because I'm a chocolate lover. I think this menu is very interesting. If I had free time, I would like to cook it from your information. Your explanation is easy to understand."*

Example 3: *"There is a topic sentence. We have a clear picture of where the paragraph is going. This paragraph has good supporting details. They use transitional signals in this paragraph. The sentence "girl who social phobia" doesn't have a verb; it should be " girl who had a social phobia". The vocabulary in this paragraph is appropriate and easy to understand; we are not confused when we read this paragraph. Also, there is a concluding sentence. They use "In overall" to begin the conclusion and they say what they have learnt from the story. This paragraph includes a topic that is appropriate to the paragraph and encourages the reader to read the story."*

4.6.3.4 Sharing similar experiences

Support by sharing a personal experience regarding their peers' work was also a type that was found in the students' online peer assessment. The following is the examples.

Example 1: *"What should I do? I'm falling in love with my roommate. It is making me suffer."*

Example 2: *"I like Japanese foods like sushi but I've never been to Orathai Sushi Wang Lang, and your paragraph recommends that I go there. I want to try it once!"*

Example 3: *"After reading the paragraph, I want to go there right now because I haven't been to a zoo for a long time."*

The data showed that the students' comments on Facebook were made by peers. The assessment was made in terms of evaluating the paragraph organization. Also, the assessment was focused on the content of the writing. However, the assessment proved that while assessing their peers' compositions, the students applied both lower-order thinking, such as remembering through the 'sharing similar experience' comments and applying through the 'agreement' comments, and higher-order thinking, such as analyzing and evaluating through the 'evaluating the paragraph' comments.

4.7 Summary

On the whole, this chapter presents the findings corresponding to the four research questions regarding the genre-based writing instructional module in a blended learning environment (GWIMBLE). According to the first and second research questions, focusing on the quantitative data, it appeared that the students' writing ability and thinking skills had significantly increased. The qualitative data retrieved from the stimulated recall showed that the students had improved their thinking skills with regard to remembering, understanding, applying, analyzing, and evaluating. However, the skills of creating were the skills that needed improvement. Also, there was a positive relationship between writing ability and thinking skills, which answered research question 3. Additionally, the researcher collected both qualitative and quantitative data from the questionnaire and the focus group interview. Both qualitative and quantitative data showed that the students reported a positive attitude toward the GWIMBLE. Lastly, the additional findings proved that the students the online presentation programs to create the final drafts of their paragraphs and the students applied social media, namely Facebook, as a platform to share their work.

CHAPTER V
SUMMARY, DISCUSSION, AND RECOMMENDATIONS

This chapter consists of four parts that summarise the study, discuss of findings, present the implications of the findings, and offer recommendations for future research.

5.1 Summary of the study

The objectives of this study were 1) to develop a genre-based writing instructional module in a blended learning environment (GWIMBLE); 2) to investigate the students' writing ability after implementing the genre-based writing instructional module in a blended learning environment; 3) to investigate the students' thinking skills after implementing the genre-based writing instructional module in a blended learning environment; 4) to investigate the relationship between writing ability and thinking skills, and 5) to investigate the students' attitudes toward using the genre-based writing instructional module in a blended learning environment.

The study used a single-group design employing both qualitative and quantitative methods. The aim of the design was to evaluate the effectiveness of the second-language English writing course based on the genre-based writing instruction module in a blended-learning environment (GWIMBLE). The study was conducted to compare the students' writing ability and thinking skills after using the GWIMBLE, and the students' attitude toward the design was also investigated after.

The study sample comprised a group of 35 students majoring in English from the Faculty of Humanities, Srinakharinwirot University, in the first semester of the 2016 academic year. This sample group was purposively selected. The participants were all enrolled in the EN131 basic writing course.

The study was divided into two main phases. In phase one, the GWIMBLE was developed. This phase involved the following stages: 1) the theories and research relevant to teaching English writing, thinking skills, genre-based writing and blended learning were studied; 2) the genre-based writing instructional module in a blended learning environment, based on thinking skills and the English writing ability

instructional framework, was constructed; 3) the instruments for the implementation of the genre-based instructional module in a blended learning environment were all constructed and validated; and 4) the pilot study was carried out during the second semester of the 2015 academic year by the researcher. Finally, the instruments were revised based on the validation and pilot study results.

The GWIMBLE was implemented in phase two. The experiment was conducted in the first semester of the 2016 academic year in order to examine the effects of the GWIMBLE on the students' writing ability and thinking skills. The instruction was divided into two sessions: a face-to-face session and an online session. The study began with the employment of the pretest of English writing ability and thinking skills. Then, the students were taught by using the four units of the GWIMBLE, unit by unit. At the end of each unit (every three weeks), stimulated recall was employed to investigate the students' thinking skills. At the end of the course, the students were asked to complete the posttest of English writing ability and thinking skills. Additionally, in order to investigate the students' attitudes towards the course, the attitude questionnaire and the focus group interview were employed. The experiment lasted 15 weeks, with three hours per week.

The GWIMBLE instruction comprised three stages. The first stage involved face-to-face instruction whereby students were asked to model the text in order to explore the purpose and study the language features of the text in each specific genre. The second stage involved face-to-face instruction of collaborative writing, which allowed the students to co-construct the texts in pairs or small groups by imitating the original text presented in the previous stage. The aim of this stage was to help the students to gain better understanding of the language features of the text and the organization of the text in each specific genre. The last stage was the independent writing stage, which was carried out as online instruction. During this stage, the students were asked to construct a paragraph as well as publish their paragraph online. In addition, the students were required to give comments on their classmates' work online.

In terms of promoting the students' thinking skills, Bloom's revised taxonomy was applied in each aforementioned stage. The lower-order thinking skills of Bloom's taxonomy, namely remembering and understanding were applied during the face-to-

face session of the 'modeling the text' stage. Meanwhile, the lower-order thinking skills of remembering and understanding, together with the higher-order thinking skills of applying, analyzing, evaluating, and creating, were employed during the collaborative writing stage in the face-to-face session. For the online independent-writing instruction, both the lower-order thinking skills and higher-order thinking skills of the revised Bloom's taxonomy were employed.

The data obtained from the pretest and posttest of English writing ability and thinking skills and the stimulated recall were used to explore the students writing ability and thinking skills. The data from the questionnaire and the focus group interview were used to investigate the students' attitude toward the GWIMBLE. For research question 1, the quantitative data from the test was analyzed using a *t*-test in order to evaluate the students' writing ability. For research question 2, the quantitative data from the test (analyzed using a *t*-test) and the qualitative data from the stimulated recall (obtained using the verbal protocol) were analyzed to assess the students' thinking skills. For research question 3, the correlation coefficient was applied to find the correlation between the writing ability and thinking skills. For research question 4, quantitative and qualitative data from the attitude questionnaire and the qualitative data from the focus group interview were employed to investigate the students' attitude toward the GWIMBLE. The findings of the study are reported in the following section.

5.2 Summary of the findings

The findings of the study have been divided into four areas and summarized: 1) English writing ability, 2) thinking skills, 3) the relationship between writing ability and thinking skills, and 4) the students' attitude toward the GWIMBLE.

5.2.1 English writing ability

To answer research question 1, a paired-sample t-test was conducted to compare a pretest and posttest of the students' writing ability. A significant difference was found between the overall scores of the pretest (mean=21.15, S.D.=2.39) and posttest (mean=46.52, S.D.=2.39); t(34)=45.57, p=0.000. The results revealed that the

pretest and posttest mean scores of the students' writing ability differed at a significance level of 0.05 (p<0.05).

In addition, the pretest and posttest scores also differed significantly for procedural and descriptive writing, narrative writing, and persuasive writing. First, the mean score of the procedural and descriptive writing posttest was higher than the pretest score. The mean score of the pretest was 6.84, while the posttest was 15.74. Second, the mean score of the narrative writing posttest was higher than the pretest score. The mean score of the pretest was 7.12, while the posttest was 15.25. Last, the mean score of the persuasive writing posttest was higher than the pretest score. The mean score of the pretest was 7.18, while the posttest was 15.53. The results reveal a significant difference between the pretest and posttest mean scores of the students' persuasive and descriptive writing, narrative writing, and persuasive writing, at a significance level of 0.05 (p<0.05).

In summary, the genre-based writing instructional module in a blended-learning environment (GWIMBLE) was effective in terms of improving the students' writing ability, as supported by the statistical difference between the pretest and posttest scores.

5.2.2 Thinking skills

In response to research question 2, a paired-sample t-test was conducted to compare a pretest and posttest of the thinking skills in the writing ability test. There was a significant difference between the scores of the pretest (Mean=28.75, S.D.=2.25) and posttest (Mean=48.87, S.D.=0.8); (34)=56.28, p=0.000. The results revealed a significant difference between the pretest and posttest mean scores of the students' thinking skills in the writing ability test, at a significance level of 0.05 (p<0.05).

Additionally, there were significant differences between the thinking skills scores of the pretests and posttests on procedural and descriptive writing, narrative writing, and persuasive writing. The mean scores of the posttests on thinking skills in procedural and descriptive writing, narrative writing, and persuasive writing were higher than the pretest scores. In procedural and descriptive writing, the mean score of

the pretest was 10.41, while the posttest was 16.57. In narrative writing, the mean score of the pretest was 7.35, while the posttest was 16.18. In persuasive writing, the mean score of the pretest was 10.98, while the posttest was 16.07. The results reveal significant differences between the pretest and posttest mean scores of the students' thinking skills in persuasive and descriptive writing, narrative writing, and persuasive writing, at a significance level of 0.05 ($p < 0.05$).

Focusing solely on the thinking skills based on the thinking elements in Bloom's taxonomy, the researcher found significant differences in all elements of thinking skills, at a significance level of 0.05 ($p < 0.05$). The mean scores of the posttest, with regard to all components of thinking skills, were higher than those of the pretest. In the skills of understanding and remembering, the mean score of the pretest was 18.91, while the posttest was 35.66. In the skill of applying, the mean score of the pretest was 17.74, while the posttest was 28.49. In addition, the mean score of the pretest in the skill of analyzing was 15.37, while the posttest was 27.00. Regarding the evaluation skill, the mean score of the pretest was 19.14, and the posttest was 27.05. Finally, for the skill of creating, the mean score of the pretest was 16.94, while the posttest was 28.40. The results reveal that the most enhanced thinking skill was remembering and understanding. The second most enhanced thinking skill was analyzing. However, the least enhanced thinking skill was evaluation.

Regarding the qualitative data collected from the stimulated recall, the overall verbal protocol reports showed that the highest number of overall verbal protocol reports can be found in the last two units of the course, which are narrative writing (highest) and persuasive writing (second highest). Meanwhile, procedural writing, which is the first unit, has the lowest number of verbal protocol reports. The addressing of the components of thinking skills namely remembering, understanding, applying, analyzing, evaluating and creating   increased. To be specific, the lower-order thinking skill that was addressed the most was found to be the skill of remembering. The higher-order thinking skill that was addressed the most was shown to be that of applying, while the higher-order thinking skill addressed the least was that of creating.

5.2.3 The relationship between writing ability and thinking skills

To address research question 3, the relationship between writing ability and thinking skills was analyzed by a Pearson product-moment correlation. The overall writing ability and thinking skills of the students who took the GWIMBLE were significantly correlated (r=0.741, p<0.01). There was a positive correlation between writing ability and thinking skills [n=35, p=0.000]. This can indicate that there was a positive correlation between the overall writing ability and thinking skills.

The writing ability and thinking skills of the students who took the GWIMBLE were significantly correlated in descriptive and procedural writing, narrative writing, and procedural writing: (r=0.619, p<0.01), (r=0.563, p<0.01) and (r=0.626, p<0.01), respectively. There was a positive correlation between writing ability and thinking skills in descriptive and procedural writing, narrative writing, and procedural writing: [n=35, p=0.000], [n=35, p=0.000] and [n=35, p=0.000], respectively.

In conclusion, the genre-based writing instructional module in a blended-learning environment was effective in terms of creating a strong relationship between the writing ability and thinking skills of the students.

5.2.4 The students' attitudes toward the GWIMBLE

In response to research question 4, the students' attitudes toward the GWIMBLE were analyzed by using both quantitative and qualitative data from the questionnaire and focus group interview. The overall mean score of the questionnaire was 4.44 (S.D.=0.59). This score indicates that an average student has a positive attitude toward the course. In addition, the data from the qualitative part of the questionnaire showed that the students have a positive attitude toward the GWIMBLE in terms of the writing stages, the technological tools, and the activities. Also, the students mentioned that the GWIMBLE was advantageous for them in terms of enhancing their writing ability since they claimed that their writing ability improved.

Meanwhile, qualitative data was obtained from the attitude questionnaire and focus group interview. Both instruments reveal that the students showed a positive attitude toward the GWIMBLE in terms of cognitive capability. In the students'

verbal protocol report, the students mentioned that they can write a paragraph more systematically. Likewise, they also reported that they have a good attitude toward the treatment in terms of its value. The students believed that the GWIMBLE online materials influenced their improvement in writing.

In summary, the genre-based instructional module in a blended-learning environment (GWIMBLE) is effective in terms of developing the students' writing ability and thinking skills.

5.3 Discussion

This study set out to assess the impact of the genre-based instructional module in a blended-learning environment (GWIMBLE) on the students writing ability and thinking skills. The discussion is based on the following three aspects of the findings: 1) the improvement of the students' writing ability after implementing the GWIMBLE; 2) the development of thinking ability after implementing the GWIMBLE; and 3) the students' attitudes toward the GWIMBLE.

5.3.1 Improvement of the students' writing ability after implementing the GWIMBLE

The study demonstrated that the students' writing ability had been significantly enhanced by receiving the genre-based instructional module in a blended-learning environment (GWIMBLE). The students gained higher scores on the posttest in all genres, namely procedural writing, descriptive writing, narrative writing, and persuasive writing. The results in this study were consistent with the finding revealed in related research studies that the genre-based approach is an effective tool that has a positive impact on the students' English writing and makes them better writers (Changpueng, 2009; Kongpetch, 2003; Krisnachinda, 2006; Payaprom, 2012). This leads on to the next two key components of the discussion: 1.) The genre-based approach in the GWIMBLE and 2) the blended- learning environment in the GWIMBLE.

5.3.1.1 The genre-based approach in the GWIMBLE

In this study, the GWIMBLE employed the principles of genre analysis study as an instructional model, which was developed based on the theory of the teaching and learning cycle as stated by Hyland (2013); Martin and Rose (2005) and Widodo (2006). The instructional model of genre analysis in the GWIMBLE was implemented in the framework of the GWIMBLE as a way of writing that places an emphasis on the use of appropriate language in different types of text and recurring situations. The cycles consist of three stages: 1) modeling the specific text, 2) collaborative writing, and 3) self-writing. Each stage of the instructional model played an important role in enhancing students' writing ability, in that it emphasized helping the students in analyze paragraph organization and the language features in the paragraph of each genre.

The significant effects of the GWIMBLE on the students' writing ability can be explained as follows:

First, the 'modeling the specific text' stage, in the instructional model of genre analysis in the GWIMBLE enhanced the students' writing ability in terms of accuracy in paragraph organization and language features. As mentioned by the students, the modeling stage helped them in realize the paragraph and language features, so that they could start and finish their paragraphs easily and systematically. According to Hyland (2013), the modeling stage helped students to notice the purposes of the text, grammar structure, and language features.

More specifically, "move analysis," which occurs in the modeling stage of the GWIMBLE, focuses on the function and purpose of a segment of text at a general level (Yang & Allison, 2003). According to Thornbury (2006), genre analysis shows the text-types' structure that is shaped by the purposes they serve in specific social and cultural contexts. Genre analysis acts as an effective tool to get students to see a clearer picture of the paragraph in terms of the organization of the paragraph, as well as helps the students realize the purposes of writing a paragraph in each genre. By knowing what and how to write, the students were likely to be able to produce a paragraph in an effective way. Based on what the students addressed in the open-ended part of the questionnaire, they realized that knowing the purpose and pattern of a paragraph helped them to realize the correct way of writing a paragraph. To put in

another way, the knowledge of accurate patterns could facilitate them to compose a better paragraph. The aforementioned activity corresponded with the genre and language analysis activities introduced by Miller (2011) which consist of stages such as examining an authentic text, highlighting the grammar, discussing the use, and comparing texts from the same genre. Hence, the text analysis activities in the modeling stage were proven effective in enhancing the students' writing ability. The students could explain the features of the paragraph that they needed to write in the stimulated recall, as shown in the following excerpt: *"I wrote the topic sentence of the narrative paragraph by mentioning who, where, and what happened. I also used the past and perfect tenses in my paragraph."*

The second factor could be that the collaborative writing stage in the GWIMBLE classroom influenced the enhancement of the students' writing ability. In this study, the collaborative writing stage promoted the students' application of the previous stage's knowledge in the form of group work. In the focus group interview, the students addressed the fact that the peer review could help them to develop each other's writing ability, and they could compose a better paragraph individually afterward. According to Hyland (2013), Martin and Rose (2005), and Widodo (2006) , the collaborative writing stage is the stage in which students were asked to co-construct the text by imitating the model text and to prepare themselves for writing individually. Additionally, the finding on the usefulness of the collaborative writing stage was consistent with the study by Hirvela (1999) that collaborative writing provides students with opportunities to become members of a community where they can use each other for guidance and support. Thus, it can be said that collaborative writing influences improvement in the quality of the students' writing. The data from the focus group interview provided supportive data that confirmed the students' positive attitude toward the GWIMBLE. The subjects said that they liked both collaborative activities, namely the group work and the peer-review activity, since the comments from their team facilitated and supported each other's writing.

In this study, the students were asked to participate in collaborative writing in which they could apply what they had already learned in the previous lesson (the modeling stage) together with their peers in the form of pair work and group work in both the face-to-face classroom and the online classroom. The idea of the

collaborative writing stage correlated with the work of Vygotsky (1978) who believes that social interaction plays a significant role in the students' cognitive development. Also, this concurred with the study by Hyland (2015) that genre is the line between individual and community. When the students construct paragraph, they also construct themselves as knowledgeable disciplinary members who can share useful concepts and ideas with each other in the community. The aforementioned classroom activity helped students to produce a more accurate paragraph due to the support of their peers in terms of the writing idea, the organization of the paragraph, the choice of vocabulary and also the use of appropriate grammar in their paragraph.

Moreover, the peer review activity served as a tool that allowed the students to evaluate their peers' paragraphs. In this study, the peer review was taught and conducted in both the face-to-face and online classes, and the students realized the effectiveness of doing it. This is evident from what the students mentioned in the focus group interview that the students preferred the peer review activity since it helped them to be able to learn from their mistakes, and that they could improve their paragraph from their peers' comments and their own mistakes. They also mentioned that they could acquire new knowledge through this activity. This was confirmed by the data in the verbal protocol reports and the interview, with the present study proving that the peer review activity could foster the students' writing proficiency as either a paper-based peer review or an online peer assessment. The findings concurred with other studies which showed that peer evaluation served as an effective approach to improve the students' writing ability, to increase motivation to write, and to enable them to learn how to treat writing as a collaborative social activity (Farrah, 2012).

The individual writing stage is the last aspect regarding the effectiveness of this study. The self-writing stage is the final stage in the teaching and learning cycle of the GWIMBLE, and it facilitates the students in composing and monitoring the text independently. According to Vygotsky (1978), "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people and then inside the child." Based on the aforementioned theory, self-writing was conducted as the last stage of the cycle. The aim of this final stage was to allow the students to apply and integrate all the knowledge that they had retrieved from the previous steps, in order to compose their own paragraph and share

it online. Additionally, the students also mentioned in the focus group interview that they had to write a paragraph every week in the GWIMBLE classroom, so they had to practice writing every week. They were of the belief that the more they practiced, the better they could write the paragraph by themselves. Moreover, the final draft stage, which required the students to compose the text individually, could build the students' confidence in writing. The students mentioned in the qualitative part of the questionnaire that they could write easily and systematically when they wrote individually.

Thus, the findings from the present study concur with the results from previous research. In conclusion, the GWIMBLE which implemented the teaching and learning cycle as an instructional model was somewhat effective in improving the students' writing ability.

5.3.1.2 The blended-learning environment in the GWIMBLE

Another factor explaining the significant improvement in writing ability could also be the blended-learning classroom environment being integrated into the GWIMBLE. The three factors related to how the blended-learning environment impacted the students' writing ability were the technological tools, flexible learning in terms of time, and the work sharing platform.

According to Osguthorpe and Graham (2003), blended learning provides pedagogical richness, access to knowledge, social interaction, personal agency, cost effectiveness, and ease of revision. In this study, the application of technological tools was used to facilitate the students to explore authentic texts; the WWW, YouTube, and Pantip provided the students with a lot of authentic paragraphs that related to their writing lesson. Also, they were able to foster the students' motivation and collaboration. This enabled the students to write and create a new platform of their paragraph using CALL materials such as Emaze and Storybird, where the students could copy the URL of their work to share in their Facebook group. It could be asserted that the positive influence of the technological tools throughout the writing course facilitates the students to write conveniently and led to successful outcomes as concerns their writing. The data from the students' stimulated recall of the persuasive paragraph showed that they used the WWW to become exposed to authentic texts

online. Also, when they were asked to compose the university urban legend, the students searched for a sample of an online urban legend in order to study the text. Then, the students applied what they had learned to narrate the story about the urban legend of the university. After that, the students had to share their writing in their Facebook group so that they could receive feedback from their peers. The students' performance was consistent with the study by Hussin et al. (2015) in that the students could gather information from the Internet and share knowledge and experience through online discussion. As mentioned by experts, technology supports the teaching and learning of writing because it influences the way people write, the forms of final products, and the way the writer engages with the reader (Hyland, 2003; Peterson-Karlan, 2011). Thus, the implementation of technological tools in the GWIMBLE achieved its objective in promoting the students' writing ability.

Additionally, a change from the traditional writing assignment – paper and pencil based writing to digital-based writing using keyboard and screen – was implemented in the present study. This is shown in one of the writing task steps that the students had to complete, which was to transform the first draft written on paper into a digital file as their final draft. Presentation creator programs such as Emaze and Storybird were used by the students frequently throughout the course in order to complete their writing tasks in each unit. These presentation programs provided the students with many writing benefits. First, students were able to access the programs via computers and mobile devices, so the students could complete their work at their own pace. Second, the students were able to edit and revise their writing. Also, they could save the project in the middle of the work, and they could continue their work on the next visit. Lastly, once the students had completed their work, the programs provided the students with a URL that the students could copy and publish on the learning platform. It appeared that the students enjoyed working with the presentation programs. The students mentioned in both the questionnaire and interview that they liked working with the online presentation program since they found out that their paragraph turned out to be more interesting and it could motivate them to apply the programs to complete their further writing. The students also stated in the questionnaire and the stimulated recall that learning became more interesting with the

use of presentation programs that contained a lot of digital features, such as Emaze or Storybird to compose the final draft of their writing.

Moreover, flexibility in terms of learning time was also a factor in the improvement of the students' writing. According to Obiedat et al. (2014), flexibility and time management of blended learning has been observed as one of the main advantages of blended learning. In this study, blended learning was able to create a flexible time and place of learning. The students mentioned in the verbal protocol report and interview that they felt more relaxed in terms of writing time, and as such, they could compose a better paragraph. This means that in the blended-learning environment, the GWIMBLE students' had more time to plan what they would write, and they could also compose their paragraph anytime and anywhere, within a reasonable time frame. By writing outside of the classroom, the students affirmed that they had more time to think about what they had written. They mentioned that they had more time to use their imagination and search for more ideas. Additionally, the students also had flexible time to revise and edit their work. More specifically, the students had more time to study their paragraph and peers' comments as well as study their peers' work for revising and editing their paragraph. Blended learning also provided the tools that they used flexibly to create the final draft of their paragraph and to publish their work. In the GWIMBLE, the students could produce their final draft using a presentation application and an online platform–Facebook–so they could easily do so on their mobile devices; this meant they could link the data to their computer, meaning that they could compose a paragraph at their own pace. One of the GWIMBLE students shared her experience during the interview of how time flexibility meant that she could create the draft of her paragraph on her mobile phone on the way home, and when she arrived home she could continue working on her computer. This correlated with the study of Vaughan (2007) who explored the benefits and challenges of blended learning and found that blended learning provides the students with greater time flexibility and enhances the students' learning outcomes while they encounter time management issues as well as, take responsibility for their own learning and use technology for learning.

Additionally, the use of an online work-sharing platform is also considered a reason why the students' writing performance improved. It appears that Facebook

became the most suitable alternative channel of teaching and learning English writing in the GWIMBLE. Due to the pilot results, the researcher decided to employ the CALL material called Edmodo as an instructional platform. However, participation in the use of Edmodo was low during the pilot session, and the students suggested using a Facebook group instead of the aforementioned tool due to the familiarity with the platform. To be specific, both applications provided a space where the students can type and share a link to their work. Moreover, the instructor and peers were also able to see the published paragraph for further activities, such as giving feedback, which the students could employ to develop their own writing. Therefore, Facebook replaced the Edmodo platform in the main study since the features of Facebook were similar. In this study, Facebook was used as a platform for the instructor and the GWIMBLE students to communicate, collaborate and share work successfully. This can be supported by the development of the students' writing ability, the students' positive attitude towards the course and their effort in high-frequency class participation, both face-to-face and online, and homework submission. According to Shih (2011), "integrating Facebook in blended-learning in higher education seems to be a feasible means for a teacher to enhance learning." The findings concurred with the study of Buga et al. (2014) which found that Facebook was of great benefit in the field of teaching and learning writing. Facebook is a means to engage the students in foreign language writing and change the students' perception of homework. The results also revealed that the changes in the ways of teaching were done and the changes in the way the assignments were submitted–from paper and pencil to a keyboard and screen with Facebook–could create a stress-free and resourceful environment for learning writing. The data from the qualitative part of the questionnaire showed that the students did not get bored of writing anymore, and they claimed that the application of technological tools made learning English writing more interesting.

In addition, the students improved their writing ability through their peers' immediate feedback and what they saw from their peers' writing that was published in the Facebook group called EN131 GWIMBLE. This corresponded to the advantage of Facebook in education outlined by Terantino and Graf (2011) that Facebook provides a digital environment where students in a group can connect with others to actively participate in creating and exchanging information. Regarding the effectiveness of the

online peer review, the study showed that the students were able to make use of their peers' reviews in order to edit and revise their paragraph. The students mentioned that submitting the assignment through Facebook helped them to see other peers' work, and that they could give their peers' some feedback as well as receive feedback for their own improvement. Additionally, the data concurred with the study by Hussin et al. (2015) that blended learning might benefit the students in the way that they can get writing support during the revision and editing stage in the form of feedback or comments from classmates and the teacher. The findings concurred with Rodliyah (2016) that the interaction created in the Facebook group is the interaction not only between teacher-students but also among students. All members can contribute and comment on each other. Teachers and peers have equal opportunity to give feedback and share ideas with other members of the group. This was also consistent with the theory of constructivism, which believes that social instruction is a fundamental of human cognitive development (Kurtz, 2014). Furthermore, writing practice was available all the time on Facebook. The students could sign into their Facebook account and visit the EN131 GWIMBLE group at their leisure, meaning that they could learn from their peers' and teachers' feedback, learn how other people write a paragraph, or comment on other students' work at any time they preferred. As users of Facebook, the teacher and the students were also able to share URLs and multimedia such as pictures and videos. This type of sharing activity could facilitate further written discussion, either as paragraph completion or short comments in Facebook's comment boxes.

5.1.3.3 Drawbacks of the GWIMBLE in the students writing ability

As mentioned earlier, GWIMBLE proved effective in improving the students' writing ability. However, there were limitations in applying the GWIMBLE to the classroom. The negative effects that were observed are as follows: (1) the language proficiency of the students and (2) the GWIMBLE tasks.

The first drawback related with the level of English proficiency of the students. It can be said that part of the effectiveness may have resulted from the fact that the students had already acquired the skills of English writing before taking the

GWIMBLE class. This could be proven by the students' ONET (Ordinary National Educational Test) scores that to be an English major student, they should meet the standard of 50 scores of ONET or higher which is the average national standard (National Institute of Educational Testing Service, 2015). It showed that the students should have some knowledge and ability in using the English language. Next, the preliminary study with the English major students during the pilot section showed that these students were able to compose the paragraph by writing a sentence and trying to connect their sentences to complete the task. However, what they lack of was paragraph organization and details in writing such as the sensory or emotional details, and the transition signals. Last, the data from the pretest completed by the subjects of the study provided similar results to those discussed in the pilot study students. The students mentioned in the stimulated recall that they thought that composing the paragraph was just to write whatever the tasks asked them to write. However, the GWIMBLE made them realized that the ability to write required a lot more knowledge than grammar and vocabulary knowledge. They needed to understand the organization of the paragraph as well. It showed that the students who take the GWIMBLE class should have at least the skill of composing the words into sentences relevant to the tasks given. Thus, the students in the elementary level of learning or lower might not succeed in improving their writing within the GWIMBLE. The reason behind this is the nature of the classroom includes many activities that require an ability in using the English language to a certain extent such as searching for related information in English online, analyzing the sample paragraph and peers' paragraph, peers' feedback online, and peers' reviews of the classmate's work. Regarding the nature of the course, the students with low proficiency in English language might have the difficulty in achieving the goals of the aforementioned tasks. This is to say that, in order to effectively apply the GWIMBLE in the classroom, the students' level should be in the B1 level based on the Common European Framework of Reference for Languages (CEFR). So, students who take GWIMBLE should be able to "write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence" (Council of Europe, 2011).

The second drawback relates to the tasks that the students had to complete during the instruction. In the GWIMBLE classroom, the students were asked to write four essays in each genre. Meaning that they had to complete 12 essays in one semester; in other words, they were asked to write a paragraph every week. Also, to complete each task the students had to get through the process writing that required them to outline their paragraph, write a first draft, peer's review, and create their final draft using the presentation creator programs online. Hence, the numbers of tasks caused problems at the beginning of the instruction in terms of the motivation in learning since they could not see the significance of doing the tasks, and also the tasks demotivated the students from writing. According to Xie, DeBaker, and Ferguson (2006), the students feel that the learning is invalidated when the task is mandatory and when they cannot see the value of completing the task. The students mentioned that at the beginning they thought that they had to do a lot of work in one week, but once they got used to it and learnt how to improve, they did not think that it was a problem anymore. Additionally, the writing task instruction of GWIMBLE was observed as the problems during the first unit of the GWIMBLE. However, when the students got through and understood the whole process of the GWIMBLE in each unit, they found that the tasks were challenging for them to write. One student mentioned during the interview that she wanted to drop out from the class in the fourth weeks of training after she saw the direction of the third tasks of the procedural writing. Also, the students made the comment during the stimulated recall that some tasks were too complicated, but that they could complete the tasks by following the stages in the instructional model of genre analysis, and enjoy writing a paragraph. According to Keller (2008), when the students realized the value of the tasks, they will enjoy the task and expend more effort in completing the task. Therefore, the clear instruction and the support from the teacher are crucial for the students in learning with GWIMBLE.

With respect to the results, it can be concluded that the improvement in the students' writing ability has resulted from the GWIMBLE's activities, the instructional model of genre analysis, and the blended-learning platform supported by the application of technological tools to search for sample texts, to compare texts, to compose the paragraph, and to publish the paragraph. However, there are some

drawbacks regarding to the level of student's language proficiency, and the tasks that the students could finally overcome the training. Thus, the findings from this study conform to the results of the previous study which found that a genre-based approach and a blended-learning environment have positive effects on promoting the students' writing ability.

5.3.2 The development of thinking skills after implementing the GWIMBLE

The study investigated the students' thinking skills through the use of the genre-based instructional module in a blended-learning environment (GWIMBLE), and the results showed that their thinking skills had been significantly enhanced. The students gained higher posttest scores in all of the Bloom's revised taxonomy thinking elements highlighted by Anderson et al. (2001), namely remembering, understanding, applying, analyzing, evaluating, and creating. This can be seen from the mean score of the posttest, which was 21.15, compared to that of the pretest, which was 46.52. Also, the analysis of the stimulated recall showed the development of the students' thinking skills. The students reported higher numbers of thinking elements in the last two stimulated recall interviews. The results in this study correlate with the related research studies which state that the genre-based approach is an essential tool to promote the students' thinking skills (Hyland, 2013; Lassiter, 2014; Schleppegrell, 2004; Wongchareunsuk, 2001). They could be explained by the fact that the GWIMBLE provided a positive environment which could stimulate thinking skills. They also concur with a study which states that a blended-learning environment is also one that has a positive impact on students' thinking skills (Wegerif & Dawes, 2004). In the next section, the following two points concerning the development of thinking skills are discussed: (1) the development of the students' lower-order thinking skills (LOTS), and (2) the development of the students' higher-order thinking skills (HOTS).

5.3.2.1 The development of the students' lower-order thinking skills (LOTS)

There is consistency between the posttest scores and the stimulated recall. Both instruments showed that the lower-order thinking skills (LOTS) – namely remembering and understanding, and applying – are the most developed skills. According to the findings, there were three factors that affected the improvement in the skills of remembering and understanding (1) the instructional model of genre analysis, (2) the students' prior knowledge, and (3) the application of technological tools in the online classroom.

The first factor is that the stages in the instructional model of genre analysis could play an important role in developing the students' lower-order thinking skills. First, the 'modeling the text' stage could help develop the students' remembering and understanding since that stage is related to the text analysis activities. This means that the 'modeling the specific text' stage was able to provide the students with various examples from both the teacher and their own online searches, uses of language features, and a choice of vocabulary. It helped them to understand the concept of what to write and how to write in each genre effectively. Thus, they could apply the knowledge that they gained when composing a paragraph. One of the interview excerpts showed that a student studied the examples and then applied what she had learnt to her own writing: *"I observed from the examples given by the teacher. I also studied my peers' outstanding works, and applied it to my paragraph."* The findings were consistent with the study by Huitt (1992) that the more connections the students have with the concept, the more information they are likely to remember. Therefore, when the students were asked to compose their own paragraphs, they were able to recall their knowledge to complete their writing. According to the results of the stimulated recall interview, they successfully recalled the rules of paragraph organization and the language features that are appropriate for each genre, from the examples discussed in the classroom during the 'modeling the text' stage, and applied this knowledge in their collaborative and individual writing, for example, *"I studied the way to write the paragraph from the teacher's example and from my previous writing paragraph."*

Additionally, the links between the stages of the instructional model of genre analysis could help improve the students' applying skill. The objective of the instructional model was to train the students to apply the knowledge from what they had done in the previous stage to the next stages. One of the students' excerpts showed that the student applied all the knowledge she had gained in the previous lesson into the later lesson: *"I applied the rules and knowledge of writing that I have studied into my work."* In brief, what the students learnt from the "modeling the specific text stage" was applied to the "collaborative writing stage". Then, the knowledge from the first two stages was recalled again in the "self-writing stage". In the stimulated recall, the students addressed the fact that they applied the rules of transitions and imperative sentences, which they had learnt during the 'modeling the specific text' stage, in the collaborative writing and self-writing stages of procedural writing. Therefore, they could use transitions and the imperative appropriately when they completed their final tasks of the procedural writing stage, for example, *"I used the imperative sentence since it is the most suitable form to write a procedural paragraph"*. Similarly, the students also showed that they could employ the rules of spatial order in descriptive writing, for example: *"I used the spatial order, bottom to top, in my work. I decided to describe the first floor of the building first and moved to the second floor."* Additionally, they could use past tenses in their narrative writing, for example: *"I used past tense since it talked about the story that occurred in the past."* Finally, they could use opinion transitions in their persuasive paragraphs, for example, *"I used to 'begin with' to introduce the body and 'for example' to give an example to make it easier to understand."* According to Kellogg (2008), the writer has difficulty in composing a fluent and quality piece of written work without applying the accessible knowledge, and that the writer needs to be trained in the skill of applying the knowledge so that they can retrieve and use what they already know while writing.

The second factor related to the development of lower-order thinking skills is the students' ability to recall their prior knowledge to compose the paragraph. The students showed that they were able to evoke what they already knew, both from the previous class and from their previous experience, and then apply it to the writing tasks in terms of content.

According to Marzano (2004, p. 1), "what students already know about the content is one of the strongest indicators of how well they will learn new information relative to the content". In this study, the students were asked to write 12 paragraphs within four genres, so the students showed that they recalled and selected a suitable scheme of knowledge in their writing assignments. The first example of this was when the students used their knowledge of a cooking recipe in the procedural writing tasks by describing how to cook a dish that they had to eat for one week within a 50 baht budget. During the procedural writing stage, the context of the cooking was only implicitly discussed in the classroom, but the students could explain from their prior knowledge how they would write a paragraph on how to cook the dish, for example, *"I decided to make 'eggs in the sweet gravy' because it was cheap and easy to cook and I could search for the recipe on the internet."* Moreover, grammatical rules were only implicitly taught during the instruction, but the students showed their ability in choosing the grammatical rules that were appropriate for their paragraph in each genre, for example: *"I used present simple because it was related to introducing."* and *"I used past tense since it talked about a story that occurred in the past."*

The last factor possibly leading to the development of the students' lower-order thinking skills, especially the "applying skill", is the benefits of the technological tool that served as the learning platform of the GWIMBLE. In this study, the students were required to publish the final draft of their composed paragraph on the online platform called Facebook. It revealed that the students' pieces of writing which were shared online became a resource for other students to study their uses of language and paragraph structures, which they could then apply in their own writing, for example: *"I observed the peers' work on Facebook to learn about the pattern and form of writing"*. Another related excerpt mentioned that *"I studied my peers' outstanding works, and applied what I have learnt in my paragraph."* Additionally, the students' were required to review their peers' work published in the Facebook group. That is to say, the paragraphs that were posted on Facebook became resources which the students used to apply knowledge of paragraph organization and move analysis, and language features in order to give comments on their peers' paragraphs. Precisely, without knowing how to use the paragraph features and organization, the students would not be able to provide their classmates with feedback

on the paragraph published weekly in the Facebook group. Additionally, the students were able to apply what they had learned from reviewing their peers' paragraphs and getting feedback from peers to improve their writing, for example: *"I had to submit the assignment through Facebook and made a comments on my peers' works and study the mistakes or the strong points to improve my further writing."*, and *"I think Facebook is a source of information where I could read my friends' work and received their comments."* The results concurred with Rodliyah (2016) that publishing their work online facilitates students to learn from peers' work in terms of expressing the ideas, arranging sentences, and choosing words and apply the knowledge to construct and improve their writing.

5.3.2.2 The development of higher-order thinking skills (HOTS)

Higher-order thinking skills are considered as complex thinking skills in Bloom's revised taxonomy that can be difficult to master. However, the study showed that the students' higher-order thinking skills were enhanced. According to the data from the tests, all elements of the higher-order thinking skills–namely analyzing, evaluating, and creating–were significantly enhanced. Meanwhile, the data from the stimulated recall revealed that those skills were less frequently mentioned. That is because when students mentioned analyzing, evaluating, and creating, they always mentioned remembering, understanding and applying as the starting points of their writing process. These lower-order thinking skills are less complex skills in the Bloom's revised taxonomy, and they are the foundation of the other higher-order thinking skills in the taxonomy. According to Anderson et al. (2001, p. 309), Bloom's taxonomy provide a framework for the hierarchy of the six major categories of the Cognitive Process Dimension, which are ordered in terms of increasing complexity. Remembering is seen as less complex than understanding, which is less complex than applying, and so on. To be more specific, lower-order thinking skills (LOTs) are fundamental to higher-order thinking skills (HOTs) as students experience a cognitive demand in writing because the tasks require them to analyze, discuss, construct an outline, give feedback, and create the content of the writing.

In this study, there are two main factors related to the development of higher-order thinking skills: (1) the peer review, and (2) the instructional model of genre analysis.

Firstly, the peer review in the Facebook group could promote the skills of analyzing and evaluating. In this study, the students were asked to review their peers' published work through the Facebook comment box, which is located under each specific post. The students' peer review on Facebook also proved the students' analytical and evaluating skills since they assessed their peers' work in terms of language use and explored the relationships of the paragraph's move analysis. After that, the students were asked to critically evaluate their peers' paragraph and comment on them. The findings were consistent with those of Wood and Kurzel (2008) in that peer assessment and peer review is an authentic approach to assess student achievement as well as contribute to the development of the students' critical thinking and self-evaluation.

In addition, the instructional model of genre analysis could promote the students' skills in evaluating and creating. First, process writing was applied in the model in order to promote students' evaluating skill. In this study, the students were required to compose a paragraph every week. The students had to get through the process of outlining, and then write a first draft. Then, they had to revise and edit their first draft before transforming it into a digital file as a final draft and sharing it online. In the stimulated recall, the students mentioned how they evaluated their own writing, as in the following excerpts: *"I checked and edited my grammatical mistakes."* and *"I revised some sentences by rearranging them and making them more accurate."* It could be inferred that the students had an opportunity to self-evaluate their own ability in every piece of their writing, meaning that the process writing integrated in the instructional model of genre analysis helped develop the students' evaluating skill. According to Hedge (2000) and Hyland (2003), in process writing, the teachers trained the students to become self-aware and to self-evaluate the activities and strategy of writing; this is also a process of discovery and thinking.

Next, the three stages in the instructional model were designed to promote the creating skill. Creating is the most complex thinking skill as regards Bloom's revised taxonomy. To achieve it, the students should apply the other thinking skills in the

taxonomy to reach the top of the hierarchy. According to Churches (2008), before students can create, they must have remembered, understood, applied, analyzed, and evaluated. Regarding the stages of the instruction, the lower-order thinking skills could be promoted in the 'modeling the text' stage. Next, in the collaborative writing stage, the students got the opportunities to help each other compose a paragraph by sharing ideas and knowledge; they had to choose what is appropriate for their paragraph and compose it. Last, the students needed to integrate all the knowledge and experience from the previous steps to design their own paragraph in the self-writing stage. Hence, it showed that the instructional model could scaffold the students in reaching the highest levels of creative thinking ability.

In addition, task instructions could help facilitate the students' thinking skills. First, Bloom's revised taxonomy action verbs were integrated into the task instructions, serving as guidance to elicit thinking, for example: *"Design a new dish that suits Adam's preference. You need to describe the dish by describing what it is and how it tastes. Then, explain how to cook this dish."* The example shows that in order to "create" a new dish, the students had to practice their remembering and understanding skills by "describing and explaining" the dish. Also, they needed to apply their evaluation skill to select the best dish for Adam.

Moreover, the task instructions of each writing unit were designed to promote the students' creative thinking skills, for example: create a 50 baht menu that the students can eat for five days, design a new building for the university, narrate the story of a university urban legend, and develop a paragraph to solve Tom's further education problems. The aforementioned task instructions showed that practicing skills in creating was promoted in every unit, and the data from the stimulated recall showed the students' ability to creatively compose a paragraph, for example: *"I selected the characters and the theme for my legend. I also planned the situation that the characters would face."* Additionally, the tasks also required the students to generate their final drafts using an online presentation program in order to share the outcomes in the Facebook group. That is to say that this task's direction could promote the students' creating skills along with their evaluating skill. This is because the students had to select the proper features and proper program to create their final draft, for example: *"I used poster features in Emaze because it is interesting as we*

could read it in one page. Since we had to persuade the readers, one-page reading is suitable." In brief, the task requirements act as a ladder for the students to climb from the least complex thinking skill to the most complex thinking skill, called "creating."

In conclusion, the development of the students' thinking skills resulted from the GWIMBLE's instructional model of genre analysis, the application of technological tools, the online platform for peer reviewing, and the tasks' requirements.

5.3.3 The students' attitudes towards the GWIMBLE

The results of the attitude questionnaire uncovered the positive attitude of the participants toward the GWIMBLE. The overall mean score was 4.44, from which it can be interpreted that the participants were satisfied with the treatment. Another set of data from the verbal protocol reports received from the positive attitude questionnaires was analyzed. The highest mentioned components regarding the positive attitude are cognitive capability and values. Likewise, the verbal report from the focus group interview showed a positive opinion toward the treatment as regards to similar components. Thus, the two highest elements regarding the positive attitude - cognitive capability and value - are discussed.

Cognitive capability

Among all elements of positive attitude, cognitive capability was reported with the highest frequency by the students in both the attitude questionnaire and the focus group interview. Two factors causing the positive attitude toward cognitive capability are: (1) the effectiveness of the GWIMBLE in improving the students' writing ability, and (2) the effects of the peer review activity.

Proving the success of the GWIMBLE in improving the students writing ability, the students acknowledged that they now write a paragraph in English more fluently. The qualitative data proved that the GWIMBLE helped improving the paragraph writing of the students, since it guides the students to use grammar correctly, as well as understand the paragraph moves. Thus, the students could produce a systematic paragraph. To be precise, the students believed that they understood what to write and how to write a paragraph better. Regarding the

GWIMBLE, the students reflected on the fact that the GWIMBLE was able to improve their ability in the way that they could write a paragraph more systematically and also increase their ability to write. The students mentioned that comparing their present pieces of work with previous ones showed that they could write better in terms of paragraph organization and ideas. Importantly, the students mentioned that they were less stressed when they had to write, unlike before. The findings concurred with a study by Challob et al. (2016) who studied the effects of the collaborative blended learning environment on EFL students' appreciation and performance. The students perceived the blended learning activities as helping them reduced their writing anxiety and improved their writing performance in both the micro and macro aspects of writing.

The peer review acted as another factor related to the students' positive attitude in cognitive capability. In this present study, the students also showed a positive attitude toward the peer review activity. This finding showed that the students thought that the peer review was useful for them in terms of hearing the voice of others. The students' online peer assessment showed that the students gave feedback on their peers' compositions by making comments on the paragraph moves, and the writing styles. They reported that the aforementioned types of feedback and comments from peers helped them to revise the paragraph in an effective way. According to Min (2006), the peer review feedback had a positive impact on EFL students' draft revision and the quality of the writing text. The aforementioned statement shows that the reviewers were interested in their peers' work and participating in the activity, and it can be interpreted that the students displayed positive attitudes toward the GWIMBLE. The findings correlated with the study by Srijongjai (2013) who explored students' attitudes towards collaborative feedback activities in a blended-learning setting and found that students have positive perceptions of collaborative feedback activities used in face-to-face and online environments.

Value

The second highest component was value. This is related to the usefulness and the advantage of the GWIMBLE in terms of the students' English writing. In this

study, the students mentioned the values of the GWIMBLE in two ways: (1) peer review, and (2) the application of technological tools.

Regarding the students' awareness in terms of the usefulness of the peer review for improving their writing ability, the students claimed that this activity helped them to compose a more accurate paragraph. The students claimed that the factor which most influenced the improvement in their writing was the peer and group learning. They could observe their classmates' ideas and work, as well as receive useful feedback to edit and revise their paragraph. Using an online peer assessment in the form of feedback could enhance the effectiveness of learning and could promote students' positive attitudes, perception of peer assessment and perception of the course (Wen & Tsai, 2006).

In this study, it was also evident that the students could see the usefulness of the application of technological tools in learning English writing. The students applied digital tools for many purposes, such as searching (by using WWW, YouTube, and Pantip), creating (by using Emaze and Storybird), sharing (through the Facebook application), and peer-evaluating (through the Facebook comment box). The students also confirmed the effectiveness of the technological tools in that Emaze and Storybird supported them in the creation of an interesting final draft, while Facebook was a useful channel for publishing the final draft, and giving and receiving comments, both as compliments and suggestions for further writing. The findings also correlated with the research study by Larsen (2012) and Miyazoe and Anderson (2012), who explored the effectiveness of the ESL/ESL students' perception toward the effectiveness of using a blended learning approach in enhancing writing skills. The studies found that students were positively aware of the practicality of blended learning in improving their writing ability.

Moreover, the value of the course is perceived through the positive advantages for their further learning. The students mentioned that the writing practice in the GWIMBLE helped them improve their writing ability and styles, and they wanted to write at a more advanced level. Students also reported that they could apply the knowledge gained from using the technological tools in their paragraph as well as other courses.

Relationship between cognitive capability and value

In addition, it could be said that there is a positive relationship between cognitive capability and value. According to Abidin et al. (2012), the success of the students in learning a new language is based on the students' attitudes toward it. The findings in this study were consistent with the aforementioned study. The results of the present study show that cognitive capability and value tend to come together. It could be said that when the students are aware of the usefulness of learning, they will show positive affective reactions in a particular subject. The findings correlated with the study by Robinson (2009) that meaningful education can be created by an appropriate personalized condition. That is to say, if the students enjoy doing activities, they are likely to have a positive attitude toward the GWIMBLE and toward English writing. It could also enhance their ability in English writing. In this study, the GWIMBLE was successful in creating a positive classroom environment, so the students showed willingness and made effort to study. As mentioned by the students in the verbal protocol report, they were looking forward to studying in the GWIMBLE class, and they thought that the GWIMBLE helped them to overcome all difficulties in writing due to the flexible technological tools and the supported classroom activities. Thus, they could write better and now also prefer to write essays at a more advanced level and cover other text-types of essay. In summary, the students' cognitive capability correlates with the students' performance in learning.

From the results, it can be concluded that the students' attitudes toward the course are marked by the students' comments on the usefulness of the peer feedback and the technological tools. They believe that these two factors facilitated them to compose a better paragraph than before. Also, if the students realize the benefits of learning writing, their performance in writing improves.

To this end, the significant improvement in the students' writing ability and thinking skill can be seen in the results of applying the instructional model of genre analysis and the implementation of technological tools.

5.4 Implications

According to the results of the study, the genre-based writing instructional module in a blended-learning environment (GWIMBLE) is characterized as an approach that can improve the writing ability and thinking skills among undergraduate students majoring in English. Therefore, integration of this module into writing instruction is advised. The following suggestions are derived from the research findings for research consumers and instructors who wish to implement the GWIMBLE in English writing instruction for EFL students.

5.4.1 Implications for the EFL instructors

Instruction with the GWIMBLE shows a promising significant improvement in the students' writing ability and thinking skills. Therefore, there are some pedagogical implications for the teacher who plans to use the GWIMBLE in writing instruction. They are as follows.

5.4.1.1 Implications for the integration of the genre-based instructional model

The GWIMBLE was found to be effective because the students developed their writing ability and thinking skills to a significant level. It is believed that genre-based writing has positive effects on improving the students' writing ability (Changpueng, 2009; Kongpetch, 2003; Krisnachinda, 2006; Payaprom, 2012). The present study developed the instructional model of genre analysis by comparing the correlation between genre teaching and the learning cycle developed by Hyland (2013), Martin and Rose (2005), and Widodo (2006). Therefore, the English writing teacher in any course or at any level should apply the GWIMBLE's instructional model of genre analysis in the classroom, with emphasis on text analysis and constructing the text, which includes the stages of (1) modeling the specific text, (2) collaborative writing, and (3) self-writing. Also, recommendations on applying the GWIMBLE with low-proficiency students are followed.

Modeling the specific text stages

The aim of the modeling stage is to facilitate the students to analyze the text in order to learn its purposes, organization, moves, and language features. Therefore, the teacher should implement this stage during the instruction in order to help the students to learn the purposes and features of the text. Thus, they will be able to apply the knowledge in their writing. Changpueng (2009) mentions that the knowledge of text should be taught to enable students to shape their work to the convention of target genres, and the instruction of genre analysis helped students to see, remember, and understand the significant components of each genre. Therefore, students need to be explicitly taught the knowledge of paragraph organization, language features such as transitional signals, grammatical rules, and sensory and emotional details. Additionally, the teacher should teach them how to analyze the paragraph moves and the purposes of each paragraph's text type. It will benefit the students to get a better understanding of what to write, why they are writing it and how they can construct a paragraph in each specific genre. However, low proficiency students may face difficulty in doing text analysis, so support from the teacher and high proficiency peers is needed in this stage. The support can be conducted in terms of classroom discussion, games, pair work, or group work. Another item that could possibly help the students to effectively analyze the paragraph is the analysis guideline form for the students. It will benefit students in terms of knowing what to focus on while participating in the tasks. Sutherland (1992) mentions that support from the teacher and peers as well as the teachers' guidance can facilitate the students to learn, and go beyond their actual capability.

In terms of promoting the students' thinking skills, tasks that help students to familiarize themselves with the concepts and features of the text they have analyzed should be conducted. This will enable students to remember, gain better understanding of the concepts, and be able to apply the knowledge effectively and automatically when they write their paragraph. Changpueng (2009) and Udomyamokkul (2004) state that when the students become familiarized with the text, they make increasing progress in completing the writing task by themselves. This can be done by providing students with tasks that enable them to take part in activities such as genre-analysis classroom discussion, games, and collaborative writing.

Collaborative writing stages

The next stage of the instructional model of genre analysis is the collaborative writing stage. The aim of this stage is to allow students to become more familiar with the text as well as collaboratively construct a paragraph with classmates in a small group, using the results from the genre analysis activity in the 'modeling the specific text' stage. Also, this stage allows students to learn from and share each other's ideas, and select the best pieces of knowledge and information for their writing. Other than that, it can be one of the strategies that peers could use to support each other to learn in order to produce an accurate paragraph. Dobao (2012) mentions that writing tasks that are collaboratively completed offer a way for students to solute their language-related problems, co-construct new language knowledge, and produce more accurate written text. Additionally, Storch (2005) found that collaborative writing could help improve the proficiency of the text writer in terms of task fulfillment, grammatical accuracy, and complexity. Hence, the teacher can facilitate the students in the negotiation of the paragraph's content and ideas by enabling them to create the outline of the paragraph. In this study, the mapping was implemented as a written outline of the students' work. Therefore, the teacher allowed the students to work in small groups of 3-4 and let them create the outline of the writing. Then, the teacher let each group share their outline with the class. This sharing idea is another way to open the discussion to the floor, where the other students in the class can help their peers shaping their work through feedback. Murphy, Wilkinson, Soter, Hennessey, and Alexander (2009) mention that classroom discussion has benefits for students' comprehension, and critical-thinking and reasoning outcomes.

This study was designed by implementing the peer review as a task to help the students support each other to promote their writing accuracy. It turned out that the peer review through the comments box on Facebook had a benefit in enhancing the students' writing ability. Also, the peer review showed its ability to promote the students' thinking skills, especially the analyzing and evaluating skills. According to Wood and Kurzel (2008), peer assessment and peer review is an authentic approach to assess student achievement as well as contribute to the development of the students' critical thinking and self-evaluation skills. Students doing the review received many benefits in terms of getting an external perspective to improve their work. Also,

students who act as reviewers may get ideas on how to improve their own work (Sims, 1989). The teacher should apply peer review in the classroom since it can help the students to feel more confident when they have to write independently, and it could foster their thinking skills. To make it efficient, students should be trained in carrying out the peer review task. The training session can be done during week 1 to week 3 of the semester. It is also crucial for the teacher to monitor the students' peer review performance and get ready to support the students when they require some help.

Self-writing stage

The last stage in the model is when the students were allowed to integrate all the knowledge from the previous stage to create the paragraph individually. That is to say, this stage requires the students to use the most challenging skills. Thus, the teacher should provide the students with support in terms of discussing the paragraph outline, in order to help the students frame their ideas. Also, the teacher should provide the students with the clear objective of the writing tasks and clear task instructions so the students can see the purpose of the writing. In this study, the students were assigned to write in every lesson and the data from the stimulated recall showed that the students were more relaxed and gained motivation in writing in the last two units. Therefore, weekly writing practice helps the students to become more at ease in writing by themselves.

Applying GWIMBLE with low proficiency students

According to the research findings, GWIMLBE proved its effectiveness in terms of developing the students' writing ability and thinking skills; however, the study was conducted with students with a good command of English language. However, the results might have differed if the study was conducted with low proficiency students. Thus, the weakness of the GWIMBLE is that it is appropriate for students who are somewhat high in proficiency. It means that the students who take GWIMBLE should have the ability to write at least at the sentence level. However, if the teacher prefers to apply GWIMBLE in the writing classroom with elementary

students, modifications in terms of the number of tasks, choice of genres, and writing time, and also teacher support are important concerns.

5.4.1.2 Implications for the integration of a blended learning environment

Blended learning has shown advantages for both teacher and student in the genre-based instructional module. The teaching and learning time in both face-to-face and online learning allowed students to work and interact with the teacher and their friends. Also, self-learning time online, with teacher support and peer comments, proved the effectiveness of the module in improving students' English writing ability and thinking skills.

Appropriately integrating blended-learning to support the students' learning is required. To promote the students' skills in learning with technology, the teacher should apply blended learning in appropriate concepts that are related to the learning goals, resources, and environment. The concepts are: 1) the incorporation of web-based technology to accomplish an educational goal; 2) the combination of pedagogical approaches required to produce the best learning outcome; 3) the combination of any form of instructional technology with face-to-face instructor-led training; and 4) the combination of instructional technology with actual job tasks (Driscoll, 2002). The good selection of a blended-leaning concept that correlates with the learning objectives will benefit the students in terms of learning achievement, and they will be able to apply it to pursue the knowledge required for their personal or professional purposes.

Nowadays, technology plays an important role in learning and many technological tools. That is to say, technological tools do not support the students' learning in school, but they promote the students' lifelong learning. According to Harvey (2004), lifelong learning can be defined as taking part in learning activities formally and informally throughout one's life. Web 2.0, and more recently 3.0, have been able to facilitate lifelong learning. This is because the Web 2.0 and 3.0 bring the students in closer contact with the technological tools, the virtual environment and immersive world that help the students to gain information to build their knowledge and promote their learning (Loureiro et al., 2012). Thus, it is crucial for the teacher to promote digital literacy skills among the students. The elements of digital literacy

skills consist of ability to access, manage, integrate, evaluate, create, and communicate (Loureiro et al., 2012). In order to train the students in digital literacy skills, the stages in the instructional model of the genre analysis of the GWIMBLE could possibly be applied because the objective of this GWIMBLE model is to allow the students to remember, understand, apply, analyze and evaluate so as to gain the knowledge and skills required to create the text. Additionally, once the students master these skills, they can then perform effective research, choose appropriate information, give feedback, collaborate, produce and share knowledge.

The application of each technological tool in this study is also reflected in the positive effects of the course. First, the use of social media such as Facebook encourages the students to learn since they usually visit the site frequently, so they never miss news that appears on the wall. This meant that the students' could see the task assignments that were posted on the wall, and they could see the peer assignments that had recently been published in the Facebook group. The Facebook group also had a feature which allowed students to upload and download materials and digital files, and see and give their peers comments on the assignment they had shared. Tananuraksakul (2014) explored Thai undergraduate students' experiences in using a Facebook group as a blended-learning environment in a writing class and found that Facebook proved to be useful as a tool for Thai students to learn. The teacher needs to plan tasks that allow students to publish work on Facebook and also create additional tasks that allow other students to engage with the assignment post on Facebook, such as commenting on their peers' work, continuing the story, or voting for the best writing.

In this study, the students mentioned that they used Pantip and YouTube as sources of information. However, they had to be encouraged to think critically about whether they could believe the information from these two sources. Google was also a significant website where the students could find information, references, and samples for their paragraph. However, the teacher should employ these online sources with guidance and support. To help the students gain skills in choosing resourceful and reliable information, the teacher should train the students by reserving a session to discuss the reliability of the media from non-academic websites. Also, teachers should interact with the students online in order to create a stress-free environment, and make

them feel more comfortable to share their work and give comments. Moreover, the concept of plagiarism needs to be focused on to raise their awareness of not stealing and publishing other people's work and passing it off as their own. This could be done as classroom discussion on the concept of plagiarism as well as case studies addressing it.

5.4.2 Implications for students

The genre-based writing instructional module in a blended-learning environment (GWIMBLE) is believed to develop students' writing and thinking skills. Thus, students should implement the GWIMBLE as follows.

First, the students should apply the stages of the instructional model of genre analysis in other academic genres of writing, such as example paragraph, definition paragraph, cause and effect paragraph, comparison and contrast paragraph, etc. The aim of applying the stages is to learn the organization, moves, language features, and purposes of a specific genre when they have an opportunity to write or when they prefer to practice writing their one-paragraph-level writing. Moreover, the stages are also able to be applied in their higher-level writing and in other kinds of academic writing such as the journal, report, project and thesis. The stages are also able to be applied in non-academic writing such as poems, novels, short stories, blogs, and on a forum in the case that they are interested in writing as a hobby.

Since the peer review showed its effectiveness in promoting accurate writing, the students should apply the process of peer reviewing in order to improve their writing, and also their analyzing and evaluating skills in their other English writing courses. This can be done through pairing with their best friends and taking turns evaluating each other's assignments. To do this, students will not only be able to enhance their writing but they will also have a chance to brush up on their background knowledge, review their lesson, and practice the skills of evaluation and generating ideas.

In terms of blended learning, students are advised to make use of technology in their learning, not only in English writing but in every course. Students should realize the appropriate use of media and technological tools in both their real life and

their learning. Importantly, the students should realize when to use and how to use technology in both the face-to-face classroom and online classroom.

5.5 Limitations of the study

Some limitations of the study can be acknowledged as follows:

First, this study is subjected to the impact of confounding variables such as other English courses. The study was conducted in a semester when the students were enrolled for other English subject courses such as the Fundamental English course. This suggests that there could have been the opportunity for the students to practice writing in other courses and this might have affected their writing ability.

Second, this study is limited in terms of the semester's time constraint. Since the study was conducted in one semester, and the students were required to master writing a paragraph in four genres within 15 weeks. It might be possible that the students had only a limited time to crystallize the language features and the purpose of each genre. One semester practice might have limited the students' fluency in writing, so the extension of the practice time such as to two semesters should be considered.

Last, this study is limited in terms of the digital platform of learning. Social media such as Facebook was successfully substituted as the means for online learning because an educational platform like Edmodo was unsuccessfully implemented during the pilot study due to the low level of the students' participation. Thus, the digital learning platform that the students are familiar with comes into play in the online sessions.

5.6 Recommendations for further study

The following areas could be investigated for further study, according to this research study.

First, it is recommended that other researchers who intend to enhance the students' writing ability and thinking skills using the genre-based instruction in a blended-learning environment conduct future experiments with other sample group, such as non-English majors, secondary or high school students, or in other universities.

Second, this study had a one-group pretest and posttest design. It is recommended that researchers add more groups to future studies, such as a control group and a treatment group, in order to compare the results of the effects on writing ability and thinking skills.

Third, further research should focus on exploring the effects of a blended-learning environment on other skills, such as listening skills, reading skills, and writing skills. Additionally, it is worth exploring blended learning in different courses.

Fourth, this study used stimulated recall to collect qualitative data to explore the students' thinking skills. In order to investigate the students' thinking more profoundly, other instruments such as student log and classroom observation could be employed in further studies.

Fifth, the present study investigated students' writing ability by comparing the scores of the pretest and posttest. It is recommended that further studies should explore the effects on writing ability by employing other instruments, such as writing tasks as a tool to investigate students' writing.

Last, the explicit teaching of thinking skills should be conducted, so students will get a better idea of what skills they are practicing. Thus, students will be able to show their ability in using the skills accurately while working on the tasks.

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APPENDICES

APPENDIX A: Course structure - Details of the genre-based writing

instructional module in a blended learning environment (GWIMBLE) course

1. **Goals**

Students will have the ability to write and think in various genres, namely description, narrative, procedure, and exposition, by using different kinds of technology as a tool.

2. **Course objectives**

At the end of the course, the students should be able to:

1. Describe the process of how to cook in a paragraph form.
2. Tell an urban legend in a narrative paragraph.
3. Write a paragraph describing a place.
4. Express their opinion toward current issues in a paragraph.

3. **Course structure**

The genre-based writing instructional module in a blended learning environment is developed for the undergraduate first-year English-majored students at Srinakharinwirot University. It is a fifteen-hour course that will be taught three hours per week. It is a part of the EN 131 Basic Writing course which is a compulsory course. The structure of the course is as follows:

Course title: EN 131 Basic Writing course
Credit: 3(3-0-6)

Course description:
A study of English grammar and practice in writing sentences and paragraphs, including writing processes and organization

Course objectives:
1. The students will be able to recognize patterns, the organization and the process of writing.

2. The students will be able to apply the correct use of sentence structures, grammar, mechanics, organizational patterns and the writing process in their expression of ideas.

3. The students will be able to write well-organized, coherent and unified paragraphs or short compositions.

4. Course contents of the study

The genre-based writing instructional module in a blended learning environment course contents are divided into 4 units, as follows:

Unit 1: Procedural writing

Unit 2: Descriptive writing

Unit 3: Narrative writing

Unit 4: Persuasive writing

There are three lesson plans in each unit plan. Each unit plan will be applied in the classroom for three weeks. The time allocation for each lesson is three hours. The structures of the unit plan are as follows:

Lesson 1: *Modeling the text*

This lesson is focused on analyzing the language features and the paragraph organization of the text. In the face-to-face learning, students will study the useful language and structure that are needed to construct the writing in a particular genre.

In the online learning part, the students will be asked to compose a text imitating the sample text through the technology in blended-learning tools.

Lesson 2: *Writing process*

This lesson is focused on teaching how to write a text in a particular genre, based on the language and structure of the model of the text. In the face-to-face learning, the students will be asked to construct the text through the stages of listing, outlining and first drafting, peer reviewing, editing, and final drafting. The students will be asked to work in pairs or in small groups.

In the online learning part, the students will individually repeat the stages of listing, outlining and first drafting, based on the prompts given, and share their work on the Facebook group. The peers will be allowed to comment on the published work.

Lesson 3: *Writing the final draft*

This lesson is focused on introducing the technological tool for each type of genre, such as Storybird, online forum etc. During the face-to-face lesson, the students will be asked to model the text using the specific technological tool. Then, the teacher will ask the students to peer review their classmates' online work from lesson 2. After that, each student revises and edits their work.

In the online session, the students will be asked to complete their final draft based on the technological tool mentioned in the face-to-face session. The students will be asked to share their works online. The other students can comment their peer's work.

5. Audience

The audience of this course is the thirty-five students majoring in English from the Faculty of Humanities at Srinakharinwirot University, who are enrolled in the EN 131 Basic Writing course in the first semester of the 2016 academic year.

6. Lesson plan

There are four unit plans that consist of 12 lesson plans in this study. Each lesson plan will be conducted according to the framework of a genre-based instructional module in a blended learning environment (GWIMBLE) in order to enhance the students writing ability and thinking skills. In every lesson, the instruction will be divided into two parts that are face-to-face instruction, and online instruction. The instructional methods will be followed the stages of genre-based teaching and learning cycle that is modeling the text, collaborative writing, and self-writing. The lesson scope and sequence is presented in Appendix B and the sample lesson plans are presented in Appendix C.

APPENDIX B: Scope and sequence of the genre-based writing instructional module in a blended learning environment (GWIMBLE)

Unit	Content	Text types	Teaching activity	Teaching materials	Teaching procedure	Assignment	Evalua-tion
Unit 1: Procedural Writing (SWU secret recipe)							
1(1)	Modeling the procedural text	Cooking recipe	Face-to-face: Modeling the text	Hand out: procedural paragraph 1	1. Teacher asks the students to analyze the characteristics and features of a procedural paragraph.	**-**	Observa-tion
			Face-to-face: Modeling the text	Hand out: procedural paragraph 2 Exercise Handout	2. Students identify the organization of a procedural paragraph. 3. Students identify the transition signals of a procedural paragraph: time order and listing order. 4. Students identify the imperative sentences. 5. Students create the topic and concluding sentence of a procedural paragraph.	Writing a topic sentences for procedural paragraph	Scoring rubric
			Face-to-face: Collabora-tive writing	Handout: writing prompt	6. Students compose a procedural paragraph using the elements from the given examples.	Web blog writing on how to make a special dish	Procedu-ral writing rubric (See Appen-dix G)
			Online: Self-writing	Facebook	7. Students construct the online procedural writing and post it on Facebook.	Web blog on how to cook your signature dish	Procedu-ral writing rubric (See Appen-dix G)

1(2)	Procedural writing processes	Cooking recipe	Face-to-face: Modeling the text	The students' Facebook post	1. Students tell the features and functions of a procedural paragraph. 2. Students analyze the characteristics and features of a procedural paragraph.	Identify the organization and features of the text.	Observa-tion
			Face-to-face: Collabora-tive writing	Online paragraph about how to cook food. Exercise handout	3. Students write an outline of a procedural writing. 4. Students construct the first draft of a procedural writing. 5. Students revise and edit the first draft of a procedural writing.	Outline writing First drafting Revising and editing the draft	Scoring rubric
			Online: Self-writing	Facebook	6. Construct the first draft of SWU secret recipes.	Write the first draft of the SWU secret recipes	Procedural writing rubric (See Appendix G)
1(3)	Procedural writing: write a SWU secret recipes	Cooking recipes	Face-to-face: Modeling the text	-	1. Students tell the writing process of a procedural writing.	-	Observa-tion
			Face-to-face: Modeling the text	The presentation programs e.g. Emaze, Prezi, Storybird, and etc.	2. Students identify the features of the selected presentation program. 3. Students tell the process of how to construct the presentation using program selected.	Identify the organization and features of the text	Observa-tion
			Face-to-face: Collabora-	Students' first draft of	4. Students conduct the	Revising and editing the	Peer review

			tive learning	the SWU secret recipes	peer review. 5. Students revise and edit the first draft of a procedural writing.	first draft	
			Online: self-writing	Student's presentation on Facebook	6. Students construct the online procedural writing via presentation program and share it on the Facebook.	Creating a presentation of SWU secret recipe and publish it on Facebook.	Procedu-ral writing rubric (See Appen-dix G)
Unit 2 Descriptive writing (The local attraction around SWU)							
2(1)	Modeling the descriptive text	Brochure	Face-to-face: Modeling the text	Hand out: A descriptive paragraph	1. Students analyze the characteristics and features of a descriptive paragraph.	-	Observa-tion
			Face-to-face: Modeling the text	Hand out: A descriptive paragraph	2. Students identify the organization of a descriptive paragraph. 3. Students identify the adjective that describe a place. 4. Students identify the sensory words. 5. Students create the topic and concluding sentence of a descriptive paragraph.	Identify the organization and features of the text.	Observa-tion
			Face-to-face: Collabora-tive writing	Handout: The writing prompt	6. Students compose a descriptive paragraph using the elements from the given examples.	Collaborative writing describing one of the famous places in Thailand.	Descrip-tive writing rubric (See Appen-dix G)

			Online: Self-writing	Facebook Handout: The writing prompt	7. Students construct the online descriptive writing about their photograph on Facebook.	Describing a photograph about memorable place in one's life and post the paragraph on Facebook	Descrip-tive writing rubric (See Appen-dix G)
2(2)	Descriptive writing processes	Mini site	Face-to-face: Modeling the text	The students' Facebook post	1. Students tell the features and functions of a descriptive writing. 2. Students analyze the characteristics and features of a descriptive paragraph. 3. Students choose the best descriptive paragraph of the class.	Identify the organization and features of the text.	Observa-tion
			Face-to-face: Collabora-tive writing	The mini site on SWU attractions Exercise handout Handout: The writing prompt	4. Students write an outline of a descriptive writing. 5. Students construct the first draft of the descriptive writing. 6. Students revise and edit the first draft of a descriptive writing. 7. Students compare the draft with their classmate.	Outline writing First drafting Revising and editing the draft Describing the places in the University area in a form of descriptive paragraph	Descrip-tive writing rubric (See Appen-dix G)
			Online: Self-writing	Facebook Handout: The writing prompt	8. Students construct the first draft of SWU attractions brochure.	Surf on the internet to find the information about the places in SWU and choose on pace to	Descrip-tive writing rubric (See Appen-dix G)

						describe in a form of paragraph and post it on Facebook	
2(3)	Descriptive writing: Write a brochure about the local attractions around SWU	Minisite or slide-show	Face-to-face: Modeling the text	-	1. Students tell the writing process of a descriptive writing.	-	Observa-tion
			Face-to-face: Modeling the text	The presentation programs e.g. Emaze, Prezi, Storybird, and etc.	2. Students identify the features of the selected presentation program. 3. Students tell the process of how to construct a presentation e.g. mini site or slideshow of their paragraph using the digital program.	Identify the organization and features of the text.	Observa-tion
			Face-to-face: Collaborative writing	Students' descriptive paragraph	4. Students conduct the peer review. 5. Students revise and give feedback of their peers' work. 6. Students revise and edit the first draft of the descriptive writing.	Revising and editing the draft	Peer review
			Online: Self-writing	The presentation programs e.g. Emaze, Prezi, Storybird, and etc. Facebook Handout: Writing prompt	7. Students construct the presentation describing the places around SWU using a presentation program.	Describe the place in SWU that the students want to change and create mini site or the slideshow and post it on Facebook.	Descrip-tive writing rubric (See Appen-dix G)

Unit 3 Narrative writing (SWU urban legend)						
3(1)	Modeling the narrative text	Urban legend	Face-to-face: modeling the text	Handout: Narrative paragraph	1. Students analyze the characteristics and features of a narrative paragraph.	-	Observation
			Face-to-face: modeling the text	Handout: Narrative paragraph Exercise handout	2. Students identify the organization of a narrative paragraph. 3. Students identify the transition signals of a narrative paragraph. 4. Students identify the past tenses used in narrative writing. 5. Students create the topic and concluding sentence of a narrative paragraph. 6. Students construct a sensory and emotional details sentence.	Identify a sensory and emotional details	Scoring rubric
			Face-to-face: collabora-tive learning	Handout: Writing prompt	7. Students compose a short story using the elements form the given examples.	Collaborative story writing about the urban legend that they have heard when they were young.	Narrative writing rubric (See Appendix G)
			Online: Self-writing	Facebook group	8. Students construct the online narrative writing.	Writing a narrative paragraph by telling the urban legend based on the photograph on Facebook	Narrative writing rubric (See Appendix G)

3(2)	Narrative writing processes	Urban legend	Face-to-face: Modeling the text	The students' Facebook post	1. Students tell the features and functions of a narrative writing.	Identify the organization and features of the text.	Observati on
					2. Students analyze the characteristics and features of a narrative paragraph.		
			Face-to-face: Collaborative writing	Online urban legend Exercise handout	3. Students write an outline of a narrative writing.	Outline writing	Scoring rubric
						First drafting	
					4. Students construct the first draft of the narrative writing.	Revising and editing the draft	
						Write a classroom urban legend and post it on Facebook	
					5. Students revise and edit the first draft of a narrative writing.		
			Online: Self-writing	Facebook	6. Construct the first draft of the university's urban legend.	Write and urban legend of SWU and share it on Facebook	Narrative writing rubric (See Appendix G)
3(3)	Narrative writing: Write an urban legend	Urban legend	Face-to-face: Modeling the text	-	1. Students tell the writing process of a narrative writing.	-	Observa-tion
			Face-to-face: modeling the text	The picture books made by the story bird	2. Students identify the features of the Story bird's pictures book.	-	Observa-tion
					3. Students tell the process of how to construct the photo book using Story bird.		

			Face-to-face: Collaborative writing	Students' urban legend about University	4. Students conduct the peer review. 5. Students revise and edit the first draft of the narrative writing.	Revising and editing the draft	Peer review
			Online: Self-writing	The presentation programs e.g. Emaze, Prezi, Storybird, and etc. Facebook	6. Construct the online narrative writing via the presentation programs	Tell a SWU urban legend and share it on Facebook.	Narrative writing rubric (See Appendix G)
Unit 4: Persuasive writing (Studying in SWU)							
4(1)	Modeling the persuasive text	Online forum	Face-to-face: Modeling the text	Handout: persuasive paragraph	1. Students analyze the characteristics and features of a persuasive paragraph.	-	Observation
			Face-to-face: Modeling the text	Handout: Persuasive paragraph	2. Students identify the organization of a persuasive paragraph. 3. Students identify the transition signals in a persuasive paragraph. 4. Students identify the adjective clauses. 5. Students create the topic and concluding sentence of a persuasive paragraph.	Identify the organization and features of the text.	Scoring rubric

			Face-to-face: Collaborative writing	Handout: Writing prompt	6. Students compose a persuasive paragraph using the elements form the given examples.	Express your opinion about the hot issues that on the news at the moment.	Persuas-ive writing rubric (See Appen-dix G)
			Online: Self-writing	Pantip Facebook Handout: Writing prompt	7. Students construct the online persuasive writing about their photograph on Blog.	Write a persuasive paragraph words giving your opinion on the selected issue on Pantip and post it in Web blog.	Persuas-ive writing rubric (See Appen-dix G)
4(2)	Persuasive writing processes	Online forum	Face-to-face: Modeling the text	The students' Facebook post	1. Students tell the features and functions of a persuasive writing. 2. Students analyze the characteristics and features of a persuasive paragraph. 3. Students choose the best persuasive paragraph of the class.	Identify the organization and features of the text.	Observa-tion
			Face-to-face: Collaborative writing	The online forum Youtube Exercise handout Handout: Writing prompt	4. Students write an outline of an expository writing. 5. Students construct the first draft of a persuasive writing. 6. Students revise and edit the first draft of a persuasive writing. 7. Students compare the draft with their	Outline writing First drafting Revising and editing the draft Write a persuasive paragraph of 200 words giving your opinion toward the advertisement that you have watched from YouTube or on Facebook.	Persuas-ive writing rubric (See Appendix G)

					classmate.		
			Online: Self-writing	Handout: Writing prompt Line Blog	8. Students construct the first draft of SWU hot issue online forum.	Write a persuasive paragraph giving your opinion toward the issues on the campus and post it in web blog.	Persuas-ive writing rubric (See Appen-dix G)
4(3)	Persuasive writing: Write a forum about SWU	Online forum	Face-to-face: Modeling the text	-	1. Students tell the writing process of a persuasive writing.	-	Observati on
			Face-to-face: Modeling the text	Online discussion forum (Pantip)	2. Students identify the features of the online forum.	Identify the organization and features of the text.	Observa-tion
			Face-to-face: Collabora-tive writing	Students' persuasive paragraph	3. Students tell the process of how to construct an online forum. 4. Students conduct the peer review. 5. Students revise and give feedback of their peers' work. 6. Students revise and edit the first draft of the persuasive writing.	Peer review Revising and editing the draft	peer review
			Online: Self-writing	Pantip Facebook	7. Students compose an online discussion forum and post it on Facebook.	Write an persuasive paragraph giving your opinion toward the given issues and persuade them to study at SWU on the campus and post it in Pantip.com	Persua-sive writing rubric (See Appendix G)

APPENDIX C: Sample Lesson Plans

Unit 3: **Narrative writing**

Lesson 1: An Urban Legend (Modeling the Narrative Writing)

Overview:	Students will learn about narrative organization, and sensory and emotional details.
Duration:	3 hours
Topic:	My Urban Legend
Participants:	35 first year English major students
Objectives:	***Terminal objective***

Students will be able to write narrative paragraphs to describe the sensory and emotional situations in their lives.

Enabling objectives

Students will be able to:

- Recall and describe about the background for an event and the story of events in their lives.

- Brainstorm and outline the story of events in their lives.

- Identify the rhetorical focus of narrative organization: topic sentence, supporting sentences, and concluding sentences.

- Apply sensory and emotional detail to the story of events in their lives.

- Create the narrative paragraph using the simultaneous events (meanwhile, while, at the same time that) and use order of events (first, second, third, after that, eventually, afterwards, next, then, soon, later, and finally.)

- Apply the criteria to peer-edit their narrative paragraphs.

- Revise their narrative paragraphs.

Background knowledge :	Present simple tense
	Present perfect tense
	Present continuous tense
	Past continuous tense
Materials:	- Access to Facebook

- Powerpoint

- Worksheet

- Online discussion board

- Passage: Elisa Day, The Choking Doberman

- Peer Editor's Questions

Evaluation/   Scoring Rubrics

Assessment:

Role: Teacher – Discussion leader

    Students – Student and Summarizer

Teaching Procedure:

* Students form a group of five.

Face-to-face	*Online*

Modeling the specific text

Role: Teacher – Discussion leader

    Students – Student and Summarizer

1. Teacher leads the discussion about the haunting situation and asks the students using questions.

    T: Have you ever experienced the haunting situation before?

    S: (Various answers)

    T: What had happened?

    S: (Various answers)

    T: Can you recall your story?

    S: (Various answer)

    T: Can you tell your story about that haunting situation?

    S: (Give some sample of their story)

2. Teacher introduces the topic of the lesson.

    T: Our today's topic is about how to

narrate the story.

Does anyone know what narrative writing is?

S: It is a writing that tells a story.

The writer tells a story that set the background, describes, and comments the event.

T In this unit, you will write a narrative paragraph that tells an urban legend.

Do you know what urban legend is?

S1: A ghost story.

S2: A hunted story.

S3: A mysterious story.

T: An urban legend is a form of modern folklore with fictional stories often rooted in local popular culture.

3. Teacher shows the students the sample narrative writing: **Elisa Day**

Teacher posts the sample narrative writing: Elisa Day on Facebook, and tell them to upload it for doing the activities.

There is a legend about the beautiful woman whose dead is mysterious. In medieval Europe, there apparently lived a young woman named Elisa Day, whose beauty was like that of the wild roses that grew down the river, all bloody and red. One day, a young man came into town and instantly fell in love with Elisa. They dated for three days. On the first day, he visited her at her house. On the second day, he brought her a single red rose and asked her to meet him where the wild roses grow. On the third day, he took her down to the river—where he killed her. The horrible man supposedly waited till her back was turned, then took a rock in his fist, whispering, "All

beauty must die"—and with one swift blow, he killed her instantly. He placed a rose between her teeth, and slid her body into the river. He has disappeared. Some people claim to have seen her ghost wandering the riverside, blood running down the side of her head, a single rose in her hand. Elisa was killed because of love and trust.

4. Teacher asks the students read the text. Then teacher teach the students about the narrative paragraph organization.

    T: A paragraph has three parts that are;
        the topic sentence that explains about
        the topic, the supporting sentence that
        explains and gives examples about
        the topic, and the concluding sentence
        that summarizes the main point.

    Teacher asks the students to analyze the events from the story.

    T: Which sentence in the reading text is
        a topic sentence?

    S: The first sentence.

    T: What does it say?

    S: There is a legend about the beautiful
        woman whose dead is mysterious.

    T: What does this sentence tell you?

    S: It tells me that I am going to read the
        story of the dead woman.

5. Teacher checks the students' understanding towards the text.

    T: What words does the writer use to
        order the events in the story?

    S: One day, On the first day, On the

second day, On the third day,

T: What words does the writer use to describe Elisa?

S: Beautiful.

6. Teacher shows the PowerPoint on the screen and asks the students to number the order in which the events occurred.

	a. The man killed Elisa.
	b. The man took Elisa down to the river.
	c. The man came into the town and fell in love with Elisa.
	d. The man brought her a rose.
	e. The man came into her house.

T: Which situation occurred first?
S: C E D B A

7. Teacher checks the students' understanding by showing the answers on the PowerPoint.

T: In the concluding sentence, the writer explains what have happened after the death of Elisa. Which sentence best describes the situation?

a.	All beauty must die.
b.	Elisa was killed because of love and trust.
c.	Some people claim to have seen her ghost wandering the riverside.
d.	Elisa's beauty was like that of the wild roses.

S: Sentence B

8. Teacher asks the students to analyze the language focus.

    T: When did the story take place?

    S: In the past.

    T: What grammar the author used to narrate the story?

    S: Past tense.

    T: How do you use past tense?

    S: When we talk about the action that occurred in the past.

    T: Can you give me example of past tense form?

    S: Was, had, went, walked, etc.

    T: Teacher asks the students to work in a group of 4-6 students. Teacher give a set of topic cards to the students that the students need to take in turn pick up the card form the top of pile to talk about the story related to the topic on the card. The other students ask the questions to the speaker to get the person speak more. Then, the students take turn.

9. Teacher asks the students to analyze the transitional signals in the text.

Teacher posts the useful links for the students to learn about the transition signal on Facebook and Line application.

http://www.readingrockets.org/content/pdfs/transition%20words.pdf

http://grammar.yourdictionary.com/style-and-usage/list-transition-

words.html

Teacher asks the students to study the transition signal and give comments on Facebook.

T: Can you find the transitional signal in the paragraphs? What are they?

S: (On the first day, Then, etc.)

T: You may find the other transitional signals in the Edmodo.

Can you tell me why we have to use the signal words?

S: To tell the order of events in the story.

10. Teacher asks the students to stand in circle and make up a story of the day. Each student must make one sentence and start the sentence with the transition signal. For example:

S1: On the first day I come to SWU, I was very nervous.

S2: Then, I felt more relax when I met my new friends.

Last S: Finally, we become a friend in crime from then.

11. Teacher randomly selected the students by to report to the class about the transition signals that were used in the story of the day.

12. Teacher asks the students to analyze the rhetorical focus.

T: With your group, read the passage again and discuss what information is

included in each paragraph. Fill in the
given worksheet.

Narrative Organization
Topic sentence
....
....
Supporting sentence
....
....
Concluding sentence
....
....

S: (work with their group and analyze the
         rhetorical structure of the narrative
         organization. Then, they present and
         compare to their classmates.)

Expected answer

Narrative Organization
Topic sentence
- The topic sentence tells the reader what the story will be about.
- It may also tell when and where the story took place.
- The topic sentence should capture the reader's interest.
Supporting sentence
- The supporting sentences tell what happened.
- The supporting sentences explain the sequence of events.
- They include sensory details, such as what

the writer saw, heard, smelled, or tasted.

- Supporting sentences also tell about the writer's feeling during the events.

Concluding sentence

- The concluding sentence 'wrap up' the story.

- The concluding sentence may include a comment about why the experience was important or what the writer learned from the experience.

13. Teacher asks students to use their smartphones to look online to find more example of urban legend.

Teacher shared one example of the online urban legend beforehand.

Students surf the internet finding the example of the narrative writing. The suggested websites are:

http://listverse.com/2013/06/12/10-creepy-urban-legends-from-around-the-world/

http://www.cracked.com/article_15628_the-5-creepiest-urban-legends-that-happen-to-be-true.html

Sample narrative paragraphs

The Choking Doberman

This urban legend comes from Sydney, Australia, and features a bizarre story regarding a choking Doberman dog. One night, a couple who had been out for a few too many drinks came
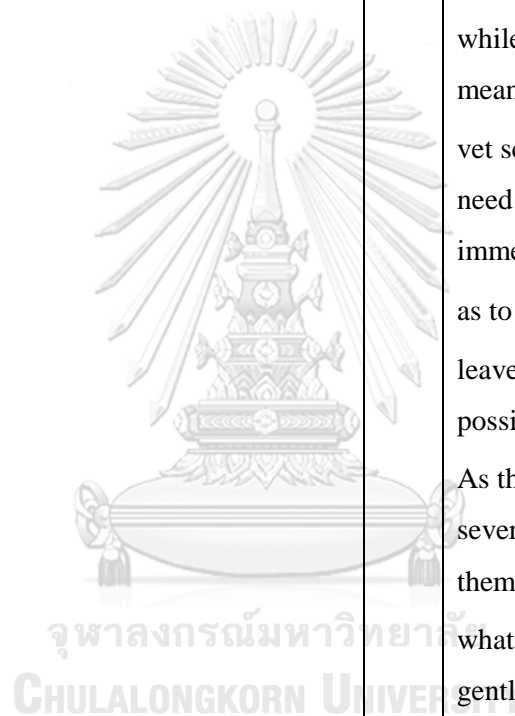
home to find their dog choking in the living room. The man panicked and fainted, but the woman decided to call her old friend, a vet, and arranged to drop the dog off at the vet clinic. After dropping off the dog, she decides to go home and get her husband into bed. It takes her a while to do this, and in the meantime, the phone rings. The vet screams hysterically that they need to get out of the house immediately. So without any clue as to what's going on, the couple leave the house as quickly as possible.

As they come down the stairs, several policemen run up to meet them. When the woman asks what the problem is, a policeman gently tells her that the dog was choking on a man's finger. A burglar must still be present in their home. Soon enough, the former owner of the finger is found unconscious in the bedroom.

11. Teacher asks the students to report the finding and share their finding online.

12. Then, the teacher shows the examples on

the screen. Then, teacher concludes the concept of the narrative writing.

T: "As you can see, a narrative is story writing. The writer tells the story that sets the background of an event, describe and comment the event. When you write a story, you write the events in the order using time signal."

13   Teacher asks students in small groups to summarize the concepts of the topic sentence of the narrative paragraph.

T: What is the topic sentence?

S: "The topic sentence of the narrative paragraph usually tells the reader what the story will be about, or it may tell where and when the story takes place. It should capture the reader's interest."

14   Teacher asks the students in the same group to identify the concepts of the supporting sentences of the narrative paragraph.

T: What are the supporting sentences?

S: "The supporting sentences of the narrative writing tell what happened. It explains the sequence events. It includes sensory details such as what the writer saw, heard, smelled, or tasted, also the writer's feeling.

15   Teacher asks the students in the same group to explain the concepts of the concluding sentence of the narrative paragraph:

T: What is the concluding sentence?

S: "The concluding of the narrative writing wraps up the story. It includes a comment why the story is important or what the writer or reader learned from it."

16. Teacher selects one urban legend, and asked the students to do the activities together.

Example

> A child who woke during the night would frequently hold her hand out to her dog to lick so she would go back to sleep. One night, she was awakened multiple times by what sound like a dripping faucet. Each time she awoke, she put her hand down for her dog to lick. When morning came, she went into the bathroom to find out what was causing the dripping. In the shower, she discovered her dog hanging from the curtain rod, with his blood dripping into the drain. When she returned to her room, she discovered a note which read, "Human can lick, too".

T: Can you find the topic sentence in this story?

S: No.

T: What should be the best topic sentence?

S: There is a scary story of the girl with her beloved dog that died strangely.

T: Can you find the concluding sentence in this story?

S: No.

T: What should be the best concluding sentence?

S: The dead of the girl's dog is mysterious, so as the things that licking her hand at night.

17. Teacher asks the students to work in pairs and look through the online example that they have shared online again, and figure out whether it has a topic sentence, the supporting sentences, and concluding sentence or not. Then, teacher tells the students to fill in the missing part of the paragraph.

18. Teacher tells the students that in order to write a narrative paragraph the writer should include the sensory details and the emotional details of the writing in order to give the reader the better picture of the writing.

Teacher explains and gives example of each detail.

T: Look at the following example, and tell me what the sensory details are.

- My teeth were chattering and my legs felt like jelly.
- I could smell the aroma of the roses in the garden.
- This soup taste so good like the food from heaven.
- I could hear a loud noise of the crash at the back of the school.

S: Sensory details give information about

Students share their selected creepy urban legend with the additional of topic sentence and concluding sentence online.

Other students give comments on the peers' works.

how something looks, tastes, smells, feels, and sounds.

T: Look at another set of example, and tell me what the emotional details are.

- I feel so happy like I never ever happy before.

- The movie gives me such a miserable feeling.

- The sight filled me with excitement."

S: Emotional details help readers understand the writer's feeling.

19 Teacher asks the students to practice analyzing the sensory and emotional details.

T: With your group, read the sentences below and discuss whether it is sensory or emotional details. Write S next to the sentences that have sensory detail. Write E next to the sentences that have emotional details.

	1. The morning mist brought in the smell of the ocean.
	2. We were very nervous, so we called the police.
	3. I had never felt such happiness.
	4. The dates were sticky and sweet, and they were delicious with the hot, bitter tea.
	5. I felt a sharp pain in my ankle, and I

	recognized the sting of jellyfish.

T: Can you tell me what the answer for item 1 is?

S: It's sensory detail, so I put S in the space.

T: What makes you think that?

S: The words "smell of the ocean."

T: Very good.

Answer:

1. S   2. E   3. E   4. S   5. S

Collaborative writing

Role: Teacher – facilitator

Students – group member and writer

20 Teacher asks the students to analyze and brainstorm the ideas.

T: Work in small group and think about the time you face the hunted situation. Complete the chart with detail about what happened before, during and after the situation.

Haunted situation	Before	During	After
Who was there?			
What happened?			
How did you feel?			

T: Tell your friends about your haunted situation by using the data in the table?

S1: (Presentation)

S2: (Presentation)

21 Teacher tells the students that they have to practice writing their own narrative

paragraph by using :

- The narrative paragraph

organization: topic sentence,

supporting sentence, and concluding

sentence

- Past tenses

- Sequence words to tell the order of

events

- The sensory and emotional details

22   Teacher gives the students the writing

instruction. Students are asked to work in

pair to write a short narrative paragraph of

150 – 200 words about their haunted

situation that they have ever faced in their

life.

Instruction

Directions:

Select one photo in your mobile phone, and

arite a narrative paragraph of 150 – 200

words by telling the urban legend based on

your selected photograph. Use sensory and

emotional details to help the reader

understand what your experience and how

you feel. Also, tell what you learn from that

experience.

In your paragraph you should include:

- The narrative paragraph

  organization: topic sentence,

  supporting sentence, and

  concluding sentence

- Past tenses

- Sequence words to tell the order of

events

- The sensory and emotional details

23 Students outline the order of events and information.

24 Students then work with other pairs and give the peers a comment using peer review's questions.

T: For this peer review, you will be working in a peer review in pair. The pairs will review the papers of the other pairs. Review the papers of your peers, by completing the peer review's form.

Peer Review's Questions

1. Does the paragraph include the topic sentence?
   From the topic sentence, do you have a clear picture of where the paper is going?

2. Does the paragraph provide specific arguments, examples, or illustrations supporting the topic sentence?

3. Does the paragraph use the appropriate grammar structure for this type of writing?

4. Does the paragraph use the appropriate vocabulary for this type of writing?

5. Does the paragraph include the concluding sentence?

6. Does the paragraph include the topic?

7. Is it a good topic for this paragraph?

<u>Self-writing</u>

Teacher's role: facilitator

Student's role: writer

1. Students visits Facebook in order to download the online task's direction that students are required tell a story about the urban legend that they have heard when they were young. Students work independently out of the class time to integrate the knowledge from the modeling the specific text stage lesson and the comments from peers to compose their individual paragraph. Then, the students write a narrative paragraph telling their classmate about their well-known urban legend.

2. Teacher posts the instruction on Facebook.

Instruction

Directions:

Write a narrative paragraph of 150 – 200 words about urban legend that you have heard when they were young. Use sensory and emotional details to help the reader understand what your experience and how you feel. Also, tell what you learn from that experience.

In your paragraph you should

---

include:

● The narrative paragraph organization: topic sentence, supporting sentence, and concluding sentence

● Past tense

● Sequence words to tell the order of events

● The sensory and emotional details

● The vocabulary from the given models

3. Teacher posts the peer feedback's questions on Facebook.

4. Teacher asks the students to share their work in the Facebook group (EN131 GWIMBLE). The students are allowed to give comments on the classmate's paragraph.

5. Teacher gives the students comments and allows the others students to give comments on their classmates' work.

6. Teacher asks the students to look at the post of their peers and ask the students to select the story that they like the most, and then give feedback or share their experience or feeling in the comment's box.
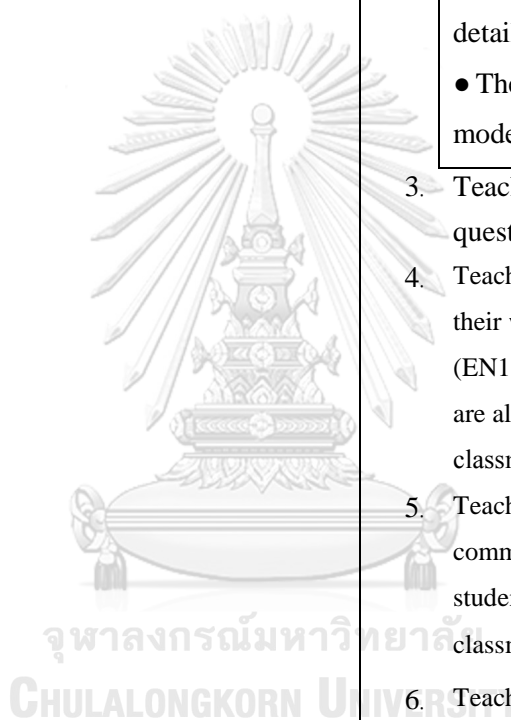
Unit 2: Narrative writing

Lesson 2: The urban legends in the classroom

Overview:	Students will learn the narrative writing process.
Duration:	3 hours
Topic:	The urban legends in the classroom
Participants:	35 first year English major students

Objectives: *Terminal objective*

Students will be able to write narrative paragraphs to describe the sensory and emotional situations in their campus' urban legend.

Enabling objectives

- Students will recall and describe the rhetorical focus of narrative organization: topic sentence, supporting sentences, and concluding sentences.

- Students will analyze the characteristics and features of a narrative paragraph.

- Students will write an outline of a narrative writing

- Students will construct the first draft of the narrative writing

- Students will be able to apply the criteria to peer-edit their narrative paragraphs.

- Students will be able to revise their narrative paragraphs.

- Students will be able to construct the first draft of the university's urban legend.

Background knowledge :	Present simple tense
	Present perfect tense
	Present continuous tense
	Past continuous tense
Materials:	- Access to Facebook
	- Powerpoint
	- Worksheet
	- Students' Facebook post

- Peer Editor's Questions

Evaluation/   Scoring Rubrics

Assessment:

Role: Teacher – Discussion leader

          Students – Student and Summarizer

Teaching Procedure:

* Students form a group of five.

Face-to-face	*Online*

Collaborative writing

Role: Teacher – Discussion leader

          Students – Student and Summarizer

1.   Teacher randomly selects five posts of the original version of the students' urban legend on Facebook and shows them on the screen.

2.   Teacher asks the students in class to look at their peers' Facebook post and asks the students to tell the characteristics and the language features of their peers' Facebook post.

    T: What are the narrative writing organization?

    S: A kind of writing that narrates or tells the story.

    T: What are the words that the writers' use to order the sequence of the story?

    S: The writer uses transition signals

    T: Can anyone give me the examples of signal words?

    S1:   First,

S2: After that,

S3: Eventually,

S4: Finally,

T: According to your peers' Facebook post, can you give the examples of the sensory details?

S: (Give some sample of the sensory details based on the class' urban legend.)

T: According to your peers' Facebook post, can you give the examples of the emotional details?

S: (Give some samples of the emotional details based on the class urban legend.)

3. Teacher asks each student to vote for the best post of the day.

Students log on to the Facebook to vote for the best post of the day.

T: Which should be the urban legend Instagram post of the day?

S: (Vote for the best post)

T: The urban legend post of the day is .....

4. Teacher tells the students that they have to construct their urban legend related to the classroom.

Prewriting

Role: Teacher's role - discussion leader and facilitator

Student's role - summarizer and writer

6. Teacher asks the students to surf the internet to find the example of the urban

legend related to the classroom context and then identify the characteristics and language features of it. Teacher asks the students to answer the questions about the sample models.

T: What is the title of the story?

S: (Various answers)

T: Which sentence tells you the topic? What is it called?

S: First sentence and it is called a topic sentence.

T: Can you find the transitional signal in the paragraphs? What are they?

S: (Various answers)

T: How many tenses are there in the sample paragraphs?

S: (Various answers)

T: How does the writer end a story?

S: By writing a concluding sentence that includes a comment why the story is important or what the writer or reader learned from it."

7. Teacher tells the students that in order to compose the urban legend successfully; they need to work through the stages of prewriting, writing the first draft, editing, writing the final draft, and publishing.

Teacher posts the information about the stages of prewriting, writing the first draft, editing, and writing the final draft on Facebook. (Handout)

8. Teacher tells the students that in students can write the outline in order to brainstorm their idea. Teacher shows the example of the paragraphs outline on the screen.

T: To form an outline, you need to use a

listing technique to get your ideas and then you have to edit your list to get rid of the unnecessary or the irrelevance ideas.

9.	Teacher asks students to use their smartphone to find more example of the paragraph outline. Then, students tell the class about the example that they can find online.	Students surf the internet to find the examples of the paragraph outline.
10	Teacher tells the students to work in a small group of 3 – 4 students to make an outline of their classroom urban legend according to the following prompt.	

Write a narrative paragraph of 200 words telling the urban legend about the classroom. It can be the story of the classroom objects, teacher and students, or the weird situation occurs in the classroom.

In your paragraph you should include:

- The narrative paragraph organization: topic sentence, supporting sentence, and concluding sentence
- Past tense
- Sequence words to tell the order of events
- The sensory and emotional details

11	Teacher tells the students that they can download the writing instruction and outline template on Facebook.	1. Teacher uploads the writing instruction and outline template on Facebook.
		2. Students download the writing instruction and outline template

on Facebook.

12　After the students finish their outline,

.　　teacher asks them reread the outline to edit

their list by crossing out their unimportant

ideas.

13　Teacher tells the students to create an

outline on the separate sheet of paper, and

present it to the class for the teacher and

peer's comment.

Writing the first draft

Role:　Teacher's role - facilitator

Student's role – writer

14　After the teacher's approval, teacher tells

the students to write the first draft of their

short tale (200 words) based on their

outline.

Editing

15　When the students finish their first draft,

exchange the paper with the other group

and give each other feedback using the

peer review.

16　Teacher tells the students to look at the

students to consider their peer's feedback

and revise their work.

17　Students share their revised first draft with

the classmate. Teacher motivates the

students to give their friends comments.

18　Teacher tells the students to vote for the

best classroom's urban legend.

T:　Which story should be the best

classroom urban legend?

S:　(Vote for the best urban legend)

19. Teacher asks the students to publish the group's work paragraph on Facebook, and allowed other students to comment on the work online.

<u>Self-writing</u>

1. Students visit the Facebook in order to download the prompt, the tasks outline, and study the example of the tasks.

2. Students work independently out of the class time to write an urban legend of the university based on the prompt given.

Surf on the internet to find the information about the university for example: the university history, the university building, the university staff, places and etc. Then, select information of the university that you think it is interesting to write a narrative paragraph of 200 words telling the urban legend about the university.

In your paragraph you should include:

- The narrative paragraph organization: topic sentence, supporting sentence, and concluding sentence
- Past tenses

> - Sequence words to tell the order of events
> - The sensory and emotional details

3. Students follow the stages of listing, outlining, and first drafting. When they finish their first draft teachers asks the students to share their first draft on their Facebook.

4. Teacher allows the others students to give comments on their classmates' work.

....................END OF THE LESSON PLAN........................

Unit 2: Narrative writing

Lesson 3: The university urban legends

Overview:	Students will learn the narrative writing process.
Duration:	3 hours
Topic:	The SWU urban legends
Participants:	35 first year English major students
Objectives:	*Terminal objective*

      Students will be able to write narrative text.

Enabling objectives

- Students will recall the writing process of a narrative writing.

- Students will identify the features of the Story bird's pictures book.

- Students will revise and give feedback of their peers' work.

- Students will revise and edit the first draft of the process writing.

- Students will construct the online narrative writing via story bird.

Background
knowledge :
Present simple tense
Present perfect tense
Present continuous tense
Past continuous tense

Materials:
- Access to Facebook
- Powerpoint
- Worksheet
- Students' Facebook post
- Presentation program: e.g. Story bird, Emaze, and etc.
- Peer Editor's Questions

Evaluation/
Assessment:
Scoring Rubrics

Role:
Teacher – Discussion leader

Students – Student and Summarizer

Teaching Procedure:

* Students form a group of five.

Face-to-face	*Online*
<u>Collaborative writing</u>	
Role: Teacher – Discussion leader	
Students – Student and Summarizer	
1. Teacher asks the students in class to describe the steps of narrative writing processes.	
T: What are the steps of the narrative writing process?	
S: Outlining, First drafting, Revising, Editing, and Final draft.	
2. Teacher asks 2 – 3 students to share their attitude towards the writing steps	
T: What is your attitude toward the writing steps?	
S1: (Various answers)	
S2: (Various answers)	
S3: (Various answers)	
<u>Modeling the text:</u> The online story book	
Role: Teacher's role - discussion leader	
Student's role – student and summarizer	
3. Teacher tells the students that on the online instruction session the students will be asked to construct their urban legend using the presentation program. The example that is introduced in this is the Story bird.	Students go to www.storybird.com, then the teacher asks the students to join the classroom.

4. Teacher shows the students the sample work of the story bird and the characteristics of the story bird.

The teacher allows the students' to complete 2-3 slides shows using Story bird.

Peer-feedback

Role: Teacher's role – facilitator
Student's role – writer

6. Teacher shows the students a sample of the students' first draft that the teacher has revised and gave feedback, and tells the students that they have to revise and give feedback to their peers' first draft of the University urban legend.

7. Teacher shows one more example of the students work and asks the students to give the peer feedback to their peers' work.

8. The students will be working in a peer review in pair. Each person in the pairs will review the papers of the other people in the pairs. Review the papers of your peers, completing this form for each paper.

1. Teacher uploads the peer feedback form on Facebook.

2. Students download the peer feedback form on Facebook.

Peer review's questions
1. Does the paragraph include the topic? Is it a good topic?
2. Does the paragraph include the topic sentence?

3. From the topic sentence, do you have a clear picture of where the paper is going?

4. Does the paragraph provide specific arguments, examples, or illustrations supporting the topic sentence?

5. Does the paragraph use the appropriate grammar structure for this type of writing?

6. Does the paragraph use the appropriate vocabulary for this type of writing?

7. Does the paragraph include the concluding sentence? From the concluding sentence, do you have a clear picture of what the whole paragraph is about?

Editing

9. When the students finish their peer review, teacher tells the students to look at the students to consider their peer's feedback and revise their work.

Self-writing

1. Students visit the Facebook in order to download the prompt, the tasks outline, and study the example of the tasks.

2. Students work independently and create their story book using the Story bird or other presentation program based on the their revised first draft based on the following situation:

Surf on the internet to find

the information about Srinakharinwirot University for example: University history, University building, University staff, University students, places and etc.

Then, select a piece of information of Srinakharinwirot University that you think it is interesting to write a narrative paragraph of 250 words telling the urban legend about the university.

In your paragraph you should include:

- The narrative paragraph organization: topic sentence, supporting sentence, and concluding sentence
- Past tense
- Sequence words to tell the order of events
- The sensory and emotional details
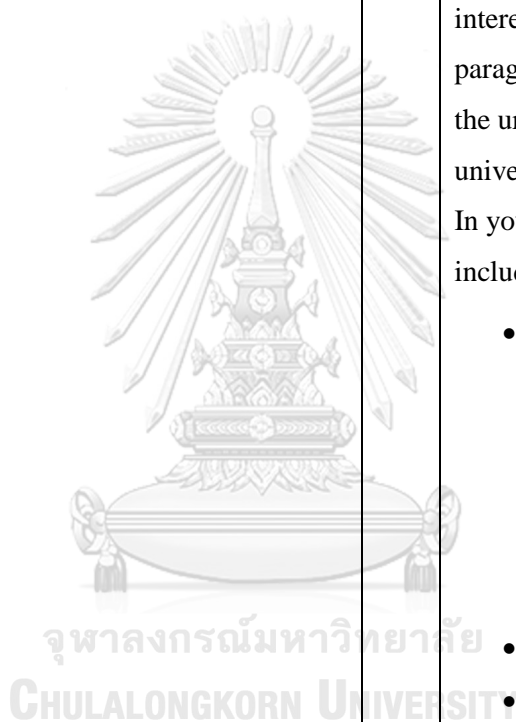
3. Teacher asks the students to share their work on Facebook.

4. Teacher allows the others students to give comments or share their experiences on their classmates' works.

....................END OF THE LESSON PLAN.......................

APPENDIX D: The students writing tasks

GWIMBLE

Unit 1: Procedural writing

Lesson 1: Modeling the procedural text

> **Directions:**
> Write a process paragraph of 150 – 200 words. Describe the steps for making your signature dish especially for your beloved one. Try to think of three or four steps that describe the process. Describe how to cook your signature dish, explain why you decide to cook that dish, what ingredients are needed, and who is it for.

In your paragraph you should include:

- o *The topic of your paragraph*

- o *The process paragraph organization: topic sentence, supporting sentence, and concluding sentence*

- o *Imperative sentences*

- o *Time-order transition signals or listing-order transition signals.*

Share your work on the Facebook group (EN131 GWIMBLE)

Due date: August 26, 2016.

GWIMBLE

Unit 1: Procedural writing

Lesson 2: Collaborative writing

Directions:
Form a group of 3 – 5 students and ask your friend on Facebook about their most favorite ingredient (one each) for cooking. Then, write a process paragraph of 150 – 200 words to describe the steps for cooking a dish from the ingredients that your friends mentioned. Try to think of four or five steps that describe the process. Describe how to cook your selected dish, explain why you decide to cook that dish.

In your paragraph you should include:

- *The topic of your paragraph*

- *The process paragraph organization: topic sentence, supporting sentence, and concluding sentence*

- *Imperative sentences*

- *Time-order transition signals or listing-order transition signals.*

Share your work on the Facebook group (EN131 GWIMBLE)

Due date: September 5, 2016.

GWIMBLE

Unit 1: Procedural writing

Lesson 3: Self-writing

Directions:
    You are living alone at the SWU dormitory with 50 baths left in your pocket. Your mom is going to give you some money in the next five days. Your friends and roommates are all at their home. So, it is the time that you have to survive by your secret cooking for yourself for the next five days from only one menu.
    Think about 3 – 5 special and cheap ingredients that you can find in SWU or in your dormitory for cooking this budget dish (It should not cost more than 50 baht). Then, write a process paragraph of 200 – 250 words to describe the steps for cooking a dish from the ingredients form your selected paragraph.
    Try to think the steps that describe the process. Describe how to cook your selected dish, explain why you decide to cook that dish.

In your paragraph you should include:

- o   *The topic of your paragraph*

- o   *The process paragraph organization: topic sentence, supporting sentence, and concluding sentence*

- o   *Imperative sentences*

- o   *Time-order transition signals or listing-order transition signals.*

Share your final work on the Facebook group (EN131 GWIMBLE)

Due date: September 12, 2016.

GWIMBLE

Unit 2: Descriptive writing

Lesson 1: Modeling the descriptive text

Directions:

Choose the topic from the list on page 2 and write a descriptive paragraph of 150 – 200 words. Describe the place that is special for you as one of the memorable places in Thailand in details. Where is it? What do you like most about it? What feeling and memories associated with the place?

In your paragraph you should include:

- *The topic of your paragraph*

- *The process paragraph organization: topic sentence, supporting sentence, and concluding sentence*

- *Sensory and Specific details*

- *The picture of the place you describe*

- *The outline and first draft of your work.*

Share your work on the Facebook group (EN131 GWIMBLE)

Due date: September 16, 2016.

GWIMBLE

Unit 2: Descriptive writing

Lesson 2: Collaborative

Directions:
You are the winner of the Mr. and Mrs. District contest, and you are assigned by the district-chief officer to promote tourism in the district. Write a descriptive paragraph of 150 – 200 words. Describe the selected place that is worth visiting in the district except SWU. Where is it? Why do you think it is the best place to visit? What feeling associated with the place?

In your paragraph you should include:

- *The topic of your paragraph*

- *The process paragraph organization: topic sentence, supporting sentence, and concluding sentence*

- *Sensory and Specific details*

- *The picture of the place you describe*

- *The outline and first draft of your work.*

Share your work on the Facebook group (EN131 GWIMBLE)

Due date: September 23, 2016.

GWIMBLE

Unit 2: Descriptive writing

Lesson 3: Self-writing

> **Directions:**
> You are the president of the university. You have just finished developing the University landscape. Write a descriptive paragraph of 150 – 200 words describe how the university looks like. Why did you develop the campus atmosphere as you planned? How did you feel about the work you have done?

In your paragraph you should include:

- *The topic of your paragraph*

- *The process paragraph organization: topic sentence, supporting sentence, and concluding sentence*

- *Sensory and Specific details*

- *Spatial order*

- *The photos of the place you describe*

- *The outline and first draft of your work*

Share your work on the Facebook group (EN131 GWIMBLE)

Due date: October 3, 2016.

GWIMBLE

Unit 3: Narrative writing

Lesson 1: Modeling the narrative text

> **Directions:**
> Write a narrative paragraph of 150 – 200 words about the urban legend that you have heard when they were young. Use sensory and emotional details to help the reader understand what your experience and how you feel. Also, tell what you learn from that experience.

In your paragraph you should include:

- o *The topic of your paragraph*

- o *The process paragraph organization: topic sentence, supporting sentence, and concluding sentence*

- o *Sensory and Emotional details*

- o *Your own photograph*

- o *The outline and first draft of your work*

Share your work on the Facebook group (EN131 GWIMBLE)

Due date: October 17, 2016.

GWIMBLE

Unit 3: Narrative writing

Lesson 2: Collaborative writing

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Directions:
Write a narrative paragraph of 200 words telling the urban legend about the classroom. It can be the story of the classroom objects, teacher, and students, or the weird situation occurs in the classroom.

</div>

In your paragraph you should include:

- o *The topic of your paragraph*

- o *The narrative paragraph organization: topic sentence, supporting sentence, and concluding sentence*

- o *Sequence words to tell the order of events*

- o *The sensory and emotional details*

- o *Your own photograph*

- o *The outline and first draft of your work*

Share your work on the Facebook group (EN131 GWIMBLE)

Due date: October 24, 2016.

GWIMBLE

Unit 3: Narrative writing

Lesson 3: Writing a final draft

Directions:
Surf on the internet to find the information about the university for example:
University history, University building, University staff, University students,
and etc.
Then, select a piece of information about the university that you think it is
interesting to write a narrative paragraph of 250 words telling the urban
legend about the university.

In your paragraph you should include:

- o *The topic of your paragraph*

- o *The narrative paragraph organization: topic sentence, supporting sentence, and concluding sentence*

- o *Sequence words to tell the order of events*

- o *The sensory and emotional details*

- o *Your own photograph*

- o *The outline and first draft of your work*

Share your work on the Facebook group (EN131 GWIMBLE)

Due date: October 31, 2016.

GWIMBLE

Unit 4: Persuasive writing (SWU urban legend)

Lesson 1: Modeling the persuasive text

> **Directions:**
> Surf on the internet to find the discussion forum on Pantip that you are
> interested in.
> Write a persuasive paragraph of 250 - 300 words giving your opinion on the
> selected issue on Pantip and post it on Facebook.

In your paragraph you should include:

- o *The topic of your paragraph*

- o *The persuasive paragraph organization: topic sentence, supporting sentence, and concluding sentence*

- o *Opinion transitions*

- o *Your own photograph*

- o *url of the selected discussion forum (Pantip)*

- o *The outline and first draft of your work*

Share your work on the Facebook group (EN131 GWIMBLE)

Due date: November 7, 2016.

GWIMBLE

Unit 4: Persuasive writing

Lesson 2: Collaborative writing

> **Directions:**
> Surf on the internet to find the advertisement that you are interested in. Choose one advertisement (from YouTube or Facebook), then write a persuasive paragraph of 250-300 words giving your opinion toward the advertisement.

In your paragraph you should include:

- *The topic of your paragraph*

- *The persuasive paragraph organization: topic sentence, supporting sentence, and concluding sentence*

- *Opinion transitions*

- *Modal verbs*

- *Opinion clauses (reason, contrast, result)*

- *Your own photograph*

- *url of the selected advertisement*

- *The outline and first draft of your work*

Share your work on the Facebook group (EN131 GWIMBLE)

Due date: November 14, 2016.

GWIMBLE

Unit 4: Persuasive writing

Lesson 3: Self-writing

Directions:
Read about the problems of the Jones family which are explained on page 180 (in Unit 4 Persuasive writing 2 handout)
Surf the internet to explore some information about the departments, the faculties, the course or the activities in your university.
Write a persuading paragraph (250 – 300 words) to give advice or persuade Mr. and Mrs. Jones to send Tom to study at your university.

In your paragraph you should include:

- *The topic of your paragraph*

- *The persuasive paragraph organization: topic sentence, supporting sentence, and concluding sentence*

- *Opinion transitions*

- *Modal verbs*

- *Opinion clauses (reason, contrast, result)*

- *Your own photograph*

- *url of the selected website*

- *The outline and first draft of your work*

Share your work on the Facebook group (EN131 GWIMBLE)

Due date: November 21, 2016.

APPENDIX E: The test specifications of the pre and post-test of English writing ability and thinking skill

In this study, the construct of the test will be set-based on the list of the students' writing knowledge and competence (Bachman and Palmer, 1996; Weigle, 2002). On the other hand, the test will be developed according to the revised Bloom's taxonomy, namely remembering, understanding, applying, analyzing, evaluating, and creating action verbs to evaluate the students' thinking skills (Anderson and Krathwohl, 2001). Therefore, the areas of language ability and knowledge, and revised Bloom's taxonomy action verbs are chosen as the constructs of the test.

The test will be developed based on the test specifications framework of Alderson, Clapham, and Wall (1995) as explained below.

Test specification information

1.1 The purpose of the test

The test aims at examining the writing and thinking ability in English (grammatical knowledge, textual knowledge, functional knowledge, sociolinguistic knowledge, and strategic competence) in various genres (descriptive, narrative, procedural, and persuasive) of the undergraduate English-majored students who are enrolled in the Basic Writing course. The test is a low-stake, achievement, and summative test with the aim of evaluating the students' accomplishment at the end of the course. The stakeholders of the test are the students and the instructors of the course. This test is the instrument for diagnosing the students' ability to write a paragraph in four genres; specifically descriptive, narrative, procedural and persuasive.

The test will be designed to correlate with the course objectives indicated in the course specification of the EN 131 Basic Writing course. The objectives are as follows:

1. The students will be able to recognize patterns, the organization and the process of writing.

2. The students will be able to apply the correct use of sentence structures, grammar, mechanics, organizational patterns and the writing process in their expression of ideas.

3. The students will be able to write well-organized, coherent and unified paragraphs or short compositions.

1.2 Characteristics of the test takers

The target of this test is a group of students who are enrolled in the EN 131 Basic Writing course in the first semester of the Academic year 2016. They are thirty-five English-majored students from the Faculty of Humanities at Srinakharinwirot University. The Thirty-seven students are all Thai. They are both male and female first-year students. This course is offered as a compulsory course.

1.3 Test level

This test will be a summative course, low-stake test. It will be a writing test that is assessed by using the criteria and rubrics designed according to the course and lesson objectives. Therefore, it will be a criterion-referenced test. It is aimed at university students with an intermediate language level.

1.4 Definition of construct

(1) Grammatical knowledge

It includes the knowledge of the vocabulary, grammatical structures, morphology, and syntax based on the rhetorical situations and the writing genres provided. The details are shown below:

- *Knowledge of syntax* – The students are able to use the syntactic structure accurately, with the range of general and specific vocabulary needed in each genre.

- *Knowledge of genre* – The students are able to analyze the task and write a paragraph by using the knowledge of genre – language used specifically for each genre.

- *Knowledge of rhetorical organization* – The students are able to organize their writing into a paragraph using typical organization: topic sentence, supporting sentences (body), and concluding sentence in each genre, namely: descriptive, narrative, persuasive and explanatory.

- *Knowledge of cohesion* – The students are able to include some connections among the information.

- *Knowledge of lexis* – The students are able to use the general and specific terms needed in descriptive, narrative, persuasive, and procedural writing.
  - Descriptive: adjectives in descriptive writing
  - Narrative: order of events, the simple past, the past continuous
  - Procedural: linking words associated with reasoning, introducing facts, giving reasons
  - Persuasive: time order signal words, imperative sentences

(2) Strategic competence

The students are able to use writing strategies – generating ideas, organizing, revising and editing, and evaluating – to complete the task successfully.

(3) Sociolinguistic knowledge

It is the students' knowledge of how to use the language appropriately in different situations.

(4) Thinking skills

The students are able to complete the task assigned by the action verbs of the revised Bloom's taxonomy.

- Remembering: describe, tell,
- Understanding: compare, explain,
- Applying: illustrate
- Analyze: explain, compare, criticize
- Evaluating: justify, evaluate
- Creating: design

1.5 Content of the test

(1) Organization of the test:

  a. ***Number of tasks****:* 3 tasks (3 items) 120 points (40 points each)

  b. ***Types of tasks****:* writing a short narrative of a past story, explaining the process of cooking some dish and writing an opinion paragraph on a controversial issue.

  c. ***Response format****:* writing a short paragraph of 200 words on a separate answer sheet

(2) Time allocation: 3 hours

(3) Length of input data: 3 pages

1.6 Test task details

 (1) Score: 60 points (20 points each) for writing ability assessment

    60 points (20 points each) for thinking skills assessment

(2) Purposes:

    a. To evaluate the test takers' ability to write in four genres, namely: descriptive, narrative, procedural, and explanatory.

    b. To evaluate the test takers' ability to use the lower-order and higher-order thinking skills of the revised Bloom's taxonomy

(3) Items: 3 items (no. 1 - 3)

(4) Tasks:

    a. Task I

    This test requires the students to write in the procedural and descriptive genres. They will be required to write a short paragraph of 150 - 200 words by following the prompt given in the test.

    b. Task II

    This test requires the students to write a short explanatory paragraph of 150 – 200 words. They will be required to follow the prompt given in the test.

    c. Task III

    This test requires the students to write a short narrative paragraph of 150 – 200 words by following the prompt given in the test.

(5) Test tasks/ Response formats

    This test is a responsive test task that requires the students to write in the written form. The test takers need to perform at a limited discourse level of genre, connecting sentences into paragraph (Brown, 2004).

    a. Task I

    The first task is to write a descriptive and procedural paragraph. The students will be asked to read a fact file of a celebrity and then also choose the dish that he/she should eat. Then, the students need to write a paragraph describing the food and the steps needed to cook

the dish, and explain why the dish is suitable for their favorite celebrity. The Bloom's taxonomy action verbs that are in this test are described, explain, and design. The lower-order thinking skills and higher-order thinking skills are under the classification of remembering, understanding, evaluating and creating. They have forty minutes to finish the task.

b. *Task II*

The second task is to write a persuasive paragraph giving an opinion on a controversial situation. The students will be given a short article about the debated issues in Thailand. Students will be asked to read the short article and give their opinion toward it. The Bloom's taxonomy action verbs that will apply in this task are described (understanding), compare (analyze), and state own opinion (evaluating).

c. *Task III*

The last task is to write a narrative paragraph. The students will be asked to tell a story about their recent trip. The students have to write the answer into the space provided, and also justify what they have learned from the trip. The Bloom's taxonomy action verbs that are used in this test are: tell, what, where, when, which, who, describe the situation (remembering), explain (understanding), tell how (applying), and tell why (evaluating). They have forty minutes to finish the task. Then, the task will be collected by the test proctors.

1.7 Grading Criteria

The criteria used to grade the students' writing are the analytic scoring. The grading criteria are based on the test construct details:

grammatical knowledge, textual knowledge, functional knowledge, sociolinguistic knowledge, and strategic competence.

The criteria used for grading the students thinking skills are the analytic scoring. The grading criteria are based on the revised Bloom's taxonomy: remembering, understanding, applying, analyzing, evaluating, and creating.

1.8 Rubric

The criteria used in the writing ability rubric are the written communication, critical thinking and creative thinking value rubrics (The Association of American Colleges and Universities, 2012) with the adaptation of the language function of the paragraph essay.

The criteria used in the thinking skills rubric are adapted from the revised Bloom's taxonomy by Anderson and Krathwohl (2001).

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CHULALONGKORN UNIVERSITY
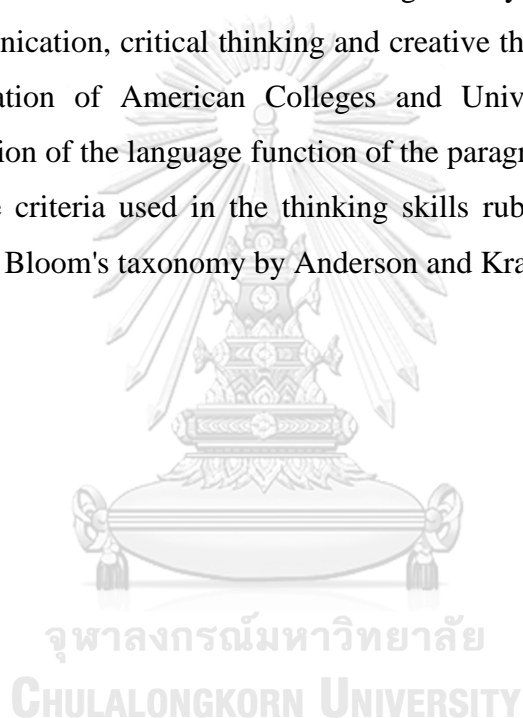
APPENDIX F: The pre-test and post-test of English writing ability and thinking skills

Test items 1 – 3

1. *Instruction:* Write a **descriptive and procedural paragraph** of how to cook food by following the steps below:

   - Read the following fact file of the celebrity

   ADAM LEVINE

   LIKE:
   - Anything with soup
   - Many kinds of meat
   - Green vegetables
   - Rice
   - Spicy food is preferable.

   DISLIKE:
   - Deep-fired dish
   - Seafood especially shrimp
   - Raw food
   - Tomato and carrot
   - Food that is sweet.

   - From the information given, design the **new dish** that suit Adam's preference. You need to **describe the dish** by describe what it is and how it tastes. Then, **explain how to cook** this dish. Also, **explain why** you recommend this dish for Adam.

   Words limit: 200
   Time: 60 minutes
   Scores: 40 points

2. *Instruction:* Write **persuasive paragraph** according to the following comment posted on the online forum:

Posted by Patricia
11/10/2558   22:59

There's nothing wrong with kissing in the public. Everybody have their own right to do something. Many people do it and if it does not hurt anyone. I think it is OK.

Write a paragraph web post responding to the previous situation by answering the following questions:

- Do you agree or disagree with this statement? Why?

  State your opinion toward kissing in public in Thailand.

Words limit: 200
Time: 60 minutes
Scores: 40 points

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3. *Instruction:* Write a **narrative paragraph** of your past learning experience.

One of the Chinese proverb in learning said that "*Learning is a treasure that will follow its owner everywhere*".

Write a narrative paragraph telling your own story of you learning a significant life lesson. **Describe your life experience and how it changes your life**.

Words limit: 200
Time: 60 minutes
Scores: 40 points

APPENDIX G: The rubric of GWIMBLE writing abilities

The rubric of GWIMBLE procedural writing

Criteria	Scores			
	4	**3**	**2**	**1**
Introduction	The introduction excellently states the main topic and previews the structure of the paragraph that excellently inviting the reader to follow the steps of doing something.	The introduction clearly previews the structure of the paragraph, but is not particularly inviting to the reader to follow the steps of doing something.	The introduction states the main topic, but does not adequately preview the structure of the paragraph nor is it particularly inviting the reader to follow the steps of doing something.	There is no clear introduction of the main topic or structure of the paragraph.
Content	Reader fully understands the steps of instruction and put them in a form of a paragraph.	Reader mostly understands the steps of instruction and put them in a form of a paragraph, but there is confusion in some steps.	Reader partly understands the steps of instruction and put them in a form of a paragraph, but there is confusion in most steps.	Reader hardly understands the steps of instruction.
Language features	Writer perfectly uses the sequences order, vocabulary, and the imperative sentences to describe the steps of doing something that make the steps easy to understand.	Writer suitably uses the sequences order, vocabulary, and the imperative sentences to describe the steps of doing something that make the steps somewhat easy to understand.	Writer barely uses the sequences order, vocabulary, and the imperative sentences to describe the steps of doing something that make the steps somewhat difficult to understand.	Writer poorly uses the sequences order, vocabulary, and the imperative sentences to describe the steps of doing something that make the steps difficult to understand.
Conventions	Writer makes no errors in grammar, punctuation, or spelling that distract the reader from the content.	Writer makes a few (1-3) errors in grammar, punctuation, or spelling that distract the reader from the content.	Writer makes some (4-6) errors in grammar, punctuation, or spelling that distract the reader from the content.	Writer makes more than 6 errors in grammar or spelling that distracts the reader from the content.
Conclusion	The conclusion strongly restates the topic sentences in different words and includes the suggestions, or warning to help the reader to do the tasks successfully.	The conclusion suitably restates the topic sentences in different words and may include the suggestions, or warning to help the reader to do the tasks successfully.	The conclusion restates the topic sentences in similar words but does not include any suggestions, or warning to help the reader to do the tasks successfully.	There is no clear conclusion, the paragraph just ends.

The rubric of GWIMBLE descriptive writing

Criteria	Scores			
	4	**3**	**2**	**1**
Introduction	The introduction excellently introduces item, person, or place that the writer will describe; also include writer's general feeling.	The introduction clearly introduces item, person, or place that the writer will describe also include writer's general feeling.	The introduction introduces the topic but does not adequately preview the item, person, or place that the writer will describe; also include writer's general feeling.	There is no clear introduction of the topic or the description of item person, or place.
Organization	The details are placed in a logical order and the presentation way are introduced effectively keeps the interest of the reader	The details are placed in a logical order, but the way in which they are introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, or some details are missing and this distracts the reader	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Content	The details that the writer excellently gives the background information about the item, and also gives the details to describe what the item, person, and place like, and the feeling of the writers.	The details that the writer clearly gives the background information about the item, and also gives the details to describe what the item, person, and place like, and the feeling of the writers.	The details that the writer partly gives the background information about the item, and also gives the details to describe what the item, person, and place like, and the feeling of the writers.	The details that the writer hardly gives the background information about the item, and also gives the details to describe what the item, person, and place like, and the feeling of the writers.
Conventions	Writer makes no errors in grammar, punctuation, or spelling that distracts the reader from the content.	Writer makes a few (1-3) errors in grammar, punctuation, or spelling that distracts the reader from the content.	Writer makes some (4-6) errors in grammar, punctuation, or spelling that distracts the reader from the content.	Writer makes more than 6 errors in grammar or spelling that distracts the reader from the content.
Conclusion	The conclusion strongly restates the topic sentences in different words and includes the suggestions, prediction or warning.	The conclusion suitably restates the topic sentences in different words and may include the suggestions, prediction, or warning.	The conclusion restates the topic sentences in similar words but does not include any suggestions, prediction, or warning successfully.	There is no clear conclusion, the paragraph just ends

The rubric of GWIMBLE narrative writing

Criteria	Scores			
	4	**3**	**2**	**1**
Introduction	The introduction excellently states the main topic and previews the structure of the paragraph that excellently inviting the reader by setting out the situation and /or the character.	The introduction clearly previews the structure of the paragraph, but is not particularly inviting to the reader by setting out the situation and /or the character.	The introduction states the main topic, but does not adequately preview the structure of the paragraph nor is it particularly inviting the reader by setting out the situation and /or the character.	There is no clear introduction of the main topic or structure of the paragraph.
Language features	The story is excellently developed using the sequence of events, sensory details, and the writer's feeling about or during the events.	The story is clearly developed using the sequence of events, sensory details, and the writer's feeling about or during the events.	The story is partly developed using the sequence of events, sensory details, and the writer's feeling about or during the events.	The story is poorly developed using the sequence of events, sensory details, and the writer's feeling about or during the events.
Content	Topic is excellently supported by specific details and the story line is evident and connected to the topic.	Topic is clearly supported by specific details and the story line is evident and connected to the topic.	Topic is partly supported by specific details and the story line is evident and connected to the topic.	Topic is poorly supported by specific details and the story line is evident and connected to the topic.
Conventions	Writer makes no errors in grammar, punctuation, or spelling that distract the reader from the content.	Writer makes a few (1-3) errors in grammar, punctuation, or spelling that distract the reader from the content.	Writer makes some (4-6) errors in grammar, punctuation, or spelling that distract the reader from the content.	Writer makes more than 6 errors in grammar or spelling that distracts the reader from the content.
Conclusion	The conclusion strongly wraps up the story and includes the comment on why the story is important.	The conclusion suitably wraps up the story and includes the comment on why the story is important.	The conclusion somehow wraps up the story but does not includes any comment on why the story is important.	The conclusion does not reflect on what is experienced or told.

The rubric of persuasive writing

Criteria	Scores			
	4	3	2	1
Introduction	The introduction excellently states the main topic and previews the structure of the paragraph that expresses opinion about the topic.	The introduction clearly states the main topic and previews the structure of the paragraph that expresses opinion about the topic.	The introduction partly states the main topic and previews the structure of the paragraph that expresses opinion about the topic.	The introduction poorly states the main topic and previews the structure of the paragraph that expresses opinion about the topic.
Supporting opinion and reasons	The text excellently contains sufficient supporting opinion and specific reasons to support opinions, and provide the thoughtful reasons and well-chosen examples.	The text suitably contains sufficient supporting opinion and specific reasons to support opinions, and provide the thoughtful reasons and well-chosen examples.	The text partly contains sufficient supporting opinion and specific reasons to support opinions, and provide the thoughtful reasons and well-chosen examples.	The text poorly contains sufficient supporting opinion and specific reasons to support opinions, and provide the thoughtful reasons and well-chosen examples.
Organization and support	The test is coherently organized and developed. Transitions are various and use effectively.	The test is coherently organized and developed. Transitions are various and use suitably.	The test is coherently organized and developed. Transitions are somewhat use.	The test is coherently organized and developed. Transitions are poorly use.
Conventions	Writer makes no errors in grammar, punctuation, or spelling that distracts the reader from the content.	Writer makes a few (1-3) errors in grammar, punctuation, or spelling that distract the reader from the content.	Writer makes some (4-6) errors in grammar, punctuation, or spelling that distracts the reader from the content.	Writer makes more than 6 errors in grammar or spelling that distracts the reader from the content.
Conclusion	The conclusion strongly restates the topic sentences in different words and comment on the opinion.	The conclusion suitably restates the topic sentences in different words and comment on the opinion.	The conclusion restates the topic sentences in similar words but does not include any comment on the opinion.	There is no clear conclusion, the paragraph just ends.

APPENDIX H: The rubric of the GWIMBLE thinking skills

Criteria	Scores			
	4	**3**	**2**	**1**
REMEMBERING and UNDERSTANDING	The writing exhibits and shows memory of previously learned content, rhetoric, and paragraph organization of narrative, procedural, expository, and descriptive.	The writing exhibits and shows memory of previously learned content, and paragraph organization of narrative, procedural, expository, and descriptive.	The writing exhibits and shows memory of previously learned content of narrative, procedural, expository, and descriptive.	There were no observed memories of previously learned content, rhetoric, and paragraph organization of narrative, procedural, expository, and descriptive.
APPLYING	The writing demonstrates the observed use of acquire knowledge, facts, writing techniques, and language mechanics in narrative, procedural, expository, and descriptive writing.	The writing demonstrates language mechanics and acquires knowledge and facts in narrative, procedural, expository, and descriptive writing.	The writing demonstrates acquired knowledge and facts in narrative, procedural, expository, and descriptive writing.	There were no observed use of acquired knowledge, facts, writing techniques, and language mechanics in narrative, procedural, expository, and descriptive writing
ANALYZING	Students are able to examine and break information into parts by identifying motives, causes, relationship required in narrative, procedural, expository, and descriptive writing. They can make inferences and find evidence to support the narrative, procedural, expository, and descriptive.	Students are able to examine and break information into parts by identifying motives, causes, relationship required in narrative, procedural, expository, and descriptive writing. They can make inferences to support the narrative, procedural, expository, and descriptive.	Students are able to examine and break information into parts by identifying motives, causes, relationship required in narrative, procedural, expository, and descriptive writing.	They were no observed students' ability to examine and break information into parts by identifying motives, causes, relationship required in narrative, procedural, expository, and descriptive writing. There were no inference and evidence to support their narrative, procedural, expository, and descriptive.
EVALUATING	Students are able to present and or defend opinion by	Students are able to present and/or defend opinion by	Students are able to present and/or defend opinion by	There were no observed students' ability

	making judgment about information, validity of ideas or quality of words based on set criteria. They can justify a decision or course of action.	making judgment about information, validity of idea, or quality of work based on a set of criteria.	making judgments about information, validity of idea, or quality of work.	to present and/or defend opinion by making judgments about information, validity of ideas, or quality of work based on a set of criteria. They cannot justify a decision or course of action.
CREATING	Students are able to compile, generate, or view information, ideas or products together in a different way by combining elements in new pattern or by proposing alternative solutions.	Students are able to compile, generate, or view information, ideas, or products together in different way and in new pattern.	Students are able to compile, generate, or view information, ideas, or products together in different way.	There were no observed student's ability to compile, generate, or view information, ideas, or products together in different way by combining elements in new pattern or by proposing alternative solutions.

Adapted from Revised Bloom's Taxonomy by Anderson and Krathwohl (2001)

APPENDIX I: The Genre-based Writing Instructional Module in a Blended

Learning Environment (GWIMBLE) Coding Scheme

Topic	Coding Scheme	Definition and description
Blended-learning model (Heinze & Proctor, 2004)		
Face-to-face instruction	BFT	Traditional learning - In-class activities Example: - มีกิจกรรมต่างๆในห้องเรียน เช่น กิจกรรมกลุ่ม - มีการนำเสนอผลงานหน้าชั้นเรียน
	BFP	Traditional learning - Paper-based learning Example: - ครูมีเอกสารประกอบการเรียนให้กับนักเรียน - มีการฝึกเขียนโครงร่างของย่อหน้าในการเขียนประเภทต่างๆในห้องเรียน
Online instruction	BOW	Technology-based learning - Use websites and applications Example: - ใช้ website ต่างๆ ในการอ้างอิงงานเขียน - มีการใช้ website ต่างๆเช่น Emaze หรือ Storybird ในการสร้างสรรค์ผลงานเพื่อนำไปส่งงานผ่านทาง social media
	BOS	Technology-based learning - Use social network Example - มีการใช้ social meida ต่างๆ เช่น facebookเป็นช่องทางในการส่งงาน - ให้นักเรียนได้ comment งานของเพื่อนผ่านทาง social media ที่ใช้เป็นสื่อกลางในการส่งงานนั้นๆ

Instructional Model of Genre Analysis (Hyland, 2013; Martin & Rose, 2005; Widodo, 2006)		
Modeling the specific text	GM	Explore the purposes and the language features of the text *Example* - เข้าใจวัตถุประสงค์ของการเขียนในแต่ละประเภท - รู้ว่าต้องใช้คำศัพท์ใดในงานเขียนแต่ละประเภท - รู้ว่าต้องใช้หลักไวยากรณ์ใดในงานเขียนแต่ละประเภท - รู้กระบวนการเขียนย่อหน้าแบบต่างๆ - รู้ว่าย่อหน้าที่ดีต้องมี topic sentence - รู้ว่าย่อหน้าที่ดีต้องมี supporting details - รู้ว่าย่อหน้าที่ดีต้องมี concluding sentence
Collaborative writing	GC	Co-construct the text by imitating and prepare the students for writing individually *Example* - มีการจัดกิจกรรมกลุ่มเพื่อให้นักเรียนได้ฝึกฝนการเขียนย่อหน้า - ได้ฝึกเขียนร่วมกับเพื่อน - ได้ตรวจสอบแก้ไข และแนะวิธีการปรับปรุงงานเขียนย่อหน้าของเพื่อนร่วมชั้น - มีการตรวจงาน และเสนอแนะความคิดเห็นต่างๆในงานของเพื่อน

Self-writing	GS	Compose and monitor the text individually *Example* - สามารถเขียนย่อหน้าได้ด้วยตนเอง - สามารถสร้างสรรค์ผลงานของตนเอง ผ่านสื่อต่างได้ - มีการตรวจสอบและแก้ไขย่อหน้าที่เขียน
Components of attitude (Schau, 2003)		
Affective	AA	Fun, not stressed, not threatened and not disappointed in taking the course - รู้สึกว่าการเรียน GWIMBLE สนุก - รู้สึกว่าการเรียน GWIMBLE ทำให้ไม่รู้สึกเครียด
Cognitive capability	AC	Knowledge and intellectual skills in learning - เข้าใจหลักการเขียนเพิ่มมากขึ้นกว่าเดิม - มีความสามารถในการเขียนย่อหน้ามากขึ้น - เขียนย่อหน้าต่างๆได้ถูกต้องตามองค์ประกอบและหลักการเขียนย่อหน้า
Value	AV	Usefulness, relevance, and advantage of the course for individual and professional life - รู้สึกว่าการเรียนผ่าน GWIMBLE มีความสำคัญ - รู้สึกว่า GWIMBLE มีประโยชน์ต่อการพัฒนาทักษะการเขียน - รู้สึกว่าการเรียนผ่าน GWIMBLE มีประโยชน์ต่อการเรียนในอนาคต - รู้สึกว่าการเรียนผ่าน GWIMBLE มีประโยชน์ต่อการเขียนในระดับที่สูงขึ้นต่อไปในอนาคต
Difficulty	AD	Difficulty in understanding the subject - การเรียนผ่าน GWIMBLE ทำให้เข้าว่าต้องใช้ grammar ต่างๆอย่างไรในการเขียนได้ง่ายขึ้น - GWIMBLR เข้าใจว่าต้องเขียนแต่ละ paragraph อย่างไรได้ง่ายขึ้น

Interest	AI	Students 'tendency in the course - รู้สึกว่าสื่อการสอนต่างๆใน GWIMBLE น่าสนใจ - รู้สึกสนใจในการเขียน essay ต่างๆมากขึ้น
Effort	AE	Students 'intention in learning - ตั้งใจเรียนการเขียน essay เป็นภาษาอังกฤษมากขึ้น - ตั้งใจทำงานที่อาจารย์สั่ง - ทบทวนเนื้อหาที่เรียนอย่างสม่ำเสมอ - ส่งการบ้านตรงตามเวลาอย่างสม่ำเสมอ

จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

APPENDIX J: Attitude toward the Genre-based Instruction Module in Blended

Learning Environment (GWIMBLE) Questionnaire

Attitude toward the Genre-based Instruction Module in Blended

Learning Environment (GWIMBLE) Questionnaire

This questionnaire consists of two parts that are:

Part I: Attitude toward the genre based instruction module in blended learning
environment (GWIMBLE)

Part II: Attitude and suggestions about the genre based instruction module in
blended learning environment (GWIMBLE)

Your answer will be used for academic purpose only and will not affect your
grade in anyway. The information you have provided will be confidential.

Direction: Please put a ✓ in the box to answer of your choice or write in the space
provided.

Sex

Male ☐   Female ☐

Age

.... years old

Year of study

First year ☐   Second year ☐   Third year ☐

Fourth year ☐   Other ☐ ....

Years of learning English

....

Part I: Attitudes toward the genre based instruction module in blended learning environment (GWIMBLE)

Direction: Please read the following statements and put a ✓ in the box that best describes your opinion about each of it.

5	means	strongly agree
4	means	agree
3	means	neutral
2	means	disagree
1	means	strongly disagree

Statements	Level of attitude				
	5	4	3	2	1
Attitude toward the learning stages in the genre-based instructional module in blended learning environment (GWIMBLE)					
Stage 1: Modeling the text					
1. The GWIMBLE helped me realize the purpose of writing.					
2. I realized how information had been structured in the online sample.					
3. The GWIMBLE helped me analyze the language features.					
4. The GWIMBLE helped me analyze the paragraph organization.					
5. During the face-to-face session, I studied the useful language and structure that were needed to construct the writing in a particular genre.					
6. During the online learning session, I was able to compose a paragraph by imitating the sample text through the technology in blended-learning tools.					
Stage 2: Writing Process					
7. The GWIMBLE helped me focus on writing a paragraph based on the language and structure from the model of the text.					
8. The GWIMBLE helped me put the theories of each genre into practice					
9. The GWIMBLE helped me understand "what to write" in order to accomplish the writing of each paragraph.					
10. The GWIMBLE helped me understand "how to write" in order to accomplish the writing of each paragraph.					
11. During the face-to-face session, students were able to construct the paragraph through the stages of listing.					
12. During the face-to-face session, students were able to construct the					

paragraph through the stages of outlining.					
13. During the face-to-face session, students were able to construct the paragraph through the stages of writing a first draft.					
14. During the face-to-face session, students were able to construct the paragraph through the stages of peer reviewing.					
15. During the face-to-face session, students were able to construct the paragraph through the stages of revising.					
16. During the face-to-face session, students were able to construct the paragraph through the stages of editing.					
17. During the face-to-face session, students were able to construct the paragraph through the stages of writing a first draft.					
18. During the face-to-face session, the GWIMBLE facilitated the students to work collaboratively to improve their writing.					
19. During the online learning session, the GWIMBLE helped me repeat the stages of listing based on the prompts given, and share my work online.					
20. During the online learning session, the GWIMBLE helped me repeat the stages of outlining based on the prompts given, and share my work online.					
21. During the online learning session, the GWIMBLE helped me repeat the stages of writing the first draft based on the prompts given and share my work online.					
Stage 3: Writing the final draft					
22. The GWIMBLE introduced technological tools such as Emaze and Storybird to create my work.					
23. GWIMBLE introduced technological tools such as Facebook to share my work.					
24. I realized the benefits of the technological tools used in each lesson.					
25. I was able to model the text using the specific technological tools.					
26. During the face-to-face session, I knew how to do the peer review task.					
27. During the face-to-face session, I was able to revise the task based on the peer review.					
28. During the face-to-face session, I was able to edit my work.					
29. During the online session, I was able to complete the final draft using the technological tools mentioned in the face-to-face session.					
Attitudes toward the genre based instruction module in blended learning environment (GWIMBLE)					
30. The GWIMBLE helped me to complete the tasks conveniently.					
31. The GWIMBLE encouraged me to learn about English writing.					
32. The GWIMBLE was flexible for me in terms of learning writing time.					
33. I am satisfied with the tasks that I completed in the GWIMBLE.					

34. I am satisfied with the activities that I completed in the GWIMBLE.				
35. I am satisfied with the materials that I learned from in the GWIMBLE.				
36. I had chance to discuss things with my friends when learning through the GWIMBLE.				
37. I believe that the GWIMBLE is suitable for learning writing in various genres.				
38. I think that the GWIMBLE allowed me to show my identity.				
39. I enjoyed learning through the GWIMBLE.				
40. I would prefer blended learning to be used in other courses rather than only in writing class.				

Part II: Attitude and suggestions about the genre based instruction module in blended learning environment (GWIMBLE)

Direction: Answer the following questions to express your attitude and give suggestions to the GWIMBLE course

1. Do you think the "Modeling the text" helps you to write a paragraph? How does it help?

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

2. Do you think the "writing process" stages facilitate you to learn what and how to write a paragraph? How?

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

3. Do you think the "writing the final draft" stage helps you to write a paragraph? Why?

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

4. Which activities do you like the most? Why?

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

5. Which technological tools do you think benefit your learning the most? Why?

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

6. Do you think your writing is improved after learning through the GWIMBLE? Why?

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

END OF THE QUESTIONNAIRE

APPENDIX K: The Thai version of the GWIMBLE attitude questionnaire

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แบบสอบถามเรื่อง เจตคติที่ดีต่อการสอนการเขียนแบบอรรถลักษณะผ่านสภาพการเรียนการสอนแบบผสมผสาน(GWIMBLE)

แบบสอบถามนี้ประกอบไปด้วย 2 ส่วน ได้แก่

ส่วนที่ 1 : เจตคติต่อการสอนการเขียนแบบอรรถลักษณะผ่านสภาพการเรียนการสอนแบบ
ผสมผสาน(GWIMBLE)

ส่วนที่ 2 : เจตคติและคำแนะนำต่อการสอนการเขียนแบบอรรถลักษณะผ่านสภาพการเรียนการ
สอน

แบบผสมผสาน(GWIMBLE)

คำตอบในแบบสอบถามนี้มีวัตถุประสงค์เพื่อใช้ในเชิงวิชาการเท่านั้น และไม่มีผลกระทบ
ใดต่อผลการเรียนของนิสิต ข้อมูลทุกอย่างจะถูกเก็บไว้เป็นความลับ

คำสั่ง: ทำเครื่องหมาย ✔ ใน ☐ เพื่อตอบคำถาม และเขียนคำตอบลงในช่องว่าง

เพศ

ชาย ☐   หญิง ☐

อายุ _____ ปี

ชั้นปีที่กำลังศึกษา

ปี 1 ☐   ปี 2 ☐   ปี 3 ☐   ปี 4 ☐   อื่นๆ ☐ _____

ระยะเวลาที่เรียนภาษาอังกฤษ _____ ปี

ส่วนที่ 1 : เจตคติต่อการสอนการเขียนแบบอรรถลักษณะผ่านสภาพการเรียนการสอนแบบผสมผสาน (GWIMBLE)

คำสั่ง: อ่านข้อความต่อไปนี้แล้วทำเครื่องหมาย ✔ ลงในช่องว่างที่อธิบายถึงความคิดเห็นของนิสิต โดยมีระดับความคิดเห็นดังนี้

5	หมายถึง	เห็นด้วยอย่างยิ่ง
4	หมายถึง	เห็นด้วย
3	หมายถึง	เห็นด้วยปานกลาง
2	หมายถึง	ไม่เห็นด้วย
1	หมายถึง	ไม่เห็นด้วยอย่างยิ่ง

ข้อความ	ระดับเจตคติ				
	5	4	3	2	1
เจตคติที่ดีต่อการสอนการเขียนแบบอรรถลักษณะผ่านสภาพการเรียนการสอนแบบผสมผสาน(GWIMBLE)					
ขั้นที่ 1: การสร้างงานเขียน (Modeling the text)					
1. GWIMBLE ช่วยให้ฉันได้เข้าใจถึงวัตถุประสงค์ของการเขียน					
2. ฉันจดจำได้ว่า ข้อมูลต่างๆนั้นได้ถูกนำมาเขียนในรูปแบบของย่อหน้าได้จากสื่อออนไลน์					
3. GWIMBLE ทำให้ฉันได้วิเคราะห์หลักสำคัญของภาษา (language features)					
4. GWIMBLE ทำให้ฉันได้วิเคราะห์องค์ประกอบของย่อหน้า (paragraph organization)					
5. ในระหว่างการเรียนในห้องเรียน ฉันได้เรียนรู้เกี่ยวกับโครงสร้างภาษาที่สำคัญสำหรับนำมาใช้ในงานเขียนตามอรรถลักษณะต่างๆ (genre)					
6. ฉันสามารถเขียนย่อหน้าได้โดยการศึกษาเรียนรู้จากตัวอย่างต่างๆ ผ่านสื่อเทคโนโลยีในการสอนแบบผสมผสาน					
ขั้นที่ 2: กระบวนการเขียน (Writing process)					

7. GWIMBLE ช่วยให้ฉันได้ฝึกฝนการเขียนย่อหน้าโดยใช้ภาษาและหลักภาษาจากการศึกษาจากตัวอย่างต่างๆ					
8. GWIMBLE ช่วยให้ฉันได้ประยุกต์ใช้หลักทฤษฎีต่างๆในแต่ละอรรถลักษณะ (genres) ผ่านการฝึกฝนการเขียน					
9. GWIMBLE ช่วยให้ฉันเรียนรู้และเข้าใจได้ว่าฉันต้องเขียนอะไรลงไปในย่อหน้าในอรรถลักษณะ (genres) แบบต่างๆ					
10. GWIMBLE ช่วยให้ฉันเรียนรู้และเข้าใจได้ว่าฉันต้องเขียนในย่อหน้าในอรรถลักษณะ (genres) แบบต่างๆอย่างไร					
11. ในระหว่างการเรียนในห้องเรียน ฉันสามารถวางแผนการเขียนของฉันผ่านการรวบรวมข้อมูลความรู้ได้ (listing)					
12. ในระหว่างการเรียนในห้องเรียน ฉันสามารถวางแผนการเขียนของฉันผ่านการเขียนโครงร่างได้ (outlining)					
13. ในระหว่างการเรียนในห้องเรียน ฉันสามารถวางแผนการเขียนของฉันผ่านการร่างงานเขียนได้ (first drafting)					
14. ในระหว่างการเรียนในห้องเรียน ฉันสามารถวางแผนการเขียนของฉันผ่านการทบทวนโดยผู้รู้เสมอกันได้ (peer reviewing)					
15. ในระหว่างการเรียนในห้องเรียน ฉันสามารถวางแผนการเขียนของฉันผ่านการปรับปรุงร่างงานเขียน (revising)					
16. ในระหว่างการเรียนในห้องเรียน ฉันสามารถวางแผนการเขียนของฉันผ่านการบรรณาธิกรได้ (editing)					
17. ในระหว่างการเรียนในห้องเรียน ฉันสามารถวางแผนการเขียนของฉันผ่านการเขียนร่างสุดท้ายได้ (final drafting)					
18. ในระหว่างการเรียนในห้องเรียน GWIMBLE ช่วยส่งเสริมให้นักเรียนเกิดการทำงานร่วมกันในการพัฒนาทักษะการเขียนของตนเอง					
19. ในการระหว่างการเรียนออนไลน์ GWIMBLE ช่วยให้ฉันได้ทบทวนการทำรวบรวมข้อมูลความรู้ได้ (listing) ผ่านโจทย์ และนำเสนอผลงานของตนเองผ่านสื่อออนไลน์					

20. ในการระหว่างการเรียนออนไลน์ GWIMBLE ช่วยให้ฉันได้ทบทวนการเขียนโครงร่าง (outlining) ผ่านโจทย์ และนำเสนอผลงานของตนเองผ่านสื่อออนไลน์					
21. ในการระหว่างการเรียนออนไลน์ GWIMBLE ช่วยให้ฉันได้ทบทวนการร่างงานเขียน (first drafting) ผ่านโจทย์ และนำเสนอผลงานของตนเองผ่านสื่อออนไลน์					
ขั้นที่ 3: การเขียนร่างสุดท้าย (Writing the final draft)					
22. GWIMBLE ช่วยแนะนำสื่อเทคโนโลยีทางการเรียนต่างๆ เช่น Storybird หรือ Emaze เพื่อสร้างผลงานของตนเอง					
23. GWIMBLE ช่วยแนะนำสื่อเทคโนโลยีทางการเรียนต่างๆ เช่น Facebook เพื่อนำเสนอผลงานของตนเอง					
24. ฉันตระหนักได้ถึงความสำคัญของสื่อเทคโนโลยีที่ใช้ในแต่ละบทเรียน					
25. ฉันสามารถสร้างย่อหน้าของงานเขียนของตนเองผ่านสื่อเทคโนโลยีต่างๆ					
26. ในระหว่างการเรียนในห้องเรียน ฉันเรียนรู้ถึงขั้นตอนของการทบทวนโดยผู้รู้เสมอกันได้ (peer reviewing)					
27. ในระหว่างการเรียนในห้องเรียน ฉันสามารถปรับปรุงงานเขียนของฉันตามคำแนะนำในขั้นตอนของการทบทวนโดยผู้รู้เสมอกันได้ (peer reviewing)					
28. ในระหว่างการเรียนในห้องเรียน ฉันสามารถแก้ไขงานของตัวเองได้					
29. ในระหว่างการเรียนในห้องเรียน ฉันสามารถเขียนการเขียนร่างสุดท้าย (final drafting) ได้โดยการใช้สื่อเทคโนโลยีต่างๆได้					
เจตคติที่ดีต่อการสอนการเขียนแบบอรรถลักษณะผ่านสภาพการเรียนการสอน แบบผสมผสาน (GWIMBLE)					
30. ฉันสามารถเขียนย่อหน้าตามโจทย์ได้อย่างสะดวกและง่ายดายผ่านการเรียนโดย GWIMBLE					
31. GWIMBLE ช่วยให้ฉันเรียนรู้ในเรื่องของการเขียนภาษาอังกฤษ					
32. GWIMBLE ช่วยให้เกิดความยืดหยุ่นในการเรียนรู้เรื่องของการ					

เขียนภาษาอังกฤษ					
33. ฉันมีความพึงพอใจในผลงานการเขียนย่อหน้าของตนเองผ่านการเรียนรู้โดยใช้ GWIMBLE					
34. ฉันมีความพึงพอใจในกิจกรรมต่างๆที่ได้ทำจากการเรียนผ่านการเรียนรู้โดยใช้ GWIMBLE					
35. ฉันมีความพึงพอใจในสื่อการเรียนรู้ต่างๆที่ได้ใช้ในการเรียนผ่านการเรียนรู้โดยใช้ GWIMBLE					
36. ฉันได้แลกเปลี่ยนความคิดเห็นต่างๆกับเพื่อนในชั้นเรียนผ่านการเรียนโดยใช้ GWIMBLE					
37. ฉันเชื่อว่า GWIMBLE นั้นมีความเหมาะสมต่อการเรียนรู้การเขียนในหลากหลายอรรถลักษณะ (genres)					
38. ฉันคิดว่า GWIMBLE ช่วยกระตุ้นให้ฉันได้แสดงความเป็นตัวตนผ่านงานเขียนของฉันได้					
39. ฉันชอบการเรียนรู้โดยใช้ GWIMBLE					
40. ฉันคิดว่าการเรียนแบบผสมผสาน (blended learning) สามารถนำไปประยุกต์ใช้ในรายวิชาอื่นๆได้นอกเหนือจากวิชาการเขียน					

ส่วนที่ 2 : เจตคติและคำแนะนำต่อการสอนการเขียนแบบอรรถลักษณะผ่านสภาพการเรียนการสอนแบบผสมผสาน(GWIMBLE)

คำสั่ง: จงตอบคำถามต่อไปนี้เพื่อแสดงความคิดเห็นหรือให้คำแนะนำต่างๆ

คุณคิดว่าขั้นตอนการสร้างงานเขียนจากการศึกษารูปแบบ ไวยากรณ์และคำศัพท์ที่ใช้ (Modeling the text) สามารถช่วยคุณให้เขียนย่อหน้าในภาษาอังกฤษได้หรือไม่ เพราะเหตุใด?

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2. คุณคิดว่าขั้นตอนกระบวนการเขียน (Writing process) ช่วยให้คุณได้เรียนรู้ว่าต้องเขียนย่อหน้า
ได้อย่างไรและในการเขียนย่อหน้านั้นควรจะประกอบไปด้วยอะไรบ้างใช่หรือไม่ อย่างไร?

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3. คุณคิดว่าขั้นตอนการเขียนร่างสุดท้าย (Writing the final draft) ช่วยให้คุณเขียนย่อหน้าในภาษา
อังกฤษได้หรือไม่?

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4. คุณชอบกิจกรรมใดมากที่สุดจากการเรียนโดยใช้ GWIMBLE เพราะเหตุใด?

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5. คุณคิดว่าสื่อการสอนที่เป็นเทคโนโลยีใดที่เป็นประโยชน์ต่อการเรียนมากที่สุด เพราะเหตุใด?

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6. คุณคิดว่าทักษะการเขียนของตนเองพัฒนาขึ้นหรือไม่หลังจากที่เรียนผ่าน GWIMBLE เพราะ

เหตุใด?

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APPENDIX L: Focus Group Interview Questions

Focus Group Interview Questions	

Research Question:

What is the students' attitude toward genre-based writing instructional module in a blended learning environment (GWIMBLE)?

Interview Schedule Interviewee: _____ Date: _____ Place: _____	Intended Duration: _____ min. Interview began: _____ Interview finished: _____ Actual duration: _____ mins
Topic: The students' attitude toward genre-based writing instructional module in a blended learning environment (GWIMBLE)	**Questions:** 1. Which activities in the class do you think influence your writing most? 2. What online materials do you think influence your writing the most? 3. Do you think GWIMBLE can enhance your writing ability? Can you give example? 4. Do you think GWIMBLE can enhance your thinking skills? Can you give example? 5. Do you think GWIMBLE are flexible in learning writing?

APPENDIX M: The Thai version of GWIMBLE focus group interview

<div style="text-align:center; border:1px solid black; padding:10px;">

คำถามสำหรับการสัมภาษณ์กลุ่มย่อย

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คำถามงานวิจัย:

อะไรคือเจตคติที่ดีต่อการสอนการเขียนแบบอรรถลักษณะผ่านสภาพการเรียนการสอนแบบผสมผสาน(GWIMBLE)?

ตารางการสัมภาษณ์ วันที่: _____ สถานที่: _____	เวลาเริ่มการสัมภาษณ์ _____ เวลาสิ้นสุดการสัมภาษณ์ _____ ระยะเวลาการสัมภาษณ์ _____ นาที
หัวข้อ: เจตคติที่ดีต่อการสอนการเขียนแบบอรรถลักษณะผ่านสภาพการเรียนการสอนแบบผสมผสาน(GWIMBLE)	**คำถาม:** 1. กิจกรรมใดที่นิสิตคิดว่ามีอิทธิพลต่อการเขียนของนิสิตมากที่สุด? 2. สื่อการสอนออนไลน์ประเภทใดที่นิสิตคิดว่ามีอิทธิพลต่อการเขียนของนิสิตมากที่สุด? 3. นิสิตคิดว่า GWIMBLE สามารถพัฒนาทักษะการเขียนของนิสิตได้หรือไม่? กรุณายกตัวอย่าง 4. นิสิตคิดว่า GWIMBLE สามมารถพัฒนาทักษะการคิดของนิสิตได้หรือไม่? กรุณายกตัวอย่าง 5. นิสิตคิดว่า GWIMBLE นั้นยืดหยุ่นต่อการเรียนทักษะการเขียนหรือไม่?

APPENDIX N: Letter of Consent

TITLE OF STUDY

The Effects of the Genre-Based Writing Instructional Module in a Blended Learning Environment on English Writing Ability and Thinking Skills of Thai Undergraduate Students.

INVESTIGATOR

Patricia Visser
Ph.D. Candidate
English as an International Language, Chulalongkorn University
Email: patriciavisser555@hotmail.com

PURPOSE OF STUDY

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

The purpose of this study is to develop a technology-enhanced, genre-based writing instruction module to enhance the Thai students' English thinking skills and writing ability.

STUDY PROCEDURES

This research is divided into two major phases, which are the development of the genre-based writing instruction module in a blended learning environment, and the experiment. In the experiment stage, the research instruments employed to collect the data is pre-test and post-test, stimulated recall, attitude questionnaire, and the focus group interview. The independent variable is the genre-based writing instruction module in a blended learning classroom. The dependent variables are students' writing ability in English, students' thinking skills, and students' attitude toward learning through the genre-based writing instruction module in a blended learning classroom.

This study consists of two phases: the development of the module and the experiment. In phase 1, the development of the module, studying the theories and research relevant to teaching English writing, thinking skills, and genre-based writing and blended learning begins the procedure of this study. Then, the genre-based writing instructional module in a blended learning environment is constructed for the participants.

In phase 2, the experiment stage, the participants are asked to attend the instruction. The researcher first employs the pre-test of English writing ability and thinking skills. Then, the participants are asked to study in the twelve lessons of four units. At the end of each unit, the stimulated recall will be employed to investigate the students' thinking skills. At the end of the course, the participants are asked to complete the post-test of English writing ability and thinking skills. The researcher also investigates the students' attitude towards the course using the attitude questionnaire and the focus group interview.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

APPENDIX O: The validation of lesson plan

The validation of the Genre-based Writing Instruction Module in Blended Learning Environment (GWIMBLE) lesson plan is shown in the table below:

Items	E1	E2	E3	IOC
1. Lesson Layout and Design:				
1.1 The layout and design of the lesson are appropriate and clear.	1	0	0	0.333
1.2 The layout and design of the lesson are effectively organized.	1	0	0	0.333
1.3 The language and layout of the lesson plan are accurate.	1	0	1	0.667
1.4 The instructional steps are clear and easy to follow.	1	1	1	1.000
2. Objectives:				
2.1 The terminal objective is appropriate, and achievable for the lesson time allocation.	1	1	1	1.000
2.2 The enabling objectives are related to the terminal objective.	1	1	1	1.000
2.3 The objectives are relevant and consistent with the concept of the lesson.	1	1	1	1.000
3. Stages and Activities:				
• *Face-to-face instruction*				
3.1 Modeling				
Genre analysis				
3.1.1 The activities are relevant to the "modeling the text" stage which allows the students to explore the purpose and the language features of the text.	1	1	1	1.000
Thinking skills				
3.1.2 The activities help the students to retrieve, recognize, and recall relevant knowledge. (remembering)	1	1	1	1.000
3.1.3 The activities help the students to demonstrate the understanding of ideas by organizing, comparing, and interpreting the text. (understanding)	1	1	1	1.000
3.2 Collaborative writing				
Genre analysis				
3.2.1 The activities are relevant to the "collaborative writing" stage which guides the students to co-construct the text by imitating the model text, and prepare the	1	1	1	1.000

students for writing individually.				
<u>Thinking skills</u>				
3.2.2 The activities help the student to apply acquired knowledge and implementing the samples in their text. (applying)	1	1	0	0.667
3.2.3 The activities help the students to make inferences and find evidence to support generalization. (analyzing)	1	1	0	0.667
Online instruction				
3.3 Self-writing				
• Genre analysis				
3.3.1 The activities are relevant to the "self-writing" stage which gives the students opportunity to compose and monitor the text independently.	0	1	1	0.667
<u>Thinking skill</u>				
3.3.2 The activities help the students to make judgments on information validity of ideas. (evaluating)	0	0	0	0.000
3.3.3 The activities help the students to compile element together to form a coherent or functional test. (creating)	1	0	0	0.333
3.4. Online tools				
3.4.1 Online tools are appropriate for the lesson.	1	1	1	1.000
3.4.2 Online tools are suitable for students' language level.	1	1	1	1.000
3.4.3 Online tools are interesting, motivating, and comprehensible.	1	1	1	1.000
				0.78

0.50-1.00 = reserved, 0-0.49 = modified

APPENDIX P: The validation of the pre-test and post-test

The validation of the pre-test and post-test is shown in table below.

Items	E1	E2	E3	IOC
1. Procedural paragraph				
1.1 The task requires the test takers to write the procedural paragraph.	1	0	1	0.667
1.2 The task assesses the test takers' procedural writing.				
• It requires the students to list the steps on how to cook a dish.	1	0	1	0.667
• It requires the students to present factual information about the dish.	1	0	1	0.667
1.3 The task assess the students the lower thinking skills namely:				
• remembering	1	1	0	0.667
• understanding	1	1	1	1.000
1.4 The task assess the students the higher thinking skills namely:				
• evaluating	1	1	1	1.000
• creating	1	1	0	0.667
1.5 The following verbs applied in the prompt (describe, explain, design) are suitable.				
• describe	1	1	1	1.000
• explain	1	1	1	1.000
• design	1	1	1	1.000
1.6 The word limit (150 – 200 words) is appropriate for the test task.	1	1	0	0.667
1.7 The time allocation (40 minutes) is appropriate for the test takers to complete the tasks.	-1	1	0	0.000
2. Persuasive paragraph				
2.1 The task requires the test takers to write the persuasive paragraph.	0	1	0	0.333
2.2 The task assesses the test takers' persuasive writing.				
• It requires the students to make an argument on the online forum.	1	1	0	0.667
• It requires the students to present factual information about the issue.	0	1	0	0.667
2.3 The task assess the students the lower thinking skill namely:				
• Understanding	1	1	0	0.667

2.4 The task assess the students the higher thinking skills namely:				
• Analyze	1	1	0	0.667
• Evaluating	1	1	0	0.667
2.5 The following verbs applied in the prompt are suitable.				
• Describe	-1	1	0	0.000
• Compare	-1	1	0	0.000
• state opinion	1	1	1	1.000
2.6 The word limit (150 – 200 words) is appropriate for the test task.	-1	1	0	0.000
2.7 The time allocation (40 minutes) is appropriate for the test takers to complete the tasks.	-1	1	0	0.000
3. Narrative paragraph				
3.1 The task requires the test takers to write the narrative paragraph.	0	1	1	0.667
3.2 The task assesses the test takers' narrative writing.				
• It requires the students to tell their important story.	1	1	1	1.000
• It requires the students to give the details in the story.	1	1	1	1.000
3.3 The task assess the students the lower thinking skill namely:				
• Remembering	1	1	0	0.667
• Understanding	1	1	0	0.667
3.4 The task assess the students the higher thinking skills namely:				
• Applying	1	1	0	0.667
• Evaluating	0	1	1	0.667
3.5 The following verbs applied in the prompt are suitable.				
• describe the situation	0	1	1	0.667
• Explain	-1	1	0	0.000
• tell how	-1	1	1	0.333
• state the reason why	-1	1	1	0.333
3.6 The word limit (150 – 200 words) is appropriate for the test task.	-1	1	1	0.333
3.7 The time allocation (40 minutes) is appropriate for the test takers to complete the tasks.	-1	1	1	0.333
				0.581
0.50-1.00 = reserved, 0-0.49 = modified				

APPENDIX Q: The validation of the GWIMBLE attitude questionnaire

The validation of the GWIMBLE attitude questionnaire is shown in table below:

Statements	Evaluator			IOC
	E1	**E2**	**E3**	
Attitude toward the learning stages in the genre-based instructional module in blended learning environment (GWIMBLE)				
Stage 1: Modeling the text				
1. GWIMBLE helps the students realize the purpose of writing in each genre (descriptive, narrative, explanatory, and persuasive).	1	1	1	1.000
2. Students realize how information is structured in the online sample of each genre (descriptive, narrative, explanatory, and persuasive) to reach the purposes, audience, and content of the text.	0	1	1	0.667
3. GWIMBLE helps students to be able to analyze the language features used in each genre (descriptive, narrative, explanatory, and persuasive).	0	1	1	0.667
4. GWIMBLE helps students to be able to analyze the paragraph organization of each genre (descriptive, narrative, explanatory, and persuasive).	1	1	1	1.000
5. During the face-to-face session, students study the useful language and structure that are needed to construct the writing in a particular genre.	0	1	1	0.667
6. During the online learning session, the students are able to compose a paragraph by imitating the sample text through the technology in blended learning tools.	0	1	1	0.667
Stage 2: Writing Process				
7. GWIMBLE helps Student to focus on writing a paragraph in each genre (descriptive, narrative, explanatory, and persuasive) based on the language and structure from the model of the text.	1	1	1	1.000
8. GWIMBLE helps students to apply the theories of each genre (descriptive, narrative, explanatory, and persuasive) into practice.	0	1	1	0.667

9. GWIMBLE helps the students to know "what to write" in order to accomplish each paragraph (descriptive, narrative, explanatory, and persuasive).	1	0	1	0.667
10. GWIMBLE helps the students to know "how to write in order to accomplish each paragraph (descriptive, narrative, explanatory, and persuasive).	1	0	1	0.667
11. During the face-to-face session, students be able to construct the text through the stages of listing, outlining and first drafting, peer reviewing, editing, and final drafting.	0	0	1	0.333
12. During the face-to-face session, GWIMBLE facilitate the students to work collaboratively to improve their writing.	0	1	1	0.667
13. During the online learning session, GWIMBLE helps students to repeat the stages of listing, outlining and first drafting, based on the prompts given, and share their work on a web blog.	1	0	0	0.667
Stage 3: Writing the final draft				
14. GWIMBLE introduces the technological tool for each type of genre, such as: Storybird, Instagram, Blog, online forum etc.	0	1	1	0.333
15. Students realize the benefits of the technological tool used in each lesson.	0	1	1	0.667
16. Students are able to model the text using the specific technological tools.	0	1	1	0.667
17. During the face-to-face session, the students know how to do the peer review of the task.	1	1	1	1.000
18. During the face-to-face session, the students are able to revise the task based on the peer review.	0	1	1	0.667
19. During the face-to-face session, the students are able to edit their works.	0	1	1	0.667
20. During the online session, the students are able to complete the final draft using based on the technological tool mentioned in the face-to-face session.	1	1	1	1.000
Attitudes toward the genre based instruction module in blended learning environment (GWIMBLE)				
21. Students in the GWIMBLE are convenience in	0	0	1	0.333

Questions	E1	E2	E3	IOC
completing the tasks.				
22. The GWIMBLE encourages the students to learn English writing.	1	1	0	0.667
23. The GWIMBLE is flexible for the students in terms of learning writing time.	0	1	0	0.333
24. Students feel that learning through the GWIMBLE is easy to learn.	0	1	0	0.333
25. Students are satisfied with the tasks that they learn from the GWIMBLE.	1	1	0	0.667
26. Students are satisfied with the activities that they learn from the GWIMBLE.	1	1	0	0.667
27. Students are satisfied with the materials that they learn from the GWIMBLE.	1	1	0	0.667
28. Students have a chance to discuss with their friends when learning through the GWIMBLE.	1	1	1	1.000
29. The GWIMBLE can enhance writing in English.	0	1	0	0.333
30. Students believe that the GWIMBLE is suitable for learning writing in various genres.	1	1	1	1.000
31. Students think that the GWIMBLE allows them to shows their identity.	1	0	0	0.333
32. Students think that GWIMBLE is effective in terms of improving their writing in English.	0	0	0	0.000
33. GWIMBLE are not difficult to learn.	0	0	0	0.000
34. Students enjoy learning through the GWIMBLE.	1	0	1	0.667
35. The students prefer the blended learning in other courses.	0	0	1	0.333
				0.619

0.50-1.00 = reserved, 0-0.49 = modified

Part II: **Attitude and suggestions about the genre based instructional module in blended learning environment**

Questions	Evaluator			IOC
	E1	E2	E3	
1. Do you think the "Modeling the text" helps you to write a paragraph? Why?	1	1	1	1.000
2. Do you think the "writing process" stage facilitate you to learn what and how to write a paragraph? Why?	1	1	1	1.000
Do you think the "writing the final draft" stage helps you to	1	1	1	1.000

write a paragraph? Why?				
4. Which activities that you like the most? Why?	1	1	1	1.000
5. Which technological tools that you think it is benefit for your learning the most? Why?	1	1	1	1.000
6. Do you think your writing is improved after learning through the GWIMBLE? Why?	1	1	1	1.000
				1.000
	Part 1 + Part 2 **0.619 + 1.000= 1.619**			0.809

0.50-1.00 = reserved, 0-0.49 = modified

APPENDIX R: The validation of the GWIMBLE of focus group interview

The validation of the GWIMBLE attitude questionnaire is shown in the table below.

Questions	Evaluator			IOC
	E1	E2	E3	
1. Which activities that you developed in the class do you think influence your writing most?	1	0	1	0.667
2. What online materials do you think influence your writing the most?	1	1	1	1.000
3. Do you think GWIMBLE can enhance your writing ability? Why?	1	1	1	1.000
4. Do you think GWIMBLE can enhance your thinking skills? Why?	1	1	1	1.000
5. Do you think GWIMBLE are flexible in learning writing?	0	1	1	0.66
				0.866

0.50-1.00 = reserved, 0-0.49 = modified

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CHULALONGKORN UNIVERSITY

APPENDIX S: The evaluation of the student's paragraph

Spicy Stake with Corn Soup

Adam likes meat, vegetables and soup. In his case, I highly recommend my spicy stake with corn soup menu. The tender grilled meat spread with mild spicy sauce. It comes with smooth corn soup which you can feel the scent of diary. The menu is very easy to cook by just following these simple steps. *First,* prepare corn soup by boiling heavy cream in a pot and add corn as much as you like. *Next,* grill several kinds of meat until they are all cooked. *As the meat is cooked,* spice them with Sriraca sauce which you can buy in the supermarket. *Then,* put them in a dish and decorate with green vegetable salad. *Once the dish is ready,* serve it with corn soup that you have prepared in the first step. This menu is not hard to cook and it is also match Adam's likes. If you do not like corn, you can change it to mushroom.

Writing evaluation

Criteria	Scores	Explain
Introduction	4	The introduction excellently states the main topic and invites the reader to follow the steps of doing something.
Content	3	Reader mostly understands the steps of instruction.
Language features	4	Writer perfectly uses the sequence order, vocabulary, and imperative sentences to describe steps.
Conventions	3	Writer makes a few (1-3) grammatical errors.
Conclusion	4	The conclusion strongly restates the topic sentence and includes suggestion.

Thinking evaluation

Criteria	Scores	Explain
Remembering and Understanding	4	The writer shows the memory of previously learned content and paragraph organization of procedural writing.
Applying	3	The writing shows the use of language mechanics and facts in procedural writing.
Analyzing	3	The students are able to examine and break the information into parts. (They are required to underline the topic and concluding sentences, and circle the transition signals.)
Evaluating	4	Students are able to present the opinion or make judgment about information.
Creating	3	Students are able to compile the information and ideas.

VITA

Patricia Visser is an English Lecturer in the Language and Academic Service Center at the International College for Sustainability Studies, Srinakharinwirot University. She teaches the English fundamental courses that relating to the four skills of English language. Her main research interests include the blended learning, teaching English productive skills such as writing and speaking, curriculum design, and English for specific purposes.

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