# การพัฒนาแบบจำลองการสอนการเขียนภาษาอังกฤษผ่านทางเว็บบล็อก
## สำหรับนักศึกษาระดับมหาวิทยาลัย
# The Development of a Weblog-Based English Writing Instructional Model
## for University Students

ลักษณ์มุนินทร์ สุระคาย*

Lakmunin Surakhai

ธีรวิทย์ ภิญโญณัฐกานต์**

Dhirawit Pinyonatthagarn

**บทคัดย่อ**

      การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ (1) พัฒนาแบบจำลองการสอนการเขียนภาษาอังกฤษผ่านทางเว็บบล็อกให้มีประสิทธิภาพตามเกณฑ์ 75/75 (2) เปรียบเทียบผลสัมฤทธิ์ทางการเรียนของนักศึกษาหลังการทดลองและ (3) ศึกษาความพึงพอใจของนักศึกษา ที่มีต่อการเรียนด้วยแบบจำลองการสอนการเขียนภาษาอังกฤษผ่านทางเว็บบล็อก กลุ่มตัวอย่างได้แก่นักศึกษาชั้นปีที่ 1 จำนวน 30 คน ที่ลงทะเบียนเรียนในรายวิชาภาษาอังกฤษเพื่อพัฒนาทักษะการเรียน ในภาคเรียนที่ 2 ปีการศึกษา 2554 มหาวิทยาลัยราชภัฏวไลยอลงกรณ์ โดยการสุ่มตัวอย่างแบบเจาะจง เครื่องมือที่ใช้ในการวิจัย (1) แบบจำลองการสอนการเขียนภาษาอังกฤษผ่านทางเว็บบล็อก ชื่อ Surakhai WEWI Model (2) แบบทดสอบก่อนเรียน (3) แบบทดสอบหลังเรียน (4) แนวคำถามสำหรับการเขียนบันทึกแสดงความคิดเห็น (5) แบบสอบถาม วิเคราะห์ข้อมูลทั้งเชิงปริมาณและเชิงคุณภาพ ข้อมูลเชิงปริมาณวิเคราะห์ด้วยสถิติ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน สถิติทดสอบทีแบบกลุ่มตัวอย่างเป็นอิสระกันและการวิเคราะห์ความแปรปรวน ส่วนข้อมูลเชิงคุณภาพวิเคราะห์ด้วยการวิเคราะห์เนื้อหา

      ผลการวิจัยพบว่า (1) การสอนด้วยแบบจำลองการสอนการเขียนภาษาอังกฤษผ่านทางเว็บบล็อกที่พัฒนาขึ้นมีประสิทธิภาพ 77.03/75.53 ตามเกณฑ์ที่กำหนดไว้ (E1/E2 = 75/75) (2) นักศึกษามีผลสัมฤทธิ์ทางการเรียนหลังการทดลองสูงกว่าก่อนการทดลอง อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 (3) ความพึงพอใจของนักศึกษา ที่มีต่อการเรียนด้วยแบบจำลองการสอนเขียนการภาษาอังกฤษผ่านทางเว็บบล็อกที่พัฒนาขึ้นอยู่ในระดับสูง

**คำสำคัญ:** แบบจำลองการสอนการเขียนภาษาอังกฤษ/ การเขียนผ่านเว็บบล็อก

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\*      นักศึกษาปริญญาศิลปศาสตรดุษฎีบัณฑิต สาขาวิชาภาษาอังกฤษศึกษา สำนักเทคโนโลยีสังคม มหาวิทยาลัยเทคโนโลยีสุรนารี

\*\*      อาจารย์ที่ปรึกษา อาจารย์ ดร. สาขาวิชาภาษาอังกฤษศึกษา สำนักเทคโนโลยีสังคม มหาวิทยาลัยเทคโนโลยีสุรนารี

## Abstract

This study aimed to (1) develop a weblog-based English writing instructional model based on the efficiency criterion determined at 75/75, (2) compare students' learning achievements after using the weblog-based English writing instructional model and (3) study students' satisfaction towards learning with the developed weblog-based English writing instructional model. The samples, who were purposively selected, were 30 first-year students enrolled in the "English for Study Skills Development" course during the second semester of the academic year 2011 at Valaya Alongkorn Rajabhat University. The research instruments were. 1) The Surakhai WEWI Model, 2) a pretest, 3) a posttest, 4) guided for reflective journal writing and 5) a questionnaire. The data were analyzed quantitatively and qualitatively. The guantitative data were analyzed by frequency, percentage, mean, standard deviation (S.D.), independent sample t-test and analysis of varion The qualitative data were analyzed using content analysis.

It was found that the efficiency of the Surakhai WEWI model was 77.03/75.53, which corresponded to the efficiency criterion determined at $E_1/E_2 = 75/75$. The students' learning achievement after the treatment was significantly higher than their learning achievement before the treatment at the .05 significance level. And the students expressed satisfaction towards learning with the Surakhai WEWI model at the high level.

**Keywords:** Surakhai WEWI Model/ Weblog-Based Writing

## 1. Introduction

In the Thai educational context, English writing is a difficult and complicated skill since it takes place in the context of English as a foreign language (EFL) where students have limited opportunities to use English in their daily lives (Kitjaroonchai, 2006). In teaching writing, Ferris and Hedgcock (2005) recommend that teachers should allocate adequate time in writing classes to allow for multi-draft assignments and revisions of papers. Extra class periods are necessary for discussing preliminary drafts, demonstrating and practicing peer response techniques, and revising assignments in class or in computer labs. They also propose that

teachers should create timetables that offer sufficient time for both teachers and students to read assigned texts, practice pre-writing and drafting techniques and employ peer response tasks. Moreover, the teacher should allow as much time between sessions as practical to make a multi-draft approach worthwhile.

One way to provide students with more opportunities to practice writing is to use a weblog for writing activities. Jones (2006) found that the use of a weblog could be employed in a process writing approach with positive results in both students' and teachers' perceptions. In this study, a weblog was used in four specific aspects of the process writing approach; peer

responses (feedback), editing, revising, and online publishing of their writing assignments. Jones concluded that weblogs proved to be effective tools for the process writing approach. Hansen and Liu (2005) found an improvement in the quality of EFL students' writing using weblogs deriving from the examples of feedback and comments on the weblogs which facilitated meaningful learning for students. Fageeh (2011) suggested that weblogs could provide greater learning motivation and the development of writing skills for college students. They perceived weblogs as a tool for the development of writing proficiency and attitude towards writing. In a Thai context, Khampusaen (2012) examined the outcomes of a blogging collaboration project among university students on their essay writing skills. Writing feedback was provided by peers and the instructor on an interactive weblog to help students to write their essays. The findings suggested that collaborative blogging improved students' attitudes towards writing as well as showed improvement in writing skills and the development of related skills and knowledge.

It can be seen that many educators have found that a weblog can be a useful and effective tool for developing students' writing skills and writing qualities. In a writing classroom setting, weblogs support the aspects of the process writing approach, for instance, peer responding (peer feedback), editing, revising, and publishing. Writing via weblogs also provides opportunities for collaborative writing by integrating peer review with the writing activity which helps increase in students' motivation.

Although writing is a difficult and time consuming skill, writing instruction at the context of Valaya Alongkorn Rajabhat University in General Education Department, however, the curriculum has set inadequate time for writing instruction which affects time in practicing writing for freshman students. The students must learn writing and reading together with other study skills in a course. Thus, the design of a course should provide students with sufficient time for practicing English writing skills out of the classroom. The problems and solutions providing students with opportunities for drafting and revising their writing assignments and the insufficient time provided for practicing writing skills, are the issue of focus in this study. Therefore, a weblog model was developed in this study in order to be used as a tool for facilitating the writing practice beyond the classroom. The model developed was intended to be used as a guideline for students to learn writing outside the class time. It provides students with the steps for performing their assigned writing activity via a weblog outside class time and creates a context for peer review and multiple revisions.

Hence, based on the current state and problems previously mentioned, this study therefore investigated an effective way to teach writing via a weblog by developing a model for English writing instruction beyond the classroom with the freshman students enrolled in a course entitled "English for Study Skills Development" offered by the General Education Department at Valaya Alongkorn Rajabhat University.

## 2. The development of a weblog-based English writing instructional model (The WEWI model)

The construction of a weblog-based English writing instructional model was based on. 1) constructivism learning theories, 2) the Input Hypothesis, 3) the Interaction Hypothesis, and 4) the Output Hypothesis.

Constructivism as perspective in education is that people are active learners and must construct knowledge for themselves and learning is an active process of constructing rather than acquiring knowledge (Geary, 1995). Constructivism is a view of learning based on the belief that knowledge isn't a thing that can be simply given by the teacher at the front of the room to students in their desks. Rather, knowledge is constructed by learners through an active mental process of development; learners are the builders and creators of meaning and knowledge. In other word, a constructivist classroom is a student-centered classroom (Gray, 2012). Applebee (1993) states that constructivism in English language classroom is that rather than treating the subject of English as subject matter to be memorized, a constructivist approach treats it as a body of knowledge, skills, and strategies that must be constructed by the learners out of experiences and interactions within the social context of the classroom. This theory supports the WEWI model since the target students practiced writing via a weblog out of the class time. They must construct knowledge by themselves in order to develop and enhance their writing skills. They must also perform peer review in order to help each other to improve their writing products. Students were able to give feedback to their peers' writing when they have enough knowledge needed. The weblog used for practicing writing in this model was the "Facebook", a popular worldwide social network, provides a "Notes" section as a platform for writing and a "Comment Space" for students to perform peer review. Thus, writing beyond the classroom and class time including the performance of peer review in this model allowed students to construct knowledge and learn by themselves.

The Input, the Interaction and the Output Hypothesis in second language acquisition, Krashen's hypothesis states that the primary factor affecting language acquisition appears to be the input that the learners receive. This scholar asserts that comprehensible input is all that is necessary for second language acquisition (Krashen, 1982). However, although Krashen maintains that comprehensible input is all that is needed for language acquisition to happen, Long's Interaction Hypothesis proposes that language acquisition is strongly facilitated by the use of the target language in interaction. Long claims that input shaped through interaction contributes directly and powerfully to acquisition, and that modify to the interactional structure of conversation are important to make input comprehensible. This is because they help to make unfamiliar linguistic input comprehensible (Wikipedia, 2012). Swain's Output Hypothesis states that second language learners need opportunities for what is called "pushed output"

such as speech or writing. Through meaningful use of a learner's linguistic resources, interlanguage development can be enhanced as learners focus their attention on linguistic features of the target language. This does not seem to be acquired simply by comprehending input alone (Swain, 1985). These theories support the WEWI model since there are three stages in this model which are. 1) the input stage 2) the process stage and 3) the output stage. The input stage in this model is to provide students knowledge and training needed. In the process stage, students practice writing with the WEWI model using the weblog and performing peer review which lead to the interaction through the communication during the performance of feedback. In terms of the output stage, through all the process in the model, students produce the final writing drafts for publication.

## 3. Purposes of the study

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

2) To compare students' learning achievement before and after learning with the weblog-based English writing instructional model

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

## 4. Research Methodology

### 4.1 Population and Sample

The population consisted of 712 first-year students enrolled in a course entitled "English for Study Skills Development" offered during the second semester of the academic year 2011 at Valaya Alongkorn Rajabhat University in Pathum Thani.

Thirty students were purposively selected from the population since they were already taught by the researcher as assigned by the university.

### 4.2 Methodology

This study was a research and development study aiming to develop a weblog-based English writing instructional (WEWI) model based on the Brahmawong's Seven-Step Model for Research and Development Prototype Development (Brahmawong, 2008). The seven steps are as follows:

Step 1: Study the Body of Knowledge about the Prototype

This step is to review documents and research related to the prototype in order to synthesize the theories and principles and construct the body of knowledge. These related theories and principles would be used as a conceptual framework for designing and developing the model in this study.

Step 2: Survey Needs for the Prototype

This step is to assess students' needs for the prototype.

Step 3: Develop a Conceptual Framework of the Prototype

This step is to utilize the data from the literature review and the need survey from the previous steps to construct the conceptual framework of the weblog-based English writing instructional (WEWI) model consisting of the theories and principles and then create the preliminary design of the model.

Step 4: Secure Experts' Opinions and Suggestions

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

Step 5: Draft the Prototype

Based on the conceptual framework and the preliminary design of the model prototype developed in the previous step, the researcher drafted the prototype of the weblog-based English writing instructional (WEWI) model and then had the thesis advisor examine before submitting to three experts in three areas of studies including educational technology, English language teaching and learning, and technology-enhanced language learning. After that the researcher made revisions after the comments and suggestions from the experts.

Step 6: Verify the Efficiency of the Prototype

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

Step 7: Finalize the Prototype

This step is to make the final revisions of the prototype and arrive at conclusions. In this step, the researcher used the results from the previous step to adjust the model in order to create a complete copy of the weblog-based English writing instructional model which was the end product of this study.

4.3 Research Instruments

1. The weblog-based English writing instructional (WEWI) model

2. Pretest and posttest

3. Post questionnaire

4. Guided questions for reflective journal

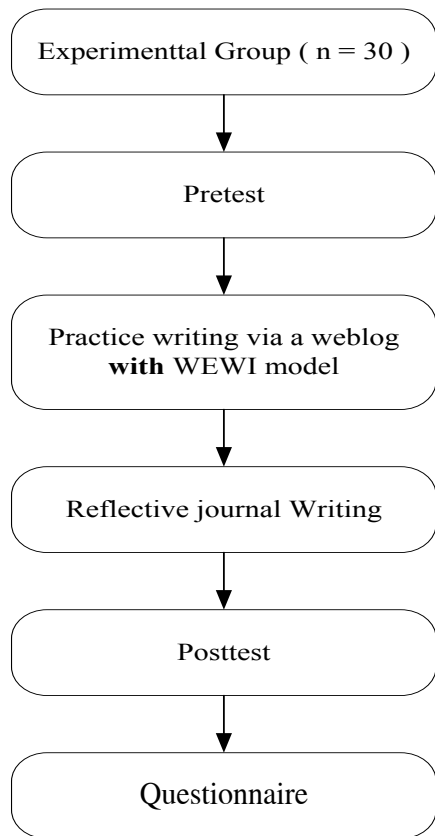The construction of the research instruments was as follows;

1) The weblog-based English writing instructional (WEWI) model was constructed based on the Brahmawong's Seven-Step Model for Research and Development Prototype Development (Brahmawong, 2008) as previously mentioned.

2) The pretest, the posttest, the post questionnaire, and the guided questions for reflective journal were constructed as follows: Firstly, the researcher studied about documents and literatures related. Secondly, these instruments were constructed under the supervision of the thesis advisor. Thirdly, they were examined by three experts from the related fields in order to calculate the item-objective congruence (IOC) value. After that the instruments were tried out in the three try-outs included individual, small group and field testing before they were employed in the trial run.

## 5. Data Collection

The steps of data collection are presented as follos.

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┌─────────────────────────────────────┐
│   Experimenttal Group ( n = 30 )     │
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                  │
                  ▼
┌─────────────────────────────────────┐
│              Pretest                 │
└─────────────────────────────────────┘
                  │
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┌─────────────────────────────────────┐
│   Practice writing via a weblog      │
│      with WEWI model                 │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│      Reflective journal Writing      │
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                  ▼
┌─────────────────────────────────────┐
│              Posttest                │
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│            Questionnaire             │
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The steps for practicing writing via a weblog with the WEWI model outside of the classroom were presented in Figure 2. Students were assigned to write three topics included my favourite place, my free time activity and a free topic depending on students' interests. Students were required to upload a photo from their real lives which related to their writing topics. (This is to hinder the plagiarism from the Internet.) Student's writing in each writing stage: pre-writing, first draft writing until gaining the final draft, were posted in the "Notes" section on the Facebook, the weblog used in this study. Peer group review was employed in this study; one group consisted of three students; one student gave feedback to the other two students within the group. Peer review was performed in the comment space provided by the Facebook. After submitting each final writing product, students were required to write a reflective journal to express their views, opinions and suggestions towards practicing writing via the weblog using the WEWI model. After that, students sent their journals to the researcher via the "message box" in the Facebook.

## 6. Data Analyses

6.1 Efficiency of the weblog-based English writing instructional (WEWI) model

The E1/E2 formula for developmental testing of media and multimedia instructional packages was employed to examine the efficiency of the instruction through the developed model based on the efficiency criterion determined at E1/E2 = 75/75. The data collected from the weblog-based writing tasks and posttest of the experimental group were calculated for the percentage of the students' average scores. The E1/E2 formula was as follows (Brahmawong, et al., 1977: 51).

$$E_1 = \frac{\frac{\sum F}{N}}{B} \times 100$$

$E_1$ = Efficiency of the process

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

$N$ = Number of all the students

$A$ = Total scores of all the tasks

$$E2 = \frac{\frac{\sum F}{N}}{B} \times 100$$

$E2$ = Efficiency of the learning outcomes

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

$N$ = Number of all the students

$B$ = Total scores of the posttest

In this study, efficiency criterion accepted was set to E1/E2 = 75/75 (level of error = 2.5% Brahmawong, et al., 1977: 51).

6.2 Comparison of students' learning achievement

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

6.3 Scoring method for the qualities of writing

The ESL Composition Profile of Jacobs et al. (1981) was employed as the scoring rubric for the holistic evaluation or rating the qualities of writing in the pretest, posttest, and three weblog-based writing tasks of the students. Three raters with minimum five years experience in teaching English writing at a university level were asked to examine and score students' writing.

6.4 The Content analysis was used to analyze the data received from the reflective journal and the open-ended questionnaire from the posttest.

## 7. Results

The weblog-based English writing instructional model (WEWI) consisted of three main stages with eleven logical steps as follows;

Stage I: Input

Step 1.0 Conduct introductory session consisting of 3 steps as follows;

1) Receive knowledge needed

2) The weblog training

3) Peer review training

Stage II: Process

This stage consistsed of 10 steps as follows:

Step 2.0 Conduct a pre-writing session consisting of 3 steps as follows;

1) Receive free writing technique

2) Perform a free writing task

3) Post the free-writing product on the weblog.

Step 3.0 Conduct a peer group review

Step 4.0 Write the first draft

Step 5.0 Conduct a peer group review focusing on content

Step 6.0 Write the second draft (Revising)

Step 7.0 Conduct a peer group review focusing on accuracy

Step 8.0 Write the third draft (Editing)

Step 9.0 Receive the teacher feedback

Step 10.0 Finalize the writing product

Stage III: Output

Step 11.0 Publish the final writing product on the weblog (See the finalized model in Figure 2)

The verifying of the efficiency of the prototype

1. Results of the three tryouts showed that the efficiency of the instruction with the weblog-based English writing instructional (WEWI) model from the field testing was 77.03/75.53, which met the efficiency criterion determined at E1/E2 = 75/75.

2. Results of the trial run

2.1 The E1/E2 efficiency of the instruction through the weblog-based English writing instructional (WEWI) model was 75.10/73.84, which corresponded to the efficiency criterion determined at E1/E2 = 75/75 which confirmed the efficiency value of the field testing in the tryout E1/E2 = 77.03/ 75.53 (level of error = $\pm$ 2.5% Brahmawong, et al., 1977: 51).

2.2 Students' learning achievement showed that the students' pretest mean score was 33.07 (S.D. = 6.30) while the posttest mean score was 73.84 (S.D. = 5.69). When testing the difference with a dependent sample t-test, it was found that the posttest mean score was higher than the pretest mean score with statistically significant difference at the .05 level.

2.3 The level of students' satisfaction was found that in overall students had satisfaction in learning with the weblog-based English writing instructional (WEWI) model at a high level.

These results were used to finalize the weblog-based English writing instructional (WEWI) model prototype and made conclusion of this research and development study. After the finalizing of the model, it was called "The Surakhai WEWI Model" as shown in Figure 2.
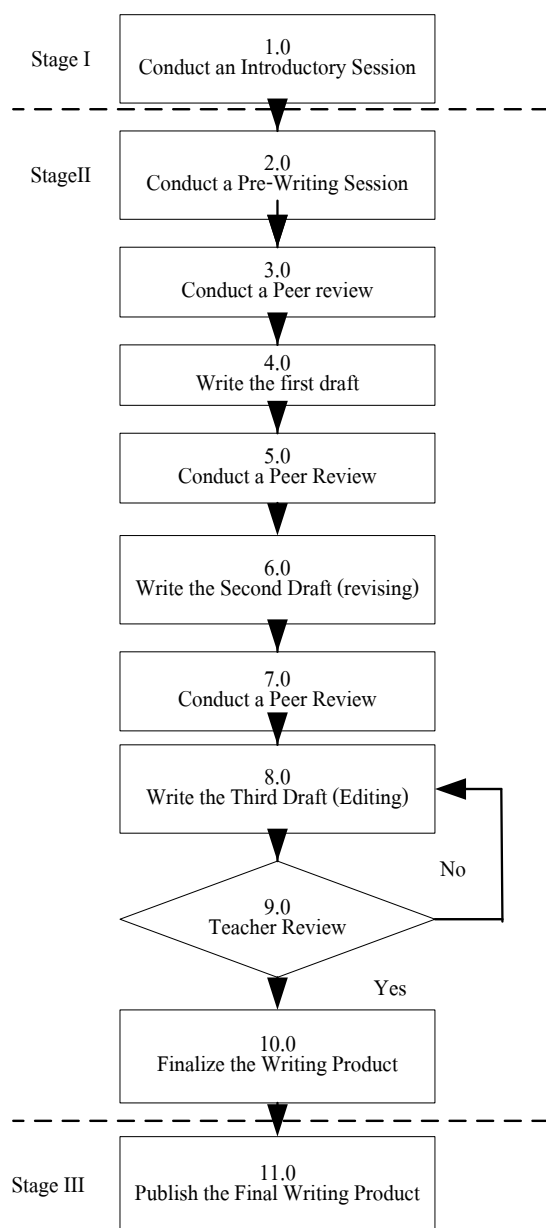
Figure 2 The Developed Weblog-based English Writing Instructional (the Surakhai WEWI) Model

## 8. Discussion and Recommendations

### 8.1 Discussion

The discussion will be made in two interesting points as follows;

1) The efficiency of instruction through the Surakhai WEWI model was 77.03/75.53, which corresponded to the efficiency criterion determined at E1/E2 = 75/75. This was because this model was systematically developed in a step-by-step manner based on the seven-step model of research and development (Brahmawong, 2008). The design of the model was in accordance with the conceptual framework and examined by the experts. It was also completely developed in three tryouts: an individual testing, a small group testing, and a field testing, which enabled the researcher to see both weak and strong points of the model. The feedback arising from each tryout was utilized to develop the model including the inclusion of additional teaching materials. When the instruction through the developed model was effective in the tryout, it was possible to be effective in the trial run revealing that the efficiency of the instruction through Surakhai WEWI Model met the efficiency criterion determined at E1/E2 = 75/75.

2) The students' satisfaction in learning with the Surakhai WEWI model

The students' satisfaction in this study was determined from the questionnaire and reflective journals. The finding showed the level of satisfaction that students reported a "high" level of satisfaction after participating in the Surakhai WEWI model. This finding has been corroborated by several studies which indicate that students expressed positive views towards writing via a weblog and that this seems

to have improved their attitudes (Khampusaen, 2012; Fageeh, 2011; Jones, 2006; Xie and Sharma, 2004). This might be because the students felt independent in writing via a weblog outside of the classroom. They were free to choose where and when they wanted to work. They could also communicate and collaborate with each other while developing their writing. The weblog platform used in this study was the Facebook, has been a favorite social network for students, and one which they use in their daily lives. The use of an online weblog was especially useful for practicing writing outside of the classroom since it provided students with such Internet tools as search engines, encyclopedias and online dictionaries to facilitate their writing. In addition, the students appeared to pay more attention to their writing when it is posted on Facebook rather than being handed into a teacher. This aligns with the findings of other researchers who mentioned that the students would pay more attention to their writing when it is posted on a weblog for their peers and teacher to read and critique, thus encouraging their sense of being the owner of their writings and responsible for their posts (Godwin-Jones, 2003; Edwards and Mehring, 2005; Anderson, 2006; Jones, 2006; Mynard, 2007; Sun, 2009).

### 8.2 Implications

1) Students need to have basic knowledge of computer skills, the Internet using skills and typing ability.

2) Students also need to have knowledge in terms of the writing process and peer review including receiving enough peer review training.

3) During the practice, students should complete their writing tasks as soon as possible since it is a long writing process in this model so that they are able to finish writing tasks time.

4) In order to avoid plagiarism from the Internet, students should be required to upload a photo in which they appeared. The photo must be related to the writing topic, so that students can describe situations related to the photo posted, and not anything else which could be searched from the Internet and then coped and pasted.

5) The teachers, who want to use this model, should enjoy using a webog since she/he must sit in front of a computer for many hours checking and giving feedback to students' writing and answering their questions. Furthermore, they should never delay in giving feedback to students' writing since there are many students and nearly all of them finished their writing nearly at the same time. After that they will wait to receive teacher feedback in order to write their final products for publishing.

6) According to the result of this study, students faced the problems that they wasted time waiting for their peers to give feedback which caused delays in posting the final products. Students therefore should be recommended to perform the peer review as soon as possible.

7) In terms of writing assistance tools via the Internet, students should be suggested not to use the translation devices which translate from Thai to English. It was found in this study that some students just copied and pasted the inaccurate translation from online translators without rewriting, correcting or adjusting the content.

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