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รายงานการวิจัย
เรื่อง

ผลของการใช้สื่ออิเล็กทรอนิกส์ (Weblog) เป็นสื่อกลางในการแสดงความคิดเห็น
ตอบกลับงานเขียนในวิชารูปแบบการเขียนอนุเฉทในมหาวิทยาลัยราชภัฏ
มหาสารคาม

The Effect of Electronic Medium (Weblog) on Feedback Giving in the
Paragraph Writing Course in Rajabhat Maha Sarakham University



มหาวิทยาลัยราชภัฏมหาสารคาม
RAJABHAT MAHASARAKHAM UNIVERSITY

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ลิขสิทธิ์ของมหาวิทยาลัยราชภัฏมหาสารคาม

(งานวิจัยนี้ได้รับทุนอุดหนุนจากสถาบันวิจัยและพัฒนา มหาวิทยาลัยราชภัฏมหาสารคาม ปีงบประมาณ 2558)

หัวข้อวิจัย ผลของการใช้สื่ออิเล็กทรอนิกส์ (Weblog) เป็นสื่อกลางในการแสดงความคิดเห็นตอบกลับงานเขียนในวิชารูปแบบการเขียนอนุเฉทในมหาวิทยาลัยราชภัฏมหาสารคาม

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หน่วยงาน หลักสูตรภาษาอังกฤษ คณะมนุษยศาสตร์และสังคมศาสตร์
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บทคัดย่อ

งานวิจัยนี้มีจุดประสงค์เพื่อ 1) ศึกษาประสิทธิภาพของการตอบกลับงานเขียนโดยมีสื่ออิเล็กทรอนิกส์ (Weblog) เป็นศูนย์การที่มีผลต่อความสามารถในการเขียนภาษาอังกฤษระดับอนุเฉทของนักศึกษามหาวิทยาลัยราชภัฏมหาสารคาม 2) ศึกษาทัศนคติของผู้เข้าร่วมวิจัยที่มีต่อการตอบกลับงานเขียนโดยมีสื่ออิเล็กทรอนิกส์ (Weblog)

กลุ่มตัวอย่างของงานวิจัยคือ นักศึกษามหาวิทยาลัยราชภัฏมหาสารคามจำนวน 23 คนที่ลงทะเบียนเรียนในวิชา 1552102 รูปแบบการเขียนอนุเฉท โดยวิธีเลือกแบบเฉพาะเจาะจง (Purposive Sampling)

ระเบียบวิธีวิจัยได้ให้ความสำคัญกับการพัฒนาความสามารถในการเขียนภาษาอังกฤษของกลุ่มตัวอย่าง กลุ่มตัวอย่างได้เขียนอนุเฉทภาษาอังกฤษสามชิ้นเพื่อจะศึกษาการพัฒนาทางการเขียนระหว่างกระบวนการวิจัย การตอบกลับงานเขียนของนักศึกษาจะถูกให้หลังจากนักศึกษาส่งงานเขียนในแต่ละชิ้น โดยการให้ผ่านช่องแสดงความคิดเห็นของเว็บล็อก (Weblog) ที่นักศึกษาร่างไว้เพื่อเผยแพร่งานเขียน ข้อมูลเกี่ยวกับทัศนคติของกลุ่มตัวอย่างที่มีต่อเว็บล็อก (Weblog) ได้ถูกเก็บโดยแบบสอบถาม

ผลการศึกษาพบว่าหลังจากที่กลุ่มตัวอย่างได้รับการตอบกลับงานเขียนผ่านเว็บล็อก (Weblog) แล้วผลของการเขียนอนุเฉทในชิ้นงานที่สองและสามดีขึ้น อย่างมีนัยยะสำคัญทางสถิติที่ระดับ 0.05 และกลุ่มตัวอย่างแสดงทัศนคติเชิงบวกเกี่ยวกับการตอบกลับงานเขียนผ่านเว็บล็อก (Weblog)

จากผลการทดลองทั้งหมดสรุปได้ว่า การตอบกลับงานเขียนผ่านเว็บล็อก (Weblog) ส่งผลกระทบต่อความสามารถในการเขียนภาษาอังกฤษของกลุ่มตัวอย่าง และยังได้รับการเสนอแนะให้นำไปใช้เพื่อเป็นเครื่องมือทางการเรียนการสอนในทักษะการเขียนภาษาอังกฤษต่อไป



Research Title: The Effect of Electronic Medium (Weblog) on Feedback Giving in the Paragraph Writing Course in Rajabhat Maha Sarakham University

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ABSTRACT

This study was conducted by the purpose of 1) investigating the effective of weblog in improving students' paragraph writing ability in Rajabhat Maha Sarakham University and 2) to investigate students' attitudes toward the electronic medium.

The participants were 23 students, selected by purposive sampling method, enrolling in the 1552102 the Paragraph Writing course in Rajabhat Maha Sarakham University.

The participants were asked to create weblogs and submit 3 paragraphs throughout the semester. Feedbacks were given to the students after the process of each writing assignment through the comment space of weblogs. The students' performance in each assignment was investigated to find out the effectiveness of the method. Students' attitudes toward the method were investigated by a questionnaire in the final process of the study.

The result showed that weblog was effective in developing students' performance in writing paragraphs with the statistically significance of 0.05. The analysis of questionnaire result indicated that participants had positive attitudes toward the method of web blog.

It could be concluded that weblog as an electronic medium in class affected positively on students' writing performance. Therefore, the method could be an interesting alternative to be applied in the writing classrooms.

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CHAPTER I

INTRODUCTION

Because English is the most influential language which is used by 115 countries around the world (Weber, 1997), the language takes an important role as a communicative tool in global communication (Crystal, 2003), business, and scholar publishing (Curry & Lillis, 2004). In such a country that learn English as a foreign language (EFL) as Thailand, students have to learn English in all educational level; nevertheless, a number of them are still not good enough in English (Foley, 2005). One of the most serious problems in Thai EFL context is writing (Torwong, 2005). Particularly, Thai EFL students confront serious problems in writing in various level and aspects of writing (Kaweera & Usaha, 2008). Therefore, errors occurring in Thai EFL writing should be analyzed to investigate background knowledge of Thai EFL students which might lead to appropriate existence. This chapter reviews background and rationale of the study.

1. Background and Rationale

Because of the importance of English, writing has become one of the skills that help EFL students to reach their achievements (Harklau, 2002). However, there are serious problems in Thai EFL writing (Kaweera & Usaha, 2008; Wongsbhindu, 1997; Hinnon, 2007). In this section, writing will be investigated in terms of the importance of writing, EFL writing problems in Thailand, and solutions given to the issues of Thai EFL writing.

1.1 The Importance of Writing

Due to the influence of English, writing has become one of the important skills in EFL classrooms (Harklau, 2002). Reichelt (2005) claimed that writing has been one of the English skills considered to be of benefit in an EFL classroom setting because of its value in strengthening vocabulary, reading, and grammatical knowledge. For example, Bruton (2007) stated that the process of transitional writing supported by dictionary use can reinforce students' vocabulary knowledge in EFL classrooms. Similarly, Muncie (2002) claimed that the development of students' lexicon knowledge can be increased by the process of composition writing. In addition, students can learn and improve their grammatical knowledge through corrective feedback in writing compositions (Ellis, Sheen, Murakami, & Takashima 2008). Moreover, the possibility of strengthening students' reading ability through writing has been investigated. On the one hand, EFL students who read more can improve their writing skills; on the other hand, those who write a lot of compositions will acquire more ability in reading (Plakans, 2009). Moreover, writing leads language students to success

in their academic scholarly works (Craswell, 2006). It can be inferred that writing is one of the skills that EFL students have to learn in order to achieve learning goals.

1.2 EFL Writing Problems in Thailand

As motioned, writing is one of the skills in which EFL/ESL students, including university students in Thailand, experience difficulty (Foley, 2005). In detail, the problems commonly discussed in Thai EFL writing are grammatical errors and accuracy (Torwong, 2005). For instance, Kaweera and Usaha (2008) claimed that a number of errors, including punctuation, grammar, adverb and adjective use, together with noun and pronoun use, occur in Thai students' writing performance. Likewise, Wongsbhindu (1997) stated that serious problems occur in Thai university students' grammar use including tenses use, parts of speech, and sentence components. Moreover, Thai EFL students lack fundamental knowledge of writing skills including planning, information collecting, translating ideas, and reviewing the written ideas (Hinnon, 2007). Similarly, Pawabunsiriwong (2008) claimed that poor performance in the writing of Thai university students is the result of poor strategy use in writing. Due to the importance of writing, poor performance in writing likely affects Thai English students' overall quality of education. However, the cause of writing problems in the Thai context are related to several factors which could include writing experiences, a copy culture, and the quality of teachers, and these are discussed in more detail below.

1.2.1 Lacking of writing experiences

Learning is a process that requires learners to solve problems from their experience gained from practicing (Bruner, 1974). As a result, practicing is needed in learning writing in English as well. As mentioned before, the more learners write and read, the better writing performance they do (Plakans, 2009). However, Thai students seem to have less opportunity to write when they are in secondary school level. The same source suggested that Thai EFL teachers focus too much on grammatical knowledge. Moreover, the tests in schools emphasize grammar while writing tests are usually ignored. As a result, students lack writing experiences and it affects their writing performance when they are in university. Therefore, the writing errors that occur in Thai university students might be a result of the little opportunity to write they have in secondary school.

1.2.2 Culture of Copying

Moreover, one of the crucial issues related to writing problems of Thai university students is a culture of copying. It has been accepted that writing other's words without acknowledgement is considered plagiarism, which is both immoral and illegal (Ercegovac & Richardson, 2004). Moreover, Pennycook (1996) claimed that plagiarisms could be a result of

a learning culture. For example, in China, students in the past learnt by memorizing and by writing down their memories. Likewise, the notion that the original is the best occurs in the Thai learning culture (Sueblinvong, 2009). Consequently, students might think that they should not change any word in the source they use because it is already perfect. Because of this reason, various kinds of literacy crimes happen in the Thai EFL context (Cornwall, 2010). The same author added that the developing of internet and network technologies enable students to copy texts easier. In this case, plagiarism not only is a crime but it also ruins students' writing ability because students do not write, instead, they just copy and paste. To conclude, the culture of plagiarism is one of the main issues that obstruct the Thai EFL learning process.

1.2.3 Process in Teaching Writing

Feedback is an important method in learning writing and has been accepted as a tool to develop students to learn from their mistakes (Ferris, 1999). Moreover, it is also a great impact to students' on going performance of writing because students would know how and why their writing is considered as errors, and they could study further to correct them (Peterson, 2010). The same author also suggests that feedback and writing performance could be used as an evaluation tool of improving process. On the other word, if the students repeat the same mistake even it was given feedback, teaching and feedback process should be reconsidered. However, the process of feedback given might face difficulties (Peterson, 2010). In the process of writing feedback especially, in Thai context, teachers might write comments in the summited papers and sent them back to students, or they could ask students to give face to face feedback (Chatranonth, 2008). The limitations occurring in these feedback giving are that the comments given might not clear since there is limited space between lines, embarrassment might happen in face to face feedback, and the appointment between teachers and students might take times. Therefore, there might be technique to improve feedback giving method and erase the mentioned problems as much as possible.

It has been accepted that technology takes part as an important tool in educational system in the recent decades (Ware & Warschauer, 2006 and Ilter, 2009). Computer software such as CAI, word processor, and talking dictionary are used in the classroom as a tool for managing classes, contributing teaching, and promoting learning. More recently, the innovation of network technology connects learners and teacher and break limitation of learning environment (Polat, 2003). On the other word, internet contributes to the learning environment that learners can connect to instructors without participating in classes or making face to face meeting. Moreover, computer and network technology have also been applied in language learning. Many EFL researchers find some learning development in their

classrooms when apply technology (e.g., Means, Oldsen & Ruskus, 1997). The technology could help in the process of learning. This study therefore attempt to apply web blog as an electronic medium into a writing classroom in order to investigate effectiveness of the technology on students' ability in writing development in paragraph level.

2. The Purposes of The Study

The purposes of this study are

- 2.1 to investigate effect of weblog as a medium of feedback giving in RajabhatMahasarakham Paragraph Writing course and
- 2.2 to investigate students' attitude toward weblog as a medium of feeding giving in the paragraph writing course.

3. Research Questions

The current study has two research questions including

- 3.1 To what extend does feedback on weblog improve students' paragraph writing?
- 3.2 What are students' attitudes toward weblog as a feedback giving tool?

4. Scope of the Study

- 4.1 The population of the study is 23 students enrolling in the 1552102 Formal Paragraph Writing, Rajabhat Mahasarakham University.
- 4.2 The students had never passed the writing course before taking the Formal Paragraph Writing. The instruction of English writing is focused in the course.
- 4.3 Weblog was introduced in the course as a medium of feedback giving.

5. Definition of Terms

Key terms used in this study are defined as follows:

- 5.1 **Weblog** refers a web site that users can publish and upgrade an online journal without writing a whole page Boyd (2006). In this study, the bloger.com provided by Google Inc. was chosen to be the medium of feedback giving.
- 5.2 **Errors** refer to misusing of focused grammatical structure and writing compositions that contain disorganized paragraphs.
- 5.3 **Improvement** refers to the state of reduced errors which are focused in the study that occur in students' writing performance after receiving feedback received by blogging process.

5.4 **Writing ability** refers to students' writing ability performed in the study. The focused issues of writing are grammar, organization, cohesion, and coherence.

5.5 **Traditional Feedback** refers to written feedback and individual oral feedback that have been traditionally given in Thai EFL context (Forman, 2005).

6. Significance of the Study

Error in writing is one of the crucial problems existing in the Thai EFL context. No matter how much the Thai government provides writing in all educational levels, problems still occur. The cause of problems might be students' lack of writing experience, plagiarism, and problems in process of teaching and feedback giving. The current study aims to apply weblog as an electronic medium to improve process of feedback giving, a tool stimulating students to write and gain more writing experience, and a system checking plagiarism in the classroom. Consequently, the expected outcomes of the study are 1) Effectiveness of weblog as a medium of feedback giving in Rajabhat Maharakham Paragraph Writing course will be investigate and 2) students' attitude toward weblog will be reviewed.



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CHAPTER II

LITERATURE REVIEW

Because errors in writing have become one of the serious problems in Thai EFL classrooms, several studies (e.g., Borisuth, 2008; Lumjuanjit, 2009; Noytim, 2010) have been conducted to investigate problems and final solutions in teaching this skill. This chapter discusses the review of literature related to application of weblog on students' paragraph writing performance.

1. The Components of a Good Paragraph Writing

As a fundamental of formal writing, paragraph writing becomes an important skill of EFL students. However, learners have many strict rules to remember and follow in order to complete a good writing task (Kenworthy, 2004). In addition, language learners have to overcome a complicated writing process including pre-writing, writing, and post writing. It can be claimed that paragraph writing is considered one of the most difficult skills for Thai learners (Tangpermpoon, 2008). In order to create a good piece of paragraph, the following issues could be considered.

1.1 Grammatical Structure

It has been accepted that accuracy in grammatical structure is a component of a good composition. McCaskill (1998) suggests that grammar makes writing effective. Therefore, in order to complete a good composition, writers have to consider several grammatical issues including the using of tenses, subject verb agreements, articles, punctuations, capitalizations and spellings, passive active voices, and gerunds and infinitives etc. Moreover, Andrews, Torgerson, Beverton, Freeman, Locke, Low, Robinson, and Zhu (2005) claim that errors in tenses, punctuations, and subject verb agreements might change the meaning of a sentences. Therefore, having good grammatical knowledge enables a learner to produce an accurate writing piece.

1.2 Paragraph Organization

The importance of organization in writing is the way it helps writers to design an outline or thesis statement of a paragraph (Scheraga, 2001). In general, a good paragraph consists of a main idea, a topic sentence, supporting detail, and conclusion. A few studies detail the way to write a well-organized paragraph. For instance, Langan (2005) suggests that

a well written paragraph should begin with a thesis or point which is supported by evidence. The writers' task is to connect supporting evidence and conclude the paragraph. Moreover, Lannon (1986) states that a well-organized paragraph should have internal unity which occurs when all detail in the paragraph support the topic statement. Furthermore, a paragraph should have sufficient information without being too long (Mills, 1996). Thus, it appears that a good writing composition should have good organization. Therefore, writers should make sure that their compositions are well organized.

1.3 Coherence

Another important component considered as an important issue of paragraph writing is coherence (Child, 1999). According to Zemach and Rumisek (2005), the paragraph which has all components combined with unity of one meaning of the whole piece could be considered as concordant piece of writing. In the other word, every supporting detail must be organized to support the idea presented in the topic sentence. Moreover, unsupported ideas which are not related to the topic sentence considered irrelevant sentences should be cut out since they don't support the idea and ruin coherence of paragraph (Savage & Shafiei, 2007). The same author suggests that coherence in writing could be occurred when the writers plan their writing well. Therefore, pre-writing processes including brainstorming, planning, and outline making are crucial procedure to follow. In conclusion, coherence is a factor that make paragraph united as a presented idea. Consequently, writers should plan their writing well in order to contribute coherence.

1.4 Cohesion

As mentioned, a paragraph with grammatical accuracy, organization, and coherence could be considered an accurate and logical piece of writing. However, such useful writing styles as the use of repetition of key words, order, and transitions would contribute cohesion of the paragraph (Savage & Shafiei, 2007). Furthermore, the same author suggests that a paragraph without cohesion might not flow well and become a piece of choppy sentences without connection. Thus, writer should considered connection between details (Zemach & Rumisek, 2005). The use of transitions might help in the process, and the repetition of key words could contribute good sets of word choice (Scheraga, 2001). It could be concluded that a paragraph should include transition and avoiding tautology.

2. Feedback and Its Effect on Writing Performances

People can learn from their mistakes. Thus, if students know their mistakes in writing, their performances could be improved (Ferris, 1999). From this perspective, giving feedback to students might be an effective method of developing students' writing performance. In

this part, feedback will be investigated in terms of main issues consisting of the nature of feedback, feedback as a constructivist technique, benefit of feedback, and limitations of feedback giving.

2.1 Nature of feedback

The nature of feedback has been discussed by several researchers. Basically, feedback is the reaction to errors in speaking or writing indicating where the errors are, providing correct forms of language, and giving explanation of error (Ellis, 2009). According to Ur (1996), feedback is given to improve students' performances in different methods, including audiolingualism, where negative reaction should be avoided because it makes learners fear learning language; humanistic methods where either positive or natural feedback should be given to make students feel they have enough courage to learn a language; and skill theory, where students need feedback to see how well they are learning. In addition, feedback is more likely to focus on accuracy rather than fluency. Harmer (2001) claimed that it should be better if teachers do not interfere with students by letting them know that they are making errors, criticizing their accuracy, and asking for repeating because it disturbs students' fluency. Furthermore, an obvious limitation of corrective feedback is that the learning process may not be supported if teachers are not accurate in the corrections they give (Edge, 1989). It seems that feedback, considered from its nature, might be of benefit in improving such a skill requiring accuracy as writing; nevertheless, teachers should be accurate in knowledge of writing in order to give an effective feedback.

2.2 Principle of Feedback

Despite the fact that feedback seems to have positive effects on students' writing ability, the principles of the method need to be considered (Ellis, 2009). Firstly, teachers should know the dimensions of errors that should be corrected. For example, Ferris (1999) claimed that to give students feedback on their writing task, correctors should focus on "treatable errors" which are errors noticed obviously in grammatical errors such as run on sentences, errors in subject-verb agreement, punctuation use, missing article, and verb form errors not "untreatable errors" such as the selection of words. Similarly, Ellis (1993) stated that grammatical should be corrected in students' writing tasks. In addition, error correctors, which are people giving feedback on errors, are crucial factors to make feedback success. Feedback is both effective in the way both teachers give feedback themselves and teachers let students give their peers feedback (e.g., Lyster, 2004; Ferris, 2006). Consequently, these principles of error correction should be considered in order to reach the goal of feedback.

2.3 Corrective Feedback as a Constructivist Method

Moreover, corrective feedback can be applied as a social constructivist method. According to Vygotsky (1978), learning acquisition, including language learning, can be generated by interaction between learners and others, and it occurs more as a result of interaction than in interaction. Therefore, learners need to share their individual knowledge with other people (Ellis, 2009). It seems that corrective feedback can be seen as part of this social constructivist framework as it helps students to learn language through feedback shared with their peers or teachers. In Vygotsky's theory of a zone of proximal development (ZPD) (Vygotsky, 1978), three level of learning development explained how CF is related to language acquisition. According to Ellis (2009)

Vygotsky (1978) distinguished "the actual developmental level, that is, the level of development of the child's mental functions that has been established as a result of certain already completed developmental cycles" (p. 85) and a level of potential development as evidenced in problem solving undertaken with the assistance of an adult (an expert) or through collaboration with peers (novices). The third level, not commonly mentioned by sociocultural theorists, is the level that lies beyond the learner, that is, the learner is unable to perform the task even if assistance is provided (p.12).

It seems that feedback is related to the second level of the ZPD which is the development through interaction between students and teachers and their friends. In essence, feedback is a way social interaction provides learning acquisition via the construction of a ZPD (Ellis, 2009). Thus, the method appears to be trustworthy, and it is likely to be applied in the present study for it is supported by a learning theory.

2.4 Benefits of Feedback

Since feedback seems to be effective in developing students' writing performance, a number of researchers stated about the benefits of feedback in writing. In fact feedback is one of the successful methods of solving students' errors in both grammar and paragraph components (Ferris & Robert, 2001; Schachter, 1991). A number of studies have illustrated the benefit of feedback in developing writing performances. For example, Bitchener (2008) claimed that feedback can improve students' subsequent after they were given feedback on the last one. The method helps students to improve accuracy both in their grammar use and in the structure of their compositions. Similarly, grammatical errors are decreased as the result of feedback (Kepner, 1991). It seems that feedback is beneficial in improving students' writing performances. However, there might be some limitations in the processes of giving feedback especially in the traditional style of giving feedback.

2.5 Limitations in Process of Feedback Giving

As mentioned, feedback becomes an essential process to reach goal of writing. However, the process of feedback given might face difficulties (Peterson, 2010). In the Thai context, teachers traditionally give a written by writing down in the submitted paper or asking students to have one-by-one comment (Khonpao, 2013). However, these methods of feedback giving might lead to limitations. In the process of writing feedback, teachers might write comments in the submitted papers and sent them back to students, or they could ask students to give face to face feedback (Chatranonth, 2008). The limitations occurring in these feedback giving are that the comments given might not clear since there is limited space between lines. Moreover, embarrassment might happen in face to face feedback, and the appointment between teachers and students might take times. Therefore, there might be technique to improve feedback giving method and erase the mentioned problems as much as possible.

3. The Online Environment Contributing Writing Learning

Because the invention of technology can assist students in finding information and in coordinating with their peers and teachers, as well as, in supporting teachers to improve curriculums and teaching techniques, various kinds of technology support have been included as parts of educational developing process (Means, Oldsen, & Ruskus, 1997). It appears that the application of technology in learning has become one of the main issues in improving education (Nichol, 2003). This section will discuss advantages of the online environment in the Thai context, online environment in EFL teaching writing, and online environment on feedback giving.

3.1 Advantages of the Online Environment in the Thai Context

As stated earlier, the online environment has been developed to support teaching and learning. Therefore, it could have some advantages in supporting Thai EFL teaching and learning. According to Mulder (2000), Thai students are afraid to interact with their teachers and peers in class because they think that making an error mean to lose face. On this issue, online environments enable space between students and teachers (Nichols, 2003). Consequently, students might dare to interact more with their teachers. Moreover, Kruse (2004) pointed out that e-learning stimulate students to have more interaction because they can use the environment as an anonymous user in the process of e-learning. In addition, the online environment could support Corrective feedback (Miller, 1990). The same author indicated that online environment can reduce operation time because users can contact each other all the time. From this perspective, the online environment might help teachers and students in the process of corrective feedback by causing them to spend less time.

Thus, the online environment seems to be beneficial in supporting Thai EFL teaching and learning.

3.2 Online Environment in EFL Teaching Writing

Because of the benefit of the online environment, attempt to apply technology in language teaching and learning have increased in number continuously in this decade. The use of various technology devices such as computers, CD Rom, the internet, and electronic pen pals has been included in foreign language studies (Stepp-Grany, 2002). For instance, Lumjuanjit (2009) provided CALL programs to enable Thai university students to use more writing strategies and found that the students can use more strategies in their writing composition. Therefore, the influence of technologies has had a crucial effect on EFL writing both at the international and domestic level.

3.3 Online Environment on Feedback Giving

It has been accepted that technology takes part as an important tool in educational system in the recent decades (Ware & Warschauer, 2006 and Ilter, 2009). On the other word, internet contributes to the learning environment that learners can connect to instructors without participating in classes or making face to face meeting. Moreover, computer and network technology have also been applied in language learning. Many EFL researchers find some learning development in their classrooms when apply technology (e.g., Means, Oldsen & Ruskus, 1997). The technology could help in the process of learning. For example, Hinnon (2007) investigates web-based learning with 96 graduated Khon Kaen University students' English writing. The result of pre-post-test and a questionnaire pointed that the methodology improved students' writing ability in terms of both grammatical knowledge, including using subject-verb agreement, singular and plural, and tense and spelling; and paragraph organization. In addition, technology could also be useful in the process of feedback giving which is the important process of writing teaching (AbuSeileek & Abualsha'r, 2014). For instance, the study of Yeh and Lo (2009) proved that the online annotation, automatic error correction software, is effective in improving students' writing performance. Consequently, technology might be an interesting alternative to improve the process of giving feedback in the Thai EFL context.

4. Weblog in Solving Limitations of Traditional Feedback

4.1 Weblog in EFL Writing

Weblog is an online environment tool that can be applied to improve the process of feedback by several aspects. According to Boyd (2006), Weblog refers a web site that users

can publish and upgrade an online journal without writing a whole page. The blog developer would create a site to response needs of users as much as possible. The use of blog recently becomes more influent in education. Researchers applied the method in developing their classes including writing classes. For instance, Ramany, Sadeghi, and Faramarzi (2013) integrated weblog in an EFL classroom to increase vocabulary size and grammatical accuracy. The result of the study on of a 25 participants shows the increasing of vocabulary knowledge and accuracy in grammar. Similarly, Noytim (2010) developed weblog program to motivate Thai students' English, and found that the method is effective both in encouraging students to express their writing abilities and in improving their reading comprehension. Thus, the method can be relied to be an effective method to develop EFL writing classrooms.

4.2 Weblog as a Tool to Develop Feedback Process

Significantly, the limitations of feedback giving in the Thai EFL writing context seems to be solved by the functions of weblog. As mentioned, one of the problems in the process is unclear comments which happen due to limitation of space provided in the submitted papers. The reviewed document evidences that some weblog developers provide comment section in the blog (Walker, 2003). Moreover, users could give some explanations of errors by posting external links with the knowledge of grammatical points through this function. Furthermore, when students receive face to face, they might feel afraid of feedback givers since their mistakes might make they feel bad. The online technology could help in the embarrassment issues (Klopper, Osterweil, Groff, and Hass, 2008). Moreover, this issue could be used to answer the problems of time consuming in making appointment for feedback.

In conclusion, feedback is a method proved to be effective in leading to a formal paragraph writing that include accuracy in grammar, well organization, coherence, and cohesion. However, limitations of the traditional feedback given in Thai context could be a crucial problem in writing development. Weblog is proved to be an efficient tool to improve writing, and the limitations of the traditional feedback seem to be solved by the function of weblog. Consequently, the method is applied in this study to improve paragraph writing performance of the target participants.

5. Attitude Survey in Thai EFL Writing

Students' attitude toward the methods is an important factor in second language teaching (Gardner, 1991). Positive attitude is a motivation to encourage learning process. Attitude toward learning methods affect students' learning process (Mager, 1991). Thai researchers have investigated on attitude toward the method applied in studies of EFL writing. For example, Lumjuanjit (2009) suggests that students have positive attitude toward

CALL program. Moreover, they are motivated to learn more with the method. Similarly, Noytim (2010) found that participant, in their opinions, think that weblog learning motivates them to write and read more. It seems that attitude toward the method benefit motivation investigation. Therefore, attitude survey is included in this study in order to investigate students' attitude toward weblog as a method of improving students' paragraph writing performances.



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CHAPTER III

RESEARCH METHODOLOGY

This section covers research methodology which includes research approach, research design, research methods, research instruments, data collection, and data analysis.

1. Participants

The population of this research was 52 students enrolling in 15502102 the Paragraph Writing course. 23 participants were selected by the purposive sampling method. All participants were treated anonymously.

2. Research Approach

In order to investigate errors in participants' writing ability, both quantitative and qualitative approaches were employed. The detail of each approach was discussed below.

2.1 Quantitative Research Approach

Since the data gained from the pre and post-test and attitude survey in this study were numerical, a quantitative research approach was employed. This research approach has been used in a large number of EFL research (e.g., Slavin & Chueng, 2003; Chou & Hayes, 2009). Gay, Mills, and Airasian, (2009) state that the approach focuses on collecting and analysis of numerical data to explain the results of the study. Similarly, Johnson and Christensen (2008) describe the approach as an identification of statistical relationships between numerical results and phenomena of interest. Moreover, Wiersma (1991) adds that a quantitative approach attempts to imply quantified variance to possibility. Hence, the quantitative research approach can be used to analyse the numerical data collected by using statistical methods. Consequently, this approach is applied in this study. However, the approach is normally applied in the studies that contain a large number of participants, while the current study has a small number (less than 30) since it was conducted in a writing classrooms containing 23 participants. Moreover, a study of writing skill requires analysis of non-numerical data (Sperling & Freedman, 2001). Therefore, a qualitative approach is applied to explain non-numerical data in this study.

2.2 Qualitative Research Approach

For non-numerical data results, a qualitative research approach was applied in this study in order to describe and analyse students' writing quality in depth. The qualitative research approach particularly focuses on how participants transform their knowledge into behaviour and how behaviour relates to knowledge (Merriam, 2009). Moreover, the purpose of a qualitative method is an overall image and depth of understanding, rather than numerical analysis (Ary, Jacobs, Razavieh, & Sorensen, 2006). Therefore, the qualitative research method was applied in this study to investigate the errors existing in students' writing in depth. Specifically, types of errors, errors which are difficult to solve, and types of errors that frequently occur in students' composition was described through the qualitative research method. Moreover, the qualitative data were analysed to describe a holistic picture of students' errors in writing.

3. Research Design

The design of the study took into consideration of research methods, instruments, data collection, and data analysis.

3.1 Research Methods

3.1.1 Writing Portfolio Assessment

The portfolio method related to the collection of students' works in a period of times (Mullin, 1998). The method is capable for investigating the improvement of learning process in each work or assignment. The comparative result of each assignment could be used to determine continual improvement of the students (Belanoff & Dickson, 1991). Similarly, Segers, Gijbels, and Thurlings (2008) suggest that portfolio could be used to indicate relationship between feedbacks and learning process. In addition, the method has been proved by the several studies related to EFL writing. Therefore, the method was employed in the study in order to assess the continual effectiveness of weblog feedback by considering the participants' performances in three writing feedback.

3.1.2 Survey

Survey method relates to the collection and analysis of data to describe about people opinion. In detail, the method standardizes quantifiable data from subject (Gay, Mills, & Airasian, 2009). The method is capable for measuring participants' attitudes toward treatment. The result of survey will imply whether participants have positive or negative attitudes toward the methods. Gay (1992) claims that survey method is capable to cover various topics in a short period. Moreover, survey methods consume short time in process, therefore, it helps in collecting data from participant who difficult to get involve. However,

the method seems to have limitations. According to Morningside College (2006) participants might have bias in answering questionnaire which could affect the result of survey. Moreover, data collection in the method might face problems since some participants would have no attention to answer questionnaire or take interview. Since the attitude toward method is vital in this study, survey methods will be applied to this study in order to prove the hypothesis of the study.

3.2 Research Instruments and Data Collection

3.2.1 Writing Tasks

In order to evaluate errors of the students, writing tasks will be employed. Students will be asked to write 3 writing assignment in the level of paragraph during the process. All topics will be designed to be related to the Paragraph Writing course description. The topics will be “Your Most Beautiful Moment” (narrative), “Man VS Women” (compare and contrast), and “Business in Your City” (classification). The result of writing assignments will be used to investigate the participants’ ability in their writing works. The rubric scoring will be employed to assess participants’ scores. The result from writing assignments were analysed and exported in tables.

3.2.2 Rubric

A rubric scoring is a method to assess students’ performance by separating score level which depends on their performance in specific criteria (Nitko, 1996). The rubric used in this research study will be developed to assess students’ writing in terms of main component of writing reviewed in the previous chapter. Therefore, the rubric criteria include the issues of grammatical structure, organization, coherence, and cohesion. In detail, the rubric will be holistic rubric which is an assessment that focuses on considering students’ performance by their quality of work or the frequency of error existed in their writing compositions. Mertler (2001) suggests model of rubric assessment in table.

Table 3.1 Mertler's template for holistic rubrics

score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response.
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted.

Moreover, the rubric in this research study is used to evaluate effect of Weblog on students' writing skill. In detail, the rubric in this study is designed to check students' knowledge of grammar, organization, coherence, and cohesion of paragraphs. Students' score depend on criteria of rubric. The rubric is designed as follow.

Before being employed in the study, the rubric scoring was tested by three experts in order to find out whether the instrument consisted of consistent issues related to writing occurring in participants' performances or not. The consistent tested rubrics were used to collect data gained from students' paragraph writing performance during the investigation. The detail of rubric design is shown below.

After being employed in giving students' score by three experts in the pilot study, the feature of designed rubric scoring was adapted. At the beginning of the study, the rubric scoring was designed to have 6 issues related to writing including grammar, organization, coherence, cohesion, capitalization, and spelling as reviewed to be serious grammatical problems and component of good composition content by several studies (Wongshindu, 1997; Stern, 2003; Torwong, 2005; Kaweera & Usaha, 2008). After being employed with 5 Rajabhat Maha Sarakham University English major students in the paragraph writing level, the result of instruments testing was shown below.

Table 3.2 The Result from Rubric Testing

Criteria	R1	R2	R3
	\bar{x}	\bar{x}	\bar{x}
Grammar	2.1	2.3	2.3
Organization	2	2.3	2.4
Coherence	2.3	2.6	2.6
Cohesion	2.1	2.2	2.4
Spellings	4.7	5	5
Capitalization	4.7	4.8	5

According to the table 2, spellings and capitals were criteria in which students gain most points from all experts ($\bar{x} = 4.7, 5, \text{ and } 5$ for spelling; $\bar{x} = 4.7, 4.8, \text{ and } 5$ for capitalization). It could be implied that students did not seem to have problems with these issues. Therefore, the criteria were cut out, and the rubric was re-designed to have 4 criteria including Grammar, organization, coherence, and cohesion as can be seen in the appendix. Moreover, the detail of rubric scoring used in the study is showing below.

Paragraph Writing

วันจันทร์ที่ 15 ธันวาคม พ.ศ. 2557

My Holiday

In my holiday, I went to Chonburi with my family. I went to Chonburi by car. It look about 4 hours. After that my family ate noodles. Next my family went to the temple. My family made merit at the temple. My mom took me to visit my Grandparents in chonburi province. It's very far from my home. It took about 1 day to reach there. The weather there was very hot but I was happy that I cloud see my grandparents and found that they were very well . Next my family went to a restaurant. My family ate seafood with my Grandparents. My family took my Grandparents to her house. After that my family went home. I was very happy and I had a lot of fun.

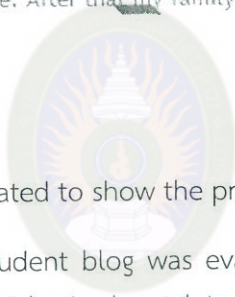


Figure 3.1 Student's paragraph demonstrated to show the process of rubric scoring

According to the figure 1, the student blog was evaluated by the designed rubric scoring. In detail, the student made several mistakes related to grammatical structure. The according to rubric scoring it can be rated 3 points for the issue. Next, the student did well on the issue of organization. Topic sentence and conclusion can be found. However, the major and minor supporting details were not clear enough. Therefore, the paragraph was rated 4 in term of organization. In the issue of coherence, the paragraph was formed by the relevant sentences. All the sentences was about the trip to Chonburi province. 5 was given according to the criterion. Lastly, the students provided some transition signal for the paragraph. However, some of them are missing. For example, the conclusive transition such as "in conclusion", "to conclude", or "in the end" should be added before the last sentence. The student made 3 out of 5 in the last issue. Consequently, the piece of paragraph as rated 15 out of 20 according to the designed rubric scoring. This rating criteria were used to evaluate all piece of writing in the study.

Table 3.3 Rubric scoring for evaluating students' writing skill

Criteria	Scale of score					
	0	1	2	3	4	5
Grammar	No correct form of grammar. Impossible to understand sentences	Student provides understandable grammar in composition.	Student rarely provides correct form of grammar in composition.	Student mostly provides correct form of grammar in composition.	One or two mistake occurs in students' composition.	Student makes no mistake in grammar use.
Organization	There is no component of paragraph included in the paragraph.	Paragraph is developed with a topic sentence but no detail and conclusion.	Paragraph is developed with a topic sentence but not enough supporting detail and conclusion.	Paragraph is developed with a topic sentence, major supporting detail but lack of minor supporting detail, and conclusion.	Paragraph is developed with a topic sentence, major supporting detail, and minor supporting details but no conclusion.	Paragraph is developed with a topic sentence, major supporting detail, minor supporting detail, and conclusion.
Cohherence	Paragraph has no unity. No relevant sentence detected.	Paragraph is not united. Five irrelevant sentences are appeared.	Paragraph is almost united. Three-four irrelevant sentences are appeared.	Paragraph is almost united. Two-three irrelevant sentences are appeared.	Paragraph is almost united perfectly. One irrelevant sentence is appeared.	Paragraph is united perfectly. There is no irrelevant sentence.

Table 3.3 Rubric scoring for evaluating students' writing skill (con)

hesion	No transition. No repetition of key words.	Paragraph is developed with one or two transitions.	Paragraph is developed with some use of transitions. No repetition of key words.	Paragraph is developed with some use of transitions. Words are repeated in cohesive way one or two times.	Paragraph is developed with mostly perfect use of transitions. Words are mostly repeated in cohesive way.	Paragraph is developed with perfect use of transitions. Words are repeated in cohesive way.
--------	--------------------------------------------------	-----------------------------------------------------------------	----------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------

Before being employed in the study, the rubric scoring will be tested by three experts in order to find out whether the instrument consisted of consistent issues related to writing occurring in participants' performances or not. The consistent tested rubrics will be used to collect data gained from each writing task.

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3.2.3 Questionnaire

Questionnaire is sets of question that participants complete report their behaviour, experiences, attitudes, knowledge, and background which are the part of research (Johnson & Christensen, 2008). The questionnaire involved in this study aims to investigate participants' attitudes toward the treatment of Weblog as a medium of feedback giving. The questionnaire will be adapted from Al-Khashap (2007). After being tested reliability, the 14 items questionnaire showed Crobach's Alpha value at 0.765. The researcher's questionnaire aims to explore students' attitude toward e-learning which is related to feedback given in weblog. Therefore, questionnaire in Al-Khasahp's (2007) study will be adapted. However, one of limitations of using questionnaire is participants' attentions and understanding in answering questionnaire (Lerner, Amick, Rogers, Malspeis, Pharmd, & Cynn, 2001). To deal with the limitation, questionnaire given to participants will be paper questionnaire. Researcher will wait for answered questionnaire, and answer questions when participants do not understand questionnaire items.

In detail, The Likert rating scale is used to explore the students' attitude toward weblog feedback. The measurement of the Likert scales is classified into five categories below.

5	means	strongly agree
4	means	agree
3	means	uncertain
2	means	disagree
1	means	strongly disagree

3.3 Data Analysis

The collected data were analysed as follow.

3.3.1 Pre-post Test and Writing Tasks

Statistical method will be applied to analyse the data from writing tasks. In order to investigate outcome of weblog as a medium of feedback, the mean (\bar{x}) and standard derivation (S.D) were analysed to indicating, participants' improvement in the writing tasks. Moreover, because the study was designed to have two raters taking responsibility to justify students' scores, Pearson correlation was employed to investigate inter-rater correlation and consistency. In detail, the degree of correlation was considered Pearson correlation coefficient (Sopper, Young, Lee, & Pearson, 1917) which states that the result could be considered strong positive association (0.7-1.0) and weak positive association (0.3-0.7) significant at $p < 0.05$. In addition, the collection of data will be conducted from a one-group experiment. In this case, the statistics used to analyze data gain from each writing task (Dallal, 2005). A t-test is classified into two types depending on the experiment group (Gay, Mills, & Airasian, 2009). A t-test for independent samples focuses on investigating two groups of participants. On the other hand, a t-test for dependent samples focuses on one group experiment. Therefore, the t-test for this one group experimental study will be dependent samples. Moreover, dependent sample t-test is capable to test one group experiment containing few participants which commonly occurs in social sciences and educational studies. Moreover, the p-value was set as -0.5 in the current study. Consequently, (\bar{x}), S.D., t-test for dependent samples, and Pearson correlation will be applied to analyse the collected data from writing tasks. All statistical data were analysed by using SPSS.

3.3.2 Questionnaire

The attitude survey questionnaire will be used to analyse participants' opinion by a quantitative method. Therefore, the results of the questionnaire will be analysed, and only of those that will be chosen the most was reported. The items in the questionnaire were designed to explore students' attitude toward the method. The mean score (\bar{x}) of each items will be analysed. The mean score will be transcribed into levels of agreement at the end as mentioned in the research instrument section.

4 Procedure

Table 3.4 Details of experiment

Phases	Research instruments	Data collection	Data analysis
Phase 1 writing task 1	Task 1 topic, rubric	Students were assigned writing task 1. Feedback was given through weblog. After feedback, students were asked to submit final draft. Task 1 scores were assessed by rubric scoring.	Data were analysed to see whether feedback given through weblog can reduce errors made by students in first draft and final draft.
Phase 2 writing task 2	Task 2 topic, rubric	Students were assigned writing task 2. Feedback was given through weblog was given. After feedback, students were asked to submit final draft. Task 2 scores were assessed by rubric scoring.	Data were analysed to see whether feedback given through weblog can reduce errors made by students in first draft and final draft. Moreover, numbers of errors between task 1 and task 2 were analysed to find significant outcome of feedback given through weblog between tasks.

Table 3.4 Details of experiment (con)

Phase 4 writing task 3	Task 3 topic, rubric	Students were assigned writing task 3. Feedback was given through weblog was given. After feedback, students were asked to submit final draft. Task 3 scores were assessed by rubric scoring.	Data were analysed to see whether feedback given through weblog can reduce errors made by students in first draft and final draft. Moreover, numbers of errors between task 2 and task 3 were analysed to find significant outcome of feedback given through weblog between tasks.
Phase 5 attitude survey	Questionnaire	Students were given 5 scale questionnaires. Completed questionnaire was employed to investigate students' attitudes toward feedback given through weblog.	Data collected were analysed by statistical method to investigate attitude toward feedback given through weblog.

CHAPTER IV

RESULTS OF THE STUDY

The result of the study is presented through this chapter. In this part of the study, the result to answer the research questions including 1) to what extent does feedback on weblog improve students' paragraph writing? and 2) what are students' attitudes toward weblog as a feedback giving tool? Each issue is discussed below.

1. To What Extend Does Feedback on Weblog Improve Students' Paragraph Writing?

The participants were asked to write a three pieces of paragraph and publish in their online blogs. The result of each assignment was used to prove the effectiveness of weblog as a medium of feedback giving. After having been given feedback through the comment space of weblog feature, participants were asked to review feedback and submit the final draft version of their paragraph. After finishing the process of the study the result is shown below.



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Nice and Friendly boy

There are effects of my nice and friendly boy. The first effect is that my classmates like me. Because I was nice and friendly, I smile to my friend and funny. My friend has more. Then it makes me friendly more too, so I am happy. Next, I have people know me more. People come to say hi to me. I think they like me, because everyone smiles to me and laughs with me. And finally, being a nice and friendly boy always brings me confidence and happiness. I think my teachers like me just like my friends and people, and I think they like a lot. I think my teacher will make the grade increase. In conclusion, if you want to be happy like me, you should be nice and friendly like me.

Here is your grammatical mistakes. Hopefully, you will learn from this feedback.

There are effects of being a nice and friendly boy.

The first effect is that my classmates like me.

Because I was nice and friendly, I smile to my friends funnily.

My friend has more. change to "Moreover"

Then it makes me friendly more too, so I am happy.

Next, I have people know me more.

People come to say hi to me.

I think they like me because everyone smiles to me and laughs with me.

And finally, being a nice and friendly boy always brings me confidence and happiness.

I think my teachers like me just like my friends and people, and I think they like a lot.

I think my teacher will make the grade increase.

In conclusion, if you want to be happy like me, you should be nice and friendly.

You have several problems related to grammatical structure. Here are some links to study more.

<http://www.isu.edu/success/writing/handouts/sent-structure.pdf> → sentence structure

<http://www.chompchomp.com/terms/phrase.pdf> → noun phrase

<http://www.is.wayne.edu/MNISSANI/cr/punctuation.pdf> → punctuation

I think they could help you develop your writing.

In terms of organization, you should add more minor supporting details.

You did well on coherence and cohesion. Keep on fighting.

Figure 4.1 An Example of feedback Given to a student through a comment in weblog

After passing the writing task process, the result of each assignment are reported as follow.

Table 4.1 The participants' score on writing assignments

Student	Assignment 1 (35 scores)		Assignment 2 (35 scores)		Assignment 3 (35 scores)		Different between first and last assignment
	First draft	Final draft	First draft	Final draft	First draft	Final draft	
1	9	12	14	16	16	18	9
2	11	12	14	15	15	17	6
3	7	8	10	13	13	15	8
4	14	15	17	17	17	19	5
5	13	14	16	17	18	20	7
6	14	16	16	16	20	20	6
7	20	20	20	20	20	20	0
8	15	16	16	16	19	19	4
9	16	16	16	16	17	17	1
10	15	16	17	17	18	18	3
11	14	15	16	18	19	19	5
12	14	15	17	17	18	20	6
13	18	18	20	20	20	20	2
14	13	15	15	17	16	19	6
15	17	17	19	19	19	19	2
16	12	13	15	15	17	19	7
17	18	18	19	19	20	20	2
18	8	12	10	13	14	15	7
19	9	13	13	13	15	15	7
20	10	12	15	17	16	16	6
21	11	13	14	16	16	17	6
22	12	14	15	17	17	19	7
23	15	16	18	18	20	20	5
\bar{x}	13.26	14.60	15.73	16.60	17.39	18.30	5.08
S.D.	3.37	2.58	2.63	1.97	2.06	1.74	2.37

According to table 4.1, the mean score of the draft version was 13.26 (S.D. = 3.37) in first the assignment, 15.73 (S.D. = 2.63) in the second assignment, and 17.39 (S.D. = 2.06) in the last assignment. Comparatively, the mean score of the final draft of each assignment was 14.60 (S.D. = 2.58) in the first assignment, 16.60 (S.D. = 1.97) in the next assignment, and 18.30 (S.D. = 1.74) in the final process of each writing assignment. The result showed that the mean score of final draft was higher than the first draft in every assignment.

Similarly, table 8 shows that the mean score of the first assignment was 13.26 and its standard deviation was 3.37, the second assignment mean score was 15.73 and its standard deviation was 2.63, and the last writing assignment mean score was 17.39 and standard deviation was 1.74. The results showed that the second assignment mean score was significant higher than the first assignment, and the last assignment score was higher than the score of the second writing assignment. An example of the students' development could be seen in the comparison of their writing performances in each assignment. However, the development in first and final draft might not be clear because student may just follow the feedbacks without learning. Therefore, the first draft of each assignment could be rather discussed to investigate students' development.

Moreover, the level of students' improvement could be assessed by considering the differences in scores between the first and the last assignment. In order to determine the degree of development, the different scores of first and last assignments were determined. The result from table showed that differences in score from the writing task were 0 to 9 points, and the average heightened score was 5.08 (S.D = 2.37). The scores were analyzed and separated into 3 groups as follow.

0-3 referred to lowest improved

4-6 referred to medium improved

7-9 referred to highest improved

The following figure showed the level of students' development in writing tasks.

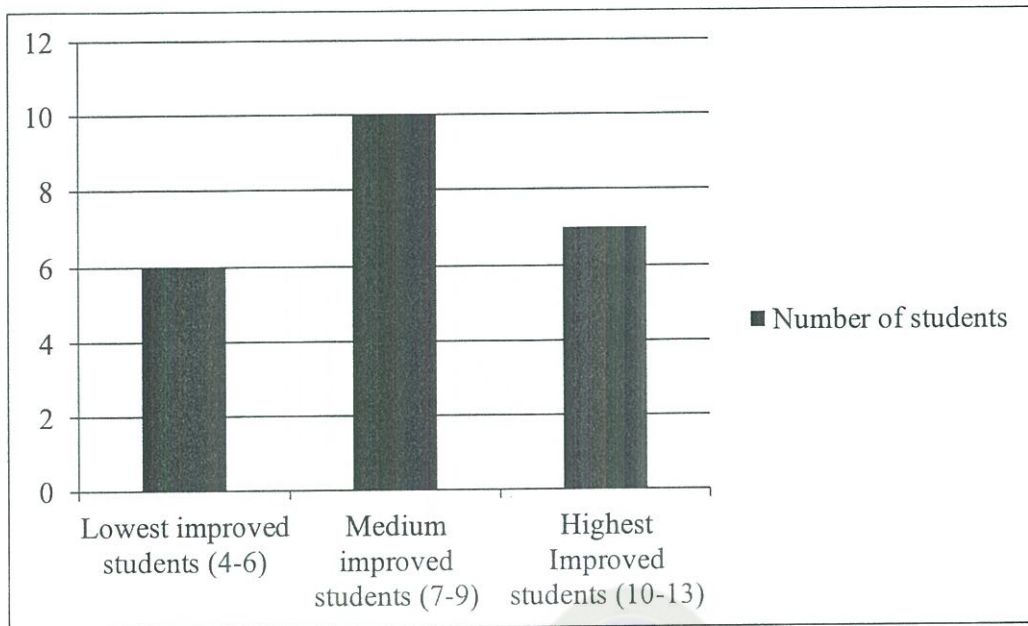


Figure 4.2 Level of students' development in writing tasks

According to the figure, the most of participants gain higher score from first and last assignment in the rate of 4-6 score ($n=10$). In addition, the differences in score in the rate of 0-3 ($n=6$). Moreover, 7 students could improve their score of writing compositions in the highest level of 7-9 points from the first assignment. It seemed that most of the participants were able to improve their writing skill in the average level. In this particular, one of the students who were in the medium improved group was selected since it was the majority of the participant. The student no 14's performances in first, second and third writing tasks were selected to analyzed participants' continual improvement in detail.

My Most Beautiful Moment

My most beautiful moment is I travel to Hauhin. I go to Huahin last summer. I come with my fiend. I come by car. I thinking of my parents a lot. on the first day I swim in the sea. I go play around with my fiend. I happy very much. On the second day, I eat sea food. it is good which are crabs fish, and shrimps. I love it so much. On the last day, I come back to my home. It was very long. I tired.

Figure 4.3 Student no 14's assignment 1 (first draft)

According to figure5, the student seemed to have problems with all aspect of writing in rubric scoring. The student did most of mistakes on grammatical use. Errors on the issues of tenses, punctuation, emotional verbs, and sentence structure could be found in most of the sentences of the paragraph. For example, the second sentence should be replaced by "I went to the city of Hua-hin last summer" because the paragraph should be written in past tense according to narrative style of writing. Therefore, the paragraph was rated only 2 on grammar criterion. In terms of organization, conclusion was missing, and supporting details were not enough. The student was given 4 marks. The coherence was the best issue of the student. There was only one irrelevant sentence: "I thinking of my parent a lot". 4 points were given. Lastly, a few transition signals could be found. There were some missing. The student was given 3 points to the issue. In summary, the student was given 13 points for the first draft of the first assignment. Feedback was given in the comment space of the blog. Links about grammatical mistakes as well as comment about organization, coherence, and cohesion were given. The student got an improved points in the final draft. The development in second assignment was describe below.

Men VS Women

There are differences between men and women. Firstly, physical. Men is strong. He can lift weigh very high. For example, male workers can build roads and building faster because they are born to be. The second difference is emotional. Women is more soft than man. They can do detail work. For example, crafting and weaving better than men. For example, my mother is cook better than my dad. last, friend. I have many friend. they are men and women. I like my friend girls. I like play with them because I am a girl. That is difference between men and women.

Figure 4.4 The student's assignment 2 (first draft)

The second assignment of the same student showed some development. The student improved their writing in the grammar issue. Obviously, the student improve in tense use with no wrong tense detected. However, the problems in sentence structure words choices, and punctuation still remained in the paragraph writing. Therefore, 3 points were given to the student. In term of organization, the missing conclusion in the first paragraph was found in the second. However, some of detail were still needed. The student got 4 in this point. In terms of cohesion and coherence, the student improved by stop adding irrelevant sentence. However, minor mistake can be found. For example, the detail of student's mother's cooking might not relate to the claim of crafting and weaving that were given before. Consequently, 4 points were given. Lastly, the transition signals were added to where were necessary in the paragraph except the conclusion sentence. The student got 4 points. To summary, the second paragraph create 15 points to the student. Feedback was given in the comment space of the blog. Links about grammatical mistakes as well as comment about organization, coherence, and cohesion were given. The student got an improved points in the final draft. The development in third assignment was describe below.

Business in My City

I live in Mahasakhm, a small city in Thailand. there are several kinds of business in my city. First, restaurants. In detail, there are kinds of restaurants in the city. the cheap restaurants are in or near school and university. they sell cheap but good foods such as Pat Kla Phoa, fired rice, and Pat Thai. the expensive restaurants are in the mall. they sell pizza, Japan foods, and Suki. The second kind of business is beverage drink. For example, coffee shops sell coffee and cake, milk shop sell milk and bread, and nigh clubs sell alcohol. The last kind of business is clothing. They sell cheap clothing in night market and personal shops. They have expensive shop in the mall. In conclusion, you can live in the city and choose the business you want because it is several in Mahsarakhm.

Figure 4.5 The student's assignment 3

The last assignment of the same student showed some development. The student improved their writing in the grammar issue. However, the problems in sentence structure words choices, and punctuation still remained in the paragraph writing. Therefore, 3 points were given to the student. In term of organization, details are provided more in the paragraph. This made it reliable. The student, therefore, got 5 in this point. In terms of cohesion and coherence, there is not significant development in the issues. Therefore, the student was given the same point (4 and 4). Totally, the student got 16 points in the last assignment. Feedback was given in the comment space of the blog. Links about grammatical mistakes as well as comment about organization, coherence, and cohesion were given. The student got an improved points in the final draft. The development in third assignment was describe below.

In summary, the result of three writing assignments shows some improvement of participants. In other words, they improved their writing skills after having been given feedbacks through the weblog function. Moreover, the overall participants' scores were higher in the second assignment, and still improved in the third assignment after having been given the feedback specifically to the serious errors that occurred. Then, it could be explained that the feedback positively affects participants writing abilities as can be seen in continual writing. In other word it at least supported other EFL writing teaching methods.

Moreover, the result of study can be tested to observe statically difference between the mean score of each assignment as can be seen below.

Table 4.2 T-test result between assignment 1 and assignment 2 score

Assignment 1 (out of 25)	Assignment 2 (out of 25)	T-value	Df	p*
Mean	S.D.	Mean	S.D.	
13.26	3.37	15.78	2.71	-10.069
				22
				.000

*p<0.05

The t-test analysis points out that the change in the mean scores is significant at $p < 0.05$. It can be indicated that participants' writing abilities are developed after taking the treatment during writing the second assignment.

Table 4.3 T-test result between assignment 2 and assignment 3 score

Assignment 2 (out of 25)	Assignment 3 (out of 25)	T-value	Df	p*
Mean	S.D.	Mean	S.D.	
15.78	2.17	17.56	2.37	-7.877
				22
				.000

*p<0.05

The t-test analysis points out that the change in the mean scores is significant at $p < 0.05$. It can be also indicated that participants' writing abilities are developed after taking the treatment during writing the last assignment.

1.3 Inter-raters Correlation

To avoid bias in justifying students' writing performances, the study was designed to have two raters taking responsibility to give students' point in each writing assignment. Researcher as a feedback giver and a native English speaker used the rubric scoring to justify students' writing assignment scores. The scores were analyzed to examine inter rater correlation by using the SPSS program. The data were analyzed to prove that the two raters use the same standard in justifying students' scores. The analyzed data are shown below.

Table 4.4 Inter-rater correlation in three writing assignments

Assignment	Pearson correlation between raters	Number of students
Assignment 1 first draft	0.726	23
Assignment 1 final draft	0.712	23
Assignment 2 first draft	0.714	23
Assignment 2 final draft	0.643	23
Assignment 3 first draft	0.731	23
Assignment 3 final draft	0.692	23

*p<0.05

The analyzed data showed that the inter-rater correlations analyzed from the three assignment scores were 0.726, 0.712, 0.714, 0.643, 0.731, and 0.692. It implies consistency of two raters in all drafts of each assignment. In the other words, it indicated that the raters remained the same standard in rating the writing assignments. Therefore, the scores of writing assignment showed reliability.

In conclusion, the scores from writing assignments indicated students' improvement in writing ability. Moreover, the score from inter-rater correlation analysis shows reliability in the scores gained from the experiment. The next section discusses the second research question on students' attitude toward feedback on the weblog.

Research question 2: What are students' attitudes toward weblog as a feedback giving tool?

2.1 The Results of Students' Attitudes Survey Questionnaire

The questionnaire was adapted to survey the participants' attitudes toward application of weblog as a medium of feedback giving. The instrument was used to provide answer of the second research question. The questionnaire was operated after participants finish receiving feedback in the weblog function in their writing course. In detail, the questionnaire consisted of 14 items which include 12 positive statements and 2 negative statements related to weblog as a medium of feedback giving. The participants were asked to respond each statement with the degree of opinion. The results are shown in Table below.

Table 4.5 Students' Attitude toward weblog as a feedback giving tool

Statements	mean	S.D.	Interpretation
1. I'm in favor of applying weblog as a medium of feedback giving for the Formal Paragraph Writing course.	4.06	0.32	Agree
2. I think the teacher's application of weblog as a medium of feedback giving for the Formal Paragraph Writing course helps me learn a lot.	4.02	0.47	Agree
3. Applying weblog as a medium of feedback giving for the Formal Paragraph Writing course encourages me to continue learning on the Internet by myself.	4.16	0.63	Agree
4. I think my grade will improve by weblog as a medium of feedback giving for the Formal Paragraph Writing course.	4.23	0.48	Agree
5. I find The Formal Paragraph Writing course easier when the teacher applies weblog as a medium of feedback giving in learning process.	4.44	0.32	Agree
6. By means of weblog as a medium of feedback giving, I like the Formal Paragraph Writing course more and more.	4.42	0.24	Agree
7. I hope the teachers who the Formal Paragraph Writing course may apply weblog as a medium of feedback giving in their teaching process.	4.26	0.44	Agree

Table 4.5 Students' Attitude toward weblog as a feedback giving tool (con)

Statements	mean	S.D.	Interpretation
8. Applying weblog as a medium of feedback giving for the Formal Paragraph Writing course is more relaxing than tradition methods such as handwritten and oral feedbacks.	4.03	0.37	Agree
9. Applying weblog as a medium of feedback giving for the Formal Paragraph Writing course is livelier for the curriculum.	4.35	0.26	Agree
10 Weblog as a medium of feedback giving make me more interested in the Formal Paragraph Writing course.	4.38	0.54	Agree
11. By applying weblog as a medium of feedback giving for English for the Formal Paragraph Writing course, the chance of interaction with the teacher is enhanced.	4.35	0.34	Agree
12. Applying weblog as a medium of feedback giving for English for the Formal Paragraph Writing course improves my computer skills.	4.54	0.39	Strongly agree
13. I think the teacher's application of weblog as a medium of feedback giving for English for the Formal Paragraph Writing course is a waste of my time.	1.73	0.23	Disagree
14. I'm unwilling to learn Formal Paragraph Writing course through weblog as a medium of feedback giving.	1.23	0.48	Strongly Disagree
Overall positive statements (mean)	4.27	0.16	Agree
Overall negative statements (mean)	1.48	0.14	Strongly disagree

Students' attitudes were interpreted as follows:

4.51-5.00	strongly agree
3.51-4.50	agree
2.51-3.50	uncertain
1.51-2.50	disagree
1.00-1.50	strongly disagree

The results in Table 11 showed the participants' attitudes toward weblog as a medium of feedback giving. The result pointed out that the participants agreed with positive statements related to weblog as a medium of feedback giving ($\bar{x} = 4.27$, S.D. 0.16). Most of the participants strongly agree with the item number 12- "Applying weblog as a medium of feedback giving for English for the Formal Paragraph Writing course improves my computer skills" ($\bar{x} = 4.54$, S.D. = 0.39). The attitude survey found that participants agreed that weblog as a medium of feedback giving encouraged them to learn by themselves in the internet ($\bar{x} = 4.13$, S.D. = 0.36), helped them get better grade in the course ($\bar{x} = 4.23$, S.D. = 0.48), made the course easier ($\bar{x} = 4.44$, S.D. = 0.32), and made they want to learn writing English more and more ($\bar{x} = 4.42$, S.D. = 0.24). In addition, the participants hoped to involve in the writing courses that apply weblog as a medium of feedback giving ($\bar{x} = 4.26$, S.D. = 0.44). The survey found that students agreed that applying weblog as a medium of feedback giving in the writing course was more relaxing than tradition methods such as handwritten and oral feedbacks ($\bar{x} = 4.03$, S.D. = 0.37), livelier for the curriculum($\bar{x} = 4.35$, S.D. = 0.26), more interesting when being applied in writing course ($\bar{x} = 4.38$, S.D. = 0.54), and were in favor of applying weblog as a medium of feedback giving for the Formal Paragraph Writing course ($\bar{x} = 4.06$, S.D. = 0.32). On the other hand, most of participants strongly disagreed with negative statements related to weblog as a medium of feedback giving ($\bar{x} = 1.48$, S.D. = 0.14). They disagreed that the method wasted their time ($\bar{x} = 1.73$, S.D. = 0.23), and strongly disagreed that weblog as a medium of feedback giving made them learn writing course unwillingly ($\bar{x} = 1.23$, S.D. = 0.48). It seems that participants agree with positive statements and strongly disagree with negative statements related to weblog as a medium of feedback giving. Therefore, it can be said that participants have positive attitude toward weblog as a medium of feedback giving. The finding of the study will be discussed particularly in the next chapter.

CHAPTER 5

CONCLUSIONS, DISCUSSION, LIMITATIONS, AND RECOMMENDATIONS

The last chapter of the current study presents the conclusions found in the experiment and the discussion related to literature review. In addition limitation and recommendations are presented to be a suggestion for the further studies.

1. Conclusions

The current study was conducted to 1) investigate effect of weblog as a medium of feedback giving in Rajabhat Mahasarakham Paragraph Writing course and 2) to investigate students' attitude toward web-blog. The study was conducted with 23 students in the Faculty of Humanities and Social Sciences, Rajabhat Mahasarakham University selected by purposive method. All participants enrolled in the Formal Paragraph writing course second semester 2013 academic year. According to the course description, Participants were trained to write paragraphs in different styles. Participants' writing abilities were investigated by 3 writing tasks during the course. The students were asked to create online weblog to publish their works. Feedbacks were to students after they finished each writing composition. In the last step of the experiment, participants were asked to fill the questionnaire about their attitudes toward the method. All gained data were concluded by considering the following research questions.

1.1 To What Extent Does Feedback on Weblog Improve Students' Paragraph Writing?

The participants' writing abilities were demonstrated by their scores on three writing assignments. To complete the first research question, the results from the writing assignments were brought to be considered.

To assess participants' writing abilities in depth, issues related to crucial problems in Thai students writing abilities were used to design rubric scoring checklist. Therefore, all writing assignments given to the participants were focused on grammar, organization, coherence, and cohesion which were the components of a good piece of paragraph writing (McCaskill, 1998; Child, 1999 Scheraga, 2001; Savage & Shafiei, 2007). After they submitted

each assignment, the participants had been given feedback through the comment space of weblog. The writing assignments showed some significant finding.

The mean score of the three writing assignment continuously increased from 13.26 in assignment 1 to 15.78 in assignment 2, and to 18.17.56 in assignment 3. It can consequently be concluded that weblog as a medium of feedback giving takes an important role in developing participants' writing abilities.

1.2 What are Students' Attitudes toward Weblog as a Feedback Giving Tool?

The result of attitude survey questionnaire was used to complete the last research question. The participants were asked to fill out 14 items on the questionnaire after finishing all process of the experiment. The result could be concluded as follow.

The result from questionnaire indicates that participants agreed with positive statement related to weblog as a medium of feedback giving. The participants agreed that the method of weblog as a medium of feedback giving helps them to learn writing, improve their grade, learn the course easier, and interact with teachers easier. It could be said that the participants agreed that weblog as a medium of feedback giving improve their writing skills. Moreover, the participants agreed that learning along with weblog as a medium of feedback giving made them flavor in learning, want to study further on the internet, learn more relaxing, became more interested in the course, and liked the course more and more. In addition, the participants agreed that weblog as a medium of feedback giving helped them to improve computer skill and they would be praised if teachers apply weblog as a feedback giving tool in the further courses. It can be implied that participants agree that weblog as a medium of feedback giving motivate them to learn more, improve other skills, and should be applied in other courses. On the other hand, students disagreed with the negative statements related to weblog as a medium of feedback giving. They disagreed that the application of weblog as a medium of feedback giving in the course wastes their time, and make they feel unwilling.

In summary, the finding gained from questionnaire points that participants agreed that weblog as a medium of feedback giving benefited their writing courses; motivated them to learn more, improves other skill, and should be included in next course. Moreover, they disagreed with negative statements related to weblog as a medium of feedback giving. Therefore, it could be summarized that participants have positive attitudes toward the method of weblog as a medium of feedback giving.

2 Discussion

This sector discusses the results of the current study related to the reviewed literatures. The results found are discussed to explain the way they come out. The discussion is based on the hypotheses set in the study including (1) weblog as a medium of feedback giving would be effective in solving Thai EFL writing problems, (2) Students have good attitudes toward weblog as a medium of feedback giving.

2.1 Effectiveness of Weblog as a Feedback Giving Tool in Developing Participants' Writing Abilities

The result of students score in each assignment was improved continuously. It could be implied that the web-blog method, when being used as a feedback giving medium, seems to have positive effect on students' writing performances. This could be explained by the process of the feedback. According to (Polat, 2003), internet and network technology seems to be influent to students' lives. At the age of the students, they almost stick to computer or smart phone all the time. Using web-blog as an internet media seems to be effective. Moreover, the method could solve the problems of traditional feedback giving effectively. It was clearer to give comment, easier to encourage students, and faster than the same method. In addition, feedback givers could post links to explain the causes of students' errors. The result of the study supports the studies of the benefit of feedback giving in writing classrooms (Ferris, 1999; Ellis, 2009). Moreover, technology application in writing classrooms being effective in the study is also related to other studies attempting to invent technology in the writing classes such as (Means, Oldsen, & Ruskus, 1997). Therefore, it could be concluded that the web-blog is effective as a feedback giving medium in improving students' paragraph writing ability.

In detail, the majority of feedbacks given in the web-blog were from teachers. Students, even being in enforced by the class scores, did not dare to give comments for their peer. The majority of students' comments seem to be showing appreciation. Moreover, the students never argue teacher comment. This finding supports the study of Keyuravong and Maneekhao (2006). The author stated that Thai students still rely on teachers. On the other hand, the contribution of self-learning habit seems to be a problem in Thai EFL classroom.

2.2 The Positive Attitudes toward Weblog as a Feedback Giving Tool

According to the results of attitude survey, the participants had positive attitudes toward weblog as a medium of feedback giving. The analysis of 5 Likert scale questionnaire

showed that participants agreed with positive statements and disagreed with negative statements related to weblog as a feedback giving tool. In detail, participants believed that weblog as a medium of feedback giving helped them to learn easier, motivated them to learn more and, should be included in the other writing course. The finding of the study is related to the technological support in EFL classrooms and students attitudes (Lumjuanjit, 2009 Noytim, 2010). The studies showed that Thai students express positive opinion when being surveyed attitudes toward technology support such as CALL and web blog in writing classes. This might be related to the contribution of technology in EFL classroom (Means, Oldsen, & Ruskus, 1997, Warschauer, 2006, and Ilter, 2009 Moreover, the outcome of the study relates to the study of Lewis, Shaw, and Heitz (2009). The author suggests that inventing of the methods that exist in the real life would lead to positive toward learning process. Furthermore, the result of the study also proves that Thai EFL context seems to be familiar with the online environment. In the past, network technology and computer application seemed to be an obstacle in EFL classrooms context because of limitations in using technology (Matsumura and Hann, 2004). However, the technology has been developed and invented into students' lives both in real life and in classroom. They can finally adapt to learn with online environment. In conclusion, in term of students' preference, web-blog and other online environment learning methods could be a good alternative method to be integrated in the classes.

3. Limitation of the Study

Although the results ensure the effectiveness of weblog as a medium of feedback giving, and hypothesizes are proved; there are some limitations on the current study. The following section shows limitation and suggested recommendation of the study.

- 1) The focused issues related to writing might not cover all problems occurring in Thai EFL learners
- 2) Few of students improve in very few rates. Perhaps, it because of their own English background.
- 3) Because of time limitation, external link given might be limited in some participants who gain high score. It would be better to strengthen their abilities.
- 4) Technology problems such as dropping of internet signal, external links that not work properly, and failing e-learning system in some occasion.

4 Recommendations

- 1) The study was conducted with the English for healthcare course. Students have to learn the content of healthcare business. It might be disadvantages for participants who have low English proficiency because they are not taught grammar and writing

component directly. The further studies are recommended to conduct with direct writing courses such as academic writing, paragraph writing and essay writing.

2) In order to cover as much errors as possible, there should be more issues to discuss in terms of both grammatical structure and composition content.

3) There should be more types of feedback given to participants such as video files, live chat etc.

4) The method is capable for improving writing issues related to strict rule such as grammar and organization.

5) The method is recommended to be involved with the samples group that has computer skill in order to support their self-learning.



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Appendices



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Appendix A

Rubric Scoring Used in the Pilot Study



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Rubric scoring used in the pilot study

Criteria						
	0	1	2	3	4	5
Grammar	No correct form of grammar. Impossible to understand sentences	Student provides understandable grammar in composition.	Student rarely provides correct form of grammar in composition.	Student mostly provides correct form of grammar in composition.	One or two mistakes occur in students' composition.	Student makes no mistake in grammar use.
Organization	There is no component of paragraph included in the paragraph.	Paragraph is developed with a topic sentence but no detail and conclusion.	Paragraph is developed with a topic sentence but not enough supporting detail and conclusion.	Paragraph is developed with a topic sentence, major supporting detail but lack of minor supporting detail, and conclusion.	Paragraph is developed with a topic sentence, major supporting detail, and minor supporting details but no conclusion.	Paragraph is developed with a topic sentence, major supporting detail, minor supporting detail, and conclusion.
Coherence	Paragraph has no unity. No relevant sentence detected.	Paragraph is not united. Five irrelevant sentences are appeared.	Paragraph is almost united. Three-four irrelevant sentences are appeared.	Paragraph is almost united. Two-three irrelevant sentences are appeared.	Paragraph is almost united perfectly. One irrelevant sentence is appeared.	Paragraph is united perfectly. There is no irrelevant sentence.

ion	No transition. No repetition of key words.	Paragraph is developed with one or two transitions. .	Paragraph is developed with some use of transitions. No repetition of key words.	Paragraph is developed with some use of transitions. Words are repeated in cohesive way one or two times.	Paragraph is developed with mostly perfect use of transitions. Words are mostly repeated in cohesive way.	Paragraph is developed with perfect use of transitions. Words are repeated in cohesive way.
ing	Students spell all words in correctly.	Students mostly spell words incorrectly. (One or two are correct).	Student rarely provides correct form of spelling	Students mostly spell words incorrectly.	One or two mistakes occur in students' composition.	Student makes no mistake in spelling.
al	Student provides no correct form of capital.	Student mostly misuse of capital form.	Student rarely provides correct form of capital.	Student mostly provides correct form of capital.	One or two mistakes occur in students' composition.	Student makes no mistake in capital.
nizati	Writing is disorganized and underdevelope d with no transition.	Writing is underdevelo ped with very weak transition.	Writing is confused and loosely organization. Transition is weak.	Use correct writing format. Incorporate a coherence closure.	Wring includes strong beginning, middle, and end with some transition.	Writing includes strong beginning, middle, and end with good transition.

0.0 – 0.9 referred to level of incomplete

1.0 – 1.99 referred to level of gross errors

2.0–2.9 referred to level of minor errors

3.0 – 3.9 referred to level of competent

4.0 – 4.9 referred to level of very few errors

5.0 referred to level of no error



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Appendix B

Rubric Scoring Used in the Study



มหาวิทยาลัยราชภัฏมหาสารคาม
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Rubric scoring used in the study

Criteria	Scale of score					
	0	1	2	3	4	5
Grammar	No correct form of grammar. Impossible to understand sentences	Student provides understandable grammar in composition.	Student rarely provides correct form of grammar in composition.	Student mostly provides correct form of grammar in composition.	One or two mistake occurs in students' composition.	Student makes no mistake in grammar use.
Organization	There is no component of paragraph included in the paragraph.	Paragraph is developed with a topic sentence but no detail and conclusion.	Paragraph is developed with a topic sentence but not enough supporting detail and conclusion.	Paragraph is developed with a topic sentence, major supporting detail but lack of minor supporting detail, and conclusion.	Paragraph is developed with a topic sentence, major supporting detail, and minor supporting details but no conclusion.	Paragraph is developed with a topic sentence, major supporting detail, minor supporting detail, and conclusion.
Coherence	Paragraph has no unity. No relevant sentence detected.	Paragraph is not united. Five irrelevant sentences are appeared.	Paragraph is almost united. Three-four irrelevant sentences are appeared.	Paragraph is almost united. Two-three irrelevant sentences are appeared.	Paragraph is almost united perfectly. One irrelevant sentence is appeared.	Paragraph is united perfectly. There is no irrelevant sentence.
Cohesion	No transition. No repetition of key words.	Paragraph is developed with one or two	Paragraph is developed with some use of	Paragraph is developed with some use of transitions.	Paragraph is developed with mostly perfect use	Paragraph is developed with

		transitions. .	transitions. No repetition of key words.	Words are repeated in cohesive way one or two times.	of transitions. Words are mostly repeated in cohesive way.	perfect use of transitions. Words are repeated in cohesive way.
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0.0 – 0.9 referred to did not complete

1.0 – 1.99 referred to gross errors

2.0-2.9 referred to minor errors

3.0 – 3.9 referred to competent

4.0 – 4.9 referred to very few errors

5.0 referred to no error

Appendix C

Model Questionnaire



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The Model Questionnaire

Q No	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I'm in favour of applying e-learning for business courses					
2	I think the teacher's application of e-learning in teaching business courses helps me learn a lot					
3	I think the teacher's application of e-learning in teaching business courses is a waste of my time					
4	I think my grade will improve by applying e-learning to business courses					
5	I will find business courses easier if the teacher applies e-learning in teaching					
6	By means of e-learning, I (should) like business courses more and more					
7	I hope the teachers who conduct business courses may apply e-learning in their teaching					
8	Applying e-learning for business courses is more relaxing and delightful					

	than the traditional method					
9	Applying e-learning for business courses is more sprightly and lively for the curriculum					
10	E-learning make me more interested in business courses					
11	By applying e-learning for business courses the chance of interaction with the teacher is enhanced					
12	Applying e-learning for business courses improves my computer skills					
13	Applying e-learning for business courses encourages me to continue learning on the Internet by myself					
14	I'm unwilling to learn business courses through using e-learning					



Appendix D

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Questionnaire
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Questionnaires Form

This questionnaire conducted to measure attitude towards electronic feedback in KKU students learning English for healthcare business course.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I'm in favor of applying weblog as a medium of feedback giving for the Formal Paragraph Writing course.					
2. I think the teacher's application of weblog as a medium of feedback giving for the Formal Paragraph Writing course helps me learn a lot.					
3. Applying weblog as a medium of feedback giving for the Formal Paragraph Writing course encourages me to continue learning on the Internet by myself.					
4. I think my grade will improve by weblog as a medium of feedback giving for the Formal Paragraph Writing course.					
5. I find The Formal Paragraph Writing course easier when the teacher applies weblog as a medium of feedback giving in learning process.					
6. By means of weblog as a medium of feedback giving, I like the Formal Paragraph Writing course more and more.					
7. I hope the teachers who the Formal Paragraph Writing course may apply weblog as a medium of feedback giving in their teaching process.					
8. Applying weblog as a medium of feedback giving for the Formal Paragraph Writing course is more relaxing than tradition methods such as handwritten and oral feedbacks.					
9. Applying weblog as a medium of feedback giving for the Formal Paragraph Writing course is livelier for the curriculum.					

10 Weblog as a medium of feedback giving make me more interested in the Formal Paragraph Writing course.					
11. By applying weblog as a medium of feedback giving for English for the Formal Paragraph Writing course, the chance of interaction with the teacher is enhanced.					
12. Applying weblog as a medium of feedback giving for English for the Formal Paragraph Writing course improves my computer skills.					
13. I think the teacher's application of weblog as a medium of feedback giving for English for the Formal Paragraph Writing course is a waste of my time.					
14. I'm unwilling to learn Formal Paragraph Writing course through weblog as a medium of feedback giving.					



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Appendix E

The Feature of the Eternal Links

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The Feature of the External Links

Tenses

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Tense	Signal words	Use	Form	Examples affirmative	Examples negative	Examples interrogative
Simple Present	every day	something happens repeatedly	Infinitive he/she/it + -s	I work. He works. I go. He goes.	I don't work. He doesn't work. I don't go. He doesn't go.	Do I work? Does he work? Do I go? Does he go?
	sometimes	how often something happens				
	always	one action follows another				
	often	things in general				
	usually	with the following verbs (to love, to hate, to think, etc.)				
	seldom	future meaning: timetables, programmes				
	never	future meaning: timetables, programmes				
first ... then						
Present Progressive	now	something is happening at the same time of speaking or around it	to be (am/are/is) + Infinitive + -ing	I'm working. He's working. I'm going. He's going.	I'm not working. He isn't working. I'm not going. He isn't going.	Am I working? Is he working? Am I going? Is he going?
	at the moment	future meaning: when you have already decided and arranged to do it (a fixed plan, date)				
	Look!					
	Listen!					
Simple Past	last ...	action took place in the past, mostly connected with an expression of time (no connection to the present)	regular: Infinitive + -ed Irregular: 2. Spalte	I worked. He worked. I went. He went.	I didn't work. He didn't work. I didn't go. He didn't go.	Did I work? Did he work? Did I go? Did he go?
	... ago					
	in 1990					
	yesterday					

Past Progressive	while	an action happened in the middle of another action someone was doing sth. at a certain time (in the past) - you don't know whether it was finished or not	was/were + Infinitive + -ing	I was working.	I wasn't working.	Was I working?	
				He was working.	He wasn't working.	Was he working?	
				I was going.	I wasn't going.	Was I going?	
				He was going.	He wasn't going.	Was he going?	
Simple Present Perfect	just	you say that sth. has happened or is finished in the past and it has a connection to the present action started in the past and continues up to the present	have/has + past participle* *(Infinitive + -ed) or (3rd column of table of irregular verbs)	I have worked.	I haven't worked.	Have I worked?	
	yet			He has worked.	He hasn't worked.	Has he worked?	
	never			I have gone.	I haven't gone.	Have I gone?	
	ever			He has gone.	He hasn't gone.	Has he gone?	
	already						
	so far, up to now, since for recently						
Present Perfect Progressive	all day	action began in the past and has just stopped how long the action has been happening emphasis: length of time of an action	have/has + been + Infinitive + -ing	I have been working.	I haven't been working.	Have I been working?	
	the whole day			He has been working.	He hasn't been working.	Has he been working?	
	how long			I have been going.	I haven't been going.	Have I been going?	
	since for			He has been going.	He hasn't been going.	Has he been going?	

Simple Past Perfect	already just never	mostly when two actions in a story are related to each other: the action which had already happened is put into past perfect, the other action into simple past the past of the Present Perfect	had + past participle* *(Infinitive + -ed) or (3rd column of table of irregular verbs)	I had worked. He had worked. I had gone. He had gone.	I hadn't worked. He hadn't worked. I hadn't gone. He hadn't gone.	Had I worked? Had he worked? Had I gone? Had he gone?
Past Perfect Progressive	how long since for	how long something had been happening before something else happened	had + been + Infinitive + ing	I had been working. He had been working. I had been going. He had been going.	I hadn't been working. He hadn't been working. I hadn't been going. He hadn't been going.	Had I been working? Had he been working? Had I been going? Had he been going?
will - future		predictions about the future (you think that sth will happen) you decide to do sth. spontaneously at the time of speaking, you haven't made a main clause in type I of the if clauses	will + Infinitive	I'll work. He'll work. I'll go. He'll go.	I won't work. He won't work. I won't go. He won't go.	Will I work? Will he work? Will I go? Will he go?
going to - future		when you have already decided to do sth. in the future what you think what will happen	be (am/are/is) + going to + Infinitive	I'm going to work. He's going to work. I'm going to go. He's going to go.	I'm not going to work. He's not going to work. I'm not going to go. He's not going to go.	Am I going to work? Is he going to work? Am I going to go? Is he going to go?

Future Progressive		An action will be in progress at a certain time in the future. This action has begun before the certain time. Something happens because it normally happens.	will + be + Infinitive + ing	I'll be working. He'll be working. I'll be going. He'll be going.	I won't be working. He won't be working. I won't be going. He won't be going.	Will I be working? Will he be working? Will I be going? Will he be going?
Future Perfect Simple		sth. will already have happened before a certain time in the future	will + have + past participle* *(Infinitive + -ed) or (3rd column of table of irregular verbs)	I'll have worked. He'll have worked. I'll have gone. He'll have gone.	I won't have worked. He won't have worked. I won't have gone. He won't have gone.	Will I have worked? Will he have worked? Will I have gone? Will he have gone?
Future Perfect Progressive		sth. will already have happened before a certain time in the future emphasis: length of time of an action	will + have + been + Infinitive + ing	I'll have been working. He'll have been working. I'll have been going. He'll have been going.	I won't have been working. He won't have been working. I won't have been going. He won't have been going.	Will I have been working? Will he have been working? Will I have been going? Will he have been going?
Conditional Simple		sth. that might happen main clause in type II of the if clauses	would + Infinitive	I would work. He would work. I would go. He would go.	I wouldn't work. He wouldn't work. I wouldn't go. He wouldn't go.	Would I work? Would he work? Would I go? Would he go?

Subject-Verb Agreement

1. The subject of a sentence or clause must agree in number with the main or auxiliary verb of that sentence or clause.

Ex: *The books were on the table yesterday.*
Whatever you want to do is fine with me.
Every book is checked out.
One of the books was missing.
The news is on at 6:00.

2. With fractions, percentages, amounts and distances a singular verb is used when they are not followed by an of phrase.

Ex: *\$7.50 is the minimum wage.*
Five miles is an average distance for me to run.

3. When an -of phrase follows a percentage, distance, fraction, or amount, the verb agrees with the noun closest to the verb.

Ex: *Half of the tables are occupied.*
21% of the population is poor.
21% of the books are paperback.

4. With indefinite quantifiers (e.g., *all, few, many, much, some*), the verb agrees with the preceding noun or clause:

With a singular or non-count noun or clause, use a singular verb:

Ex: *Much of the book seems relevant to this study.*
All the information is current.

With a plural noun, use a plural verb:

Ex: *Many researchers depend on grants from industry.*
All the studies are current.

5. Usually, a singular verb follows NONE, even if the noun following it is plural. However, in conversational English, a plural noun has become acceptable.

Ex: *None of the workers receives a tip.*
None of the workers receive a tip (less formal).

6. With a collective noun, use either a singular or a plural verb, depending on whether you want to emphasize the single group or its individual members:

Ex: *Half of my family lives/live in Canada.*
All of the class is/are here.
Ten percent of the population is/are bilingual.

7. Adjectives preceded by THE and used as plural nouns take a plural verb:

The rich get richer.
The poor face many hardships.

8. Expressions using the phrase number of depend on the meaning of the phrase:

They take a singular verb when referring to a **single quantity**:

The number of *students registered in the class* **is** 20.

They take plural verbs when they are used as **indefinite quantifiers**:

A number of *students* **were** late.

9. With expressions AS WELL AS, IN ADDITION TO, TOGETHER WITH, the first noun determines if the verb is singular or plural.

Ex: *France, as well as other European countries,* **has** a tip-included policy.

Waiters, in addition to others who work for tip, **are** usually generous tippers.

10. In the subjects with NEITHER/NOR and NOT ONLY BUT ALSO the noun closest to the verb determines if that verb is singular or plural.

Ex: *Neither the host nor his guests* **were** happy.

Neither the guests nor their host **was** happy.

Not only the waiter but also the cook and busboy **work** for tips.

11. With EITHER/OR, the second noun guests determines that the verb is plural.

Ex: *Either John or his brother* **is** going to make dinner.

12. A plural verb is used with subjects using BOTH/AND. However, if the compound subject describes two parts of a single process, then a singular verb is used.

Ex: *Both John and his sister* **are** going to be at the party.

Carol and Bob **were** at the party.

The administration and interpretation of educational tests **is** an important part of her job.

Articles

The indefinite article

- The article *a* (an before a vowel—an apple, an ear, an Italian, an orange, an umbrella) means one, without emphasis. Therefore, it can be used only with countable nouns:
A man turned on *a* light.
 She ate *an* apple.
A woman had *a* book on US social policy.

No specific light, apple, or book is identified.

- A* can not be used with non-count nouns such as *water*, *equipment*, *information*, nor with a noun that has already been defined (through previous mention). *A* is usually used with singular count nouns that are not definite, identified, or limited in number:
an experiment, *a* participant, *a* city, *a* forest, *a* research paper.
- Because it means "one," *a* has no plural. Sometimes no article or adjective is used with indefinite plural nouns:
 Do you have books on US social policy?

At other times, the words *some* or *any* are used:

I have *some* books.
 I don't have *any* books.

The definite article

- Once the indefinite noun has been introduced, it is afterward referred to as *the*: (the experiment, the participant, etc.):
A man turned on a light. *The* man, John Smith, then sat down.

This is also true with plural nouns and, usually, with non-count nouns:

We conducted *experiments* on recombinant DNA. The results of *the* experiments...
News has reached us from the battlefield, and *the* news is not good.

- However, persons and unique things or ideas are defined by their names. They will take either no article (usually, names of people, cities, continents, countries, lakes, parks, streets) or *the* (buildings, geographical regions, oceans, rivers, seas):
the Atlantic Ocean, *the* Empire State Building, *the* Mississippi River.

Also, *the* can be used with a generic noun:

"*the* Mexican," meaning Mexicans as a group.
 "*the* automobile," referring to all automobiles.

- In addition, *the* is used in comparisons:

Between those two students, Sara is *the* better writer.
Janice is *the* best writer in the school.

The reason is uniqueness. There can be only one "best" writer, and between two writers, only one can be "the better."

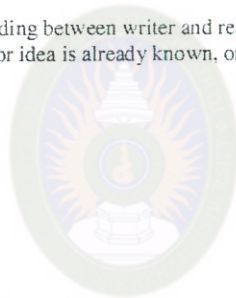
- Persons or things are often identified at the time they are introduced, and *the* again becomes appropriate. The italicized words in the following examples show identifying terms:

The *only* newspaper I have is two days old.
The woman *with* Ms. Staples is our instructor.
The keyboard *of* computer #3 is cracked.

- In some instances, the need for *the* is not clear. Native English speakers say "the post office" even in a city where there are many post offices. Somewhat indefinite nouns will also take *the*:

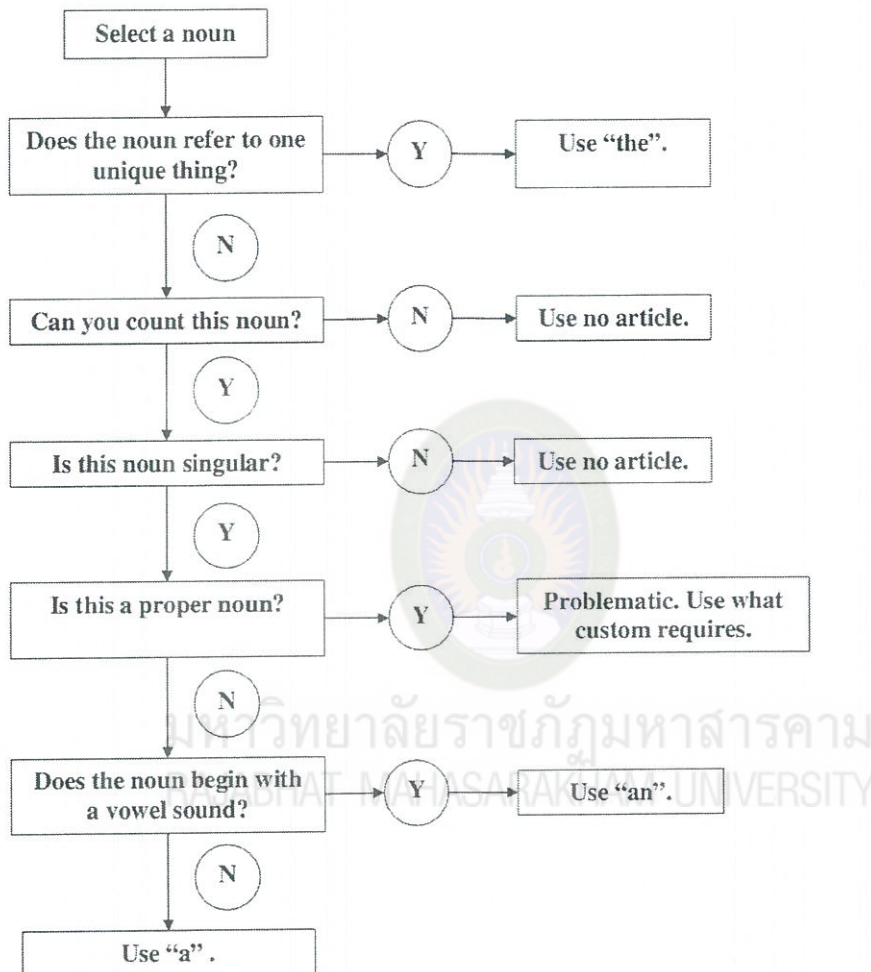
The point is to leave now.
With *the* assistance of the police, I recovered my car.

- Most often, *the* indicates an understanding between writer and reader (or speaker and listener) that the person, place, thing, or idea is already known, or will be identified immediately.



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How to choose articles



Adapted from a chart in *English for Science and Technology for Non-Native Speakers* by Thomas N. Huckin and Leslie A. Olsen (1988).

Tips on choosing articles

What makes a noun refer to one unique thing?

- It refers to something previously mentioned:
The reading you did for today's class
- It stands for all other items of its type:
Bell Labs invented *the* transistor.
- It is identified by a special marker adjective, such as a superlative:
the biggest test of the semester, *the most* important point
- a particular (ordinal) number:
the second semester, *the 50th* anniversary
- a proper or distinctive name (usually):
The United States (but Canada), *the* registrar's office, *the* Pentium 4 chip
- It refers to a time or place we treat as a collective unit:
the eighties, *the* earth, *the* golden years
- It is followed by modifiers, especially relative clauses or "of" phrases:
the dean who wrote the letter, *the* office in charge of admissions
- It refers to knowledge the writer/speaker and audience share:
the group project, *the* next home game
- It refers to a particular object, even if the reader doesn't yet know it's particular:
Plug *the* mouse into *the* socket on *the* back of *the* computer.

What makes a noun something you can count?

- It is readily found in plurals:
memos, students, tests, **but not** researches, waters
- It occurs readily with numbers:
five class meetings, 238 casualties, 48,500 workers
- It occurs after words that suggest numbers:
few drawbacks, most classes, many jobs

What makes a noun something you can NOT count?

- It refers to physical masses without distinct form or shape:
water, ROM, sand, fat, neon
- It refers to an abstract concept:
gravity, information, justice, satisfaction, apartheid
- It refers to ongoing processes:
research, growth, pollution, communication, tutoring
- It refers to a field of study or endeavor:
engineering, optics, materials, science, baseball

Using articles with proper nouns

Use *a(n)* with proper nouns when

- The proper noun is used to indicate characteristics of the named person:
He's *a* real Rambo in negotiations, isn't he?
- the noun means "a certain person whose name is":
"An Albert Gore called last night."

Use *the* with proper nouns when

- The proper noun refers to surnames in the plural:
The Martinezes are moving.
- You are distinguishing between people with the same name:
The Shaquille O'Neal I know isn't the athlete Shaquille O'Neal.

Use caution with proper nouns when

- The noun is part of an accepted geographical name (there's no reason, just custom, to most of these—check the examples as well as the definition in your dictionary):
the Philippines, the Bronx, the University of Virginia, the Red Sea, the Atlantic and Pacific Oceans, the West, the Mississippi, the Great Lakes, the continent, the Alps
- The article is part of an accepted proper name, such as a ship, newspaper, desert, group or organization, hotel (you may have to check a dictionary or print example for these):
the Hilton, The Beatles, The New York Times, the Titanic, the United Nations
the Super Bowl, the Sahara, The Supremes
- The word is an acronym whose letters are separately pronounced (but watch those tricky exceptions):
the UN, The USA, the FBI, the INS,
But:
IBM, UPS, AT&T, UCLA, MIT, RCA, GM

Do NOT use a proper noun when

- the noun is a common noun used as a term of address: Father, Reverend, Professor
- the noun is an acronym that you pronounce as a word: NATO, UNIX, DOS

Usage Basic Punctuation Rules

Correct punctuation is essential for clear and effective writing. The following list contains some of the most critical punctuation rules.

COMMAS

Commas are used to separate parts of a sentence. They tell readers to pause between words or groups of words, and they help clarify the meanings of sentences.

- ◀ Commas are used to separate three or more words, phrases, or clauses in a series.
EXAMPLE: Practice will be held before school, in the afternoon, and at night.
- ◀ Commas are used after an introductory dependent clause (a group of words before the subject of a sentence that do not form a complete sentence).
EXAMPLE: If your friends enjoy Chinese food, they will love this restaurant.
- ◀ Commas are used to set off introductory words, introductory adverbial, participial, or infinitive phrases, and longer introductory prepositional phrases.
EXAMPLE: Incidentally, I was not late this morning. (word)
Hoping for a bigger fish, Rob spent three more hours fishing. (phrase)
- ◀ Commas are used between independent clauses joined by a coordinating conjunction (*for, and, nor, but, or, yet, so*).
EXAMPLE: My dog had fleas, so we gave him a bath.
- ◀ Commas set off nonessential phrases or clauses.
EXAMPLE: The man, I think, had a funny laugh.
- ◀ Commas set off an appositive (a word or phrase that renames a noun).
EXAMPLE: Tanya, Debbie's sister, gave a brilliant speech last night.

END OF SENTENCE PUNCTUATION

End of sentence punctuation is used to let the reader know when a thought is finished.

- ◀ A statement (or declarative sentence) is followed by a period.
EXAMPLE: Orem is the home of Utah Valley State College.
- ◀ A direct question (or interrogative sentence) is followed by a question mark.
EXAMPLE: When did Joe buy a red shirt?
- ◀ Do not use a question mark after a declarative sentence that contains an indirect question.
EXAMPLE: Marie wants to know when Joe bought a red shirt.
- ◀ An exclamatory sentence is followed by an exclamation point.
EXAMPLE: What a good movie!
- ◀ Use exclamation marks sparingly because they can unnecessarily exaggerate sentences.
EXAMPLE: Monet was the most influential painter of his time! (*Most emphasizes influential painter; therefore, an exclamation point is not needed.*)

Usage Basic Punctuation Rules

SEMICOLONS

Semicolons are used to separate clauses or phrases that are related and that receive equal emphasis.

- ◀ Semicolons join independent clauses in a compound sentence if no coordinating conjunction is used.

EXAMPLE: Michael seemed preoccupied; he answered our questions abruptly.

- ◀ Semicolons are used before a conjunctive adverb (transition word) that joins the clauses of a compound sentence.

EXAMPLE: The emergency room was crowded; however, Warren was helped immediately.

- ◀ Semicolons help avoid confusion in lists where there are already commas.

EXAMPLE: We traveled to London, England; Paris, France; Berlin, Germany; and Sofia, Bulgaria.

COLONS

Colons follow independent clauses and are used to call attention to the information that comes after.

- ◀ Colons come after the independent clause and before the word, phrase, sentence, quotation, or list it is introducing.

EXAMPLE: Joe has only one thing on his mind: girls. (word)

Joe has only one thing on his mind: the girl next door. (phrase)

Joe has only one thing on his mind: he wants to go out with Linda. (clause)

Joe has several things on his mind: his finals, his job, and Linda. (list)

- ◀ Never use a colon after a verb that directly introduces a list.

INCORRECT: The things on Joe's mind are: finals, work, and Linda.

CORRECT: The things on Joe's mind are finals, work, and Linda.

HYPHENS

Hyphens are used to form compound words or join word units. They are used to join prefixes, suffixes, and letters to words.

- ◀ Use hyphens with compound numbers from twenty-one to ninety-nine and with fractions used as modifiers.

EXAMPLE: **forty-two** applicants

two-thirds majority (*two-thirds* is an adjective modifying *majority*)

three-fourths empty (*three-fourths* is an adverb modifying *empty*)

two thirds of the voters (*two thirds* is not being used as an adjective here because *thirds* is a noun being modified by *two*)

- ◀ Use hyphens in a compound adjective only when it comes before the word it modifies. However, some compound adjectives are always hyphenated, such as *well-balanced*. Look up compound adjectives in the dictionary if you are unsure whether or not to hyphenate them.

EXAMPLE: a **well-liked** author

an author who is **well liked**

a **world-renowned** composer

a composer who is **world renowned**

- ◀ Use a hyphen with the prefixes *ex-*, *self-*, and *all-*; with the suffix *-elect*; and with all prefixes before a proper noun or proper adjective.

EXAMPLE: all-star

ex-mayor

pro-Canadian

senator-elect

anti-Semitic

non-European

self-control

self-image

Usage Basic Punctuation Rules

DASHES

Dashes connect groups of words to other groups of words in order to emphasize a point or show that the information is unessential. Usually the dash separates words in the middle of a sentence from the rest of the sentence, or it leads to material at the end of the sentence.

◀ In the middle of a sentence, a dash can put special emphasis on a group of words or make them stand out from the rest of the sentence.

EXAMPLE: Linda Simpson's prescription for the economy, lower interest rates, higher employment, and less government spending, was rejected by the president's administration.

BECOMES: Linda Simpson's prescription for the economy – lower interest rates, higher employment, and less government spending – was rejected by the president's administration.

◀ The dash can also be used to attach material to the end of a sentence when there is a clear break in the continuity of the sentence or when an explanation is being introduced.

EXAMPLE: The president will be unable to win enough votes for another term of office – unless, of course, he can reduce unemployment and the deficit soon.

EXAMPLE: It was a close call – the sudden gust of wind pushed the helicopter to within inches of the power line.

APOSTROPHES

Apostrophes are used to show possession or to indicate where a letter has been omitted to form a contraction.

◀ To show possession, add an apostrophe and an -s to singular nouns or indefinite pronouns that end in *one* or *body*.

EXAMPLE: Susan's wrench, anyone's problem

◀ Add only an apostrophe for plural possessive nouns ending in -s.

EXAMPLE: my parents' car, the musicians' instruments

◀ Add an apostrophe and an -s for plural possessive nouns that do not end in -s.

EXAMPLE: the men's department, my children's toys

◀ Add an apostrophe and an -s for singular possessive nouns that end in -s.

EXAMPLE: Chris's cookbook, the business's system

◀ Do not use an apostrophe with possessive personal pronouns including *yours*, *his*, *hers*, *its*, *ours*, *their*, and *whose*.

◀ Apostrophes are also used in contractions, two words which have been combined into one, to mark where the missing letter or letters would be.

EXAMPLE: I am = I'm	I have = I've
who is = who's	let us = let's
cannot = can't	he is, she is, it is = he's, she's, it's
you are = you're	they are = they're

◀ Avoid confusing *it's* with *its*. *It's* is a contraction for *it is*; *its* is a possessive pronoun.



APPENDIX F

Researcher's Profile
มหาวิทยาลัยราชภัฏมหาสารคาม
RAJABHAT MAHASARAKHAM UNIVERSITY

Researcher's Profile: ประวัติย่อคณะผู้วิจัย

1. ชื่อ- นามสกุล: นายสุวิชาน อุ๋นอุตม Mr. Suwitchan Un-udom
2. ตำแหน่ง /หน่วยงานที่สังกัด: ตำแหน่ง อาจารย์ สังกัด หลักสูตรสาขาวิชาภาษาอังกฤษ คณะมนุษยศาสตร์และสังคมศาสตร์ English curriculum, The Faculty of Humanities and Social Sciences, Rajabhat Maha Sarakham University
3. ที่อยู่ หมายเลขโทรศัพท์ติดต่อ: 13 หมู่ 4 ตำบลท่าสองคอน อ.เมือง จ.มหาสารคาม 44000
13 mhoo 4 Tasonkhon sub-district, Muang District, Maha Sarakham Province, 44000
4. ประวัติการศึกษา

ระดับการศึกษา	คุณวุฒิ	สาขาวิชา	ชื่อสถาบันการศึกษาที่สำเร็จการศึกษา	ปีที่จบการศึกษา
ปริญญาโท	ศศ.ม.	ภาษาอังกฤษ	มหาวิทยาลัยขอนแก่น	2555
Master	M.A.	English	Khon Kean University	2012
ปริญญาตรี	ศศ.บ.	ภาษาอังกฤษ	มหาวิทยาลัยมหาสารคาม	2552
Bachelor	B.A.	English	Maharakham University	2008

5. ประสบการณ์ด้านการวิจัยและเผยแพร่ผลงานวิจัย

บทความ

ชื่อผู้แต่ง : Suwitchan Un-udom

ชื่อเอกสาร : The Effectiveness of Different Feedbacks on Students' Paragraph Writing Ability in Rajabhat Maharakham University Students

เมือง : พัทยา

สถานที่พิมพ์ : Presented in The first international conference on language, literature, and cultural studies

ปีที่พิมพ์ : 2013

งานวิจัย

ชื่อผู้แต่ง : Suwitchan Un-udom

ชื่อเอกสาร : An analysis of students' writing errors in the paragraph writing course

บทความ

ชื่อผู้แต่ง : Suwitchan Un-udom

ชื่อเอกสาร : Developing Thai English major university students' writing ability through electronic feedback

เมือง : Bangkok

สถานที่พิมพ์ : Proceeding in language across border: ASEAN and beyond, Bangkok

ปีที่พิมพ์ : 2012



มหาวิทยาลัยราชภัฏมหาสารคาม
RAJABHAT MAHASARAKHAM UNIVERSITY