

ผลของการเรียนแบบผสมผสานโดยใช้เนื้อหาวัฒนธรรมท้องถิ่นที่มีต่อความสามารถ
ในการเขียนภาษาอังกฤษของนักเรียนมัธยมศึกษาปีที่ 4 จังหวัดพระนครศรีอยุธยา

นางสาวมณิชา พงษ์โต

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

ปีการศึกษา 2554

ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

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เป็นแฟ้มข้อมูลของนิสิตเจ้าของวิทยานิพนธ์ที่ส่งผ่านทางบัณฑิตวิทยาลัย

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EFFECTS OF BLENDED LEARNING USING LOCAL CULTURE CONTENT
ON ENGLISH WRITING ABILITY OF TENTH GRADE STUDENTS
IN AYUTTHAYA PROVINCE

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A Thesis Submitted in Partial Fulfillment of the Requirements
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Department of Curriculum and Instruction
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 ของนักเรียนมัธยมศึกษาปีที่ 4 ก่อนและหลังการเรียนแบบผสมผสานโดยใช้เนื้อหาวัฒนธรรม
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 ภาษาอังกฤษของนักเรียนหลังการทดลองสูงกว่าคะแนนเฉลี่ยก่อนการทดลองอย่างมีนัยสำคัญ
 ทางสถิติที่ระดับ .05 และการเรียนแบบผสมผสานโดยใช้เนื้อหาวัฒนธรรมท้องถิ่นมีค่าอิทธิพลมาก
 (2) นักเรียนมีทัศนคติทางบวกต่อการเรียนแบบผสมผสานโดยใช้เนื้อหาวัฒนธรรมท้องถิ่น โดย
 นักเรียนมองว่าการเรียนแบบผสมผสานและการใช้เนื้อหาเกี่ยวกับวัฒนธรรมท้องถิ่นทำให้เกิดผลดี
 หลายประการที่ช่วยเสริมให้พวกเขาพัฒนาความสามารถในการเขียนภาษาอังกฤษได้ เช่น มี
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MONTICHA PONGTO: EFFECTS OF BLENDED LEARNING USING
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The objectives of this study were to: (1) compare tenth grade students' English writing ability before and after taking blended learning using local culture content; (2) investigate tenth grade students' attitudes toward the blended learning using local culture content. The subjects were 31 tenth grade students who studied at Chomsurang Upatham School, Ayutthaya province in the second semester, academic year 2011. The instruments used for data collection were a pre and post test of English writing ability, an attitude questionnaire, and interview questions. The data were analyzed using arithmetic mean, paired samples t-test, percentage, and content analysis.

The results of the analyses revealed that (1) the posttest mean score of English writing ability of the students was higher than their pretest mean score at the significance level of .05, and the blended learning using local culture content had a large effect size; (2) students developed positive attitudes toward the blended learning using local culture content. They perceived that blended learning and the use of local culture content brought many benefits which enhanced their English writing ability; for example, it provided more opportunity to learn, and it was easier to plan for writing.

Department: Curriculum and Instruction.....Student's Signature

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CONTENTS

	PAGE
Abstract in Thai.....	iv
Abstract in English.....	v
Acknowledgements.....	vi
Contents.....	vii
List of Tables.....	xii
List of Figures.....	xiii
Chapter I Introduction.....	1
Background of the Study.....	1
Research Questions.....	8
Objectives.....	8
Hypotheses.....	8
Scope of the Study.....	8
Definition of Terms.....	9
Significance of the Study.....	10
Chapter II Literature Review.....	11
EFL Writing Instruction.....	11
Theories and Assumptions in Teaching EFL Writing	11
Approaches in Teaching EFL Writing.....	14
Writing Ability.....	15

	PAGE
Paragraph Writing.....	17
Writing Ability of Thai Students.....	18
Writing Ability of Tenth Grade Students	20
Teaching Framework.....	21
Writing Assessment.....	27
Testing Techniques.....	28
Scoring.....	29
Web-based Instruction.....	30
Blended Learning.....	33
Definition of Blended Learning.....	33
Categories of Blended Learning.....	35
Benefits and Challenges of Blended Learning	37
Blended Learning Design.....	41
Research on Blended Learning.....	47
Use of Local Culture Content in EFL Instruction.....	49
 Chapter III Research Methodology.....	 53
Research Design.....	53
Population and Sample.....	54
Research Procedure.....	55
Phase I:The Development of BLULCC Model and Instruments	55
Step 1: Study the theories and relevant research.....	55

	PAGE
Step 2: Construct the BLULCC model and identify the objectives of the lessons.....	56
Step 3: Conduct a needs analysis to find the preferred topics of local culture.....	60
Needs Analysis Interview Questions.....	61
Needs Analysis Questionnaire.....	66
Step 4: Construct and validate all the instruments for the implementation of BLULCC.....	70
Lesson Plans.....	70
Web-based Lessons.....	74
Pretest and Posttest	76
Attitude Questionnaire.....	84
Interview Questions.....	85
Phase II : The Experiment.....	86
Data Analysis.....	88
Chapter IV Findings.....	89
Research Question 1.....	89
Research Question 2.....	92
Results of the Attitude Questionnaire.....	92
Results of the Interviews.....	96

	PAGE
Chapter V Discussions and Recommendations.....	116
Summary of the Study.....	116
Summary of the Findings.....	118
Discussions.....	119
Students' English Writing Ability.....	119
Students' Attitudes toward the BLULCC.....	125
Pedagogical Implications.....	133
Recommendations for Further Research.....	135
References.....	136
Appendices.....	147
Appendix A: Needs Analysis Interview Questions.....	148
Appendix B: Evaluation Form for Needs Analysis Interview Questions.....	149
Appendix C: Needs Analysis Questionnaire.....	151
Appendix D: Evaluation Form for Needs Analysis Questionnaire.....	154
Appendix E: Sample Lesson Plan.....	156
Appendix F: Evaluation Form for Lesson Plan.....	163
Appendix G: Sample Webpages.....	166
Appendix H: Evaluation Form for Web-based Lesson.....	182

	PAGE
Appendix I: Writing Ability Test.....	185
Appendix J: The Item-Objective Congruence Index of the Multiple-choice Test Items Written.....	190
Appendix K: The Difficulty Index and the Discrimination Power of the Multiple-choice Test Items Written.....	192
Appendix L: Details of the Number of Items Picked for Data Collection.....	194
Appendix M: Scoring Rubric.....	196
Appendix N: Attitude Questionnaire.....	202
Appendix O: Evaluation Form for Attitude Questionnaire.....	206
Appendix P: Interview Questions.....	209
Appendix Q: Evaluation Form for Interview Questions.....	210
Appendix R: Course Syllabus.....	212
Appendix S: Writing Correction Code	214
Appendix T: Sample of Student's Paragraph.....	217
Appendix U: List of Experts.....	219
Biography.....	222

LIST OF TABLES

	PAGE
Table 2.1 : Testing techniques used to assess English writing ability of Thai students.....	28
Table 2.2 : Types of courses in terms of proportion of content delivered online.....	43
Table 3.1 : Topics of events or festivals which the teachers and the scholars suggested to be included in the BLULCC.....	62
Table 3.2 : Topics of tourist attractions which the teachers and the scholars suggested to be included in the BLULCC.....	63
Table 3.3 : Topics of local artifacts which the teachers and the scholars suggested to be included in the BLULCC.....	65
Table 3.4 : Topics of problems or issues which the teachers and the scholars suggested to be included in the BLULCC.....	65
Table 3.5: The mean scores students gave to the topics about Ayutthaya.....	68
Table 3.6 : Content of the lessons in BLULCC.....	71
Table 3.7 : Test specification.....	77
Table 4.1: Comparison of the pretest and posttest mean scores of the students.....	90
Table 4.2 : The percentage of the average gain score of the students.....	90
Table 4.3: The effect size of the BLULCC on English writing ability of the students.....	91
Table 4.4 : Attitudes toward the blended learning.....	92
Table 4.5 : Attitudes toward the use of local culture content.....	94
Table 4.6 : Overall satisfaction with the BLULCC.....	95

LIST OF FIGURES

	PAGE
Figure 2.1 : Four Stages of Teaching Writing Proposed by Gabrielatos.....	21
Figure 2.2 : Blended Learning	35
Figure 3.1 : Research Design	54
Figure 3.2 : Blended Learning Using Local Culture Content (BLULCC) Model.....	57

CHAPTER I

INTRODUCTION

Background of the Study

Written language is used to convey what a person has in mind in a civilized society. It represents humans' needs and opinions. The most important aspect is that we use written language for history inscription (Wongsothorn et al, 1993). Thus, writing skill, especially English writing skill is very important, because English is considered to be the global language for communication. Besides, Grainger (2000) pointed out that English was increasingly becoming a medium of instruction in higher education and science around the world. Accordingly, English writing ability is necessary for people especially those who will further their studies or would like to give some information to the audience worldwide.

Valette (1967) stated that writing skill is considered to be the most difficult and complicated one. In Thailand, writing seems to be the most complex skill and causes problems in teaching and learning the most to teachers and students (Saiudom, 1998). Owens (1970) pointed out that the South East Asian students' writing ability is under standard, since the writing skill is the last skill to be taught. This coincides with Teerawong et al (1982) who stated that writing is usually taught after listening, speaking and reading skills have been developed, since it requires long time and logical thinking ability. To write effectively, learners should be able to use appropriate vocabulary, grammar, structure, and style, and also they should have enough knowledge about the topic they are going to write.

English writing problems found in Thai students are in both sentential level and beyond. Tangpermpoon (2007) reported that Thai students encounter problems such as lexical errors in which they have great difficulty in using appropriate word choices to convey the intended information, different concepts in lexical semantics, limited vocabulary knowledge, and carelessness in vocabulary choices. Thep-Ackrapong (2006) investigated patterns of errors in Thai EFL students' written products which were found in rhetorical level (incoherent texts) and sentential level (many grammatical errors). Consequently, research on teaching English writing to Thai students especially about the way to improve their writing skill is needed, as Dejthongpong (2002) commented that compared to reading, less research has been conducted on writing.

It is stated in the standard of foreign language subject group in Basic Education Curriculum B.E. 2551 that students should possess skills in the use of foreign languages to encounter different situations within and outside educational institutions, community and global society, and that in order to achieve the ultimate goals of basic education, educational institutions must co-ordinate and co-operate with parents and members of the community in a continuous attempt to ensure sustainable quality. These statements emphasize the importance of students' local communities in education and it is the reason that the current basic education curriculum is built to be more flexible and allow schools to adjust the learning time frame and design curriculum to suit with their local contexts and needs.

Nonetheless, it is reported that the content found in English lessons is mostly foreign context which is different from Thai students' context. This explains why the students are lack of prior background knowledge (Sakpimamporn, 1988, cited in

Kamwiset, 2003). The context is mostly about western culture, thus many students cannot bridge their background knowledge with what they learn in class. Similarly, for productive skills like speaking and writing, they cannot utilize what they learn in the classroom in the situations they encounter in their local context. This finding coincided with Liu (2009) who commented that the textbooks used in EFL countries fail to arouse the students' interest, since what they read lacks close connection to their real life.

There is some research which reported that integration of local culture content in English class could enhance students' language proficiency and positive attitude toward learning. For example, Kamwiset (2003) found that supplementary reading lessons using Phuket province's local culture content could enhance reading comprehension ability of vocational students, and the students also gave positive feedback to the lessons. Similarly, Thanhakulthorn (2001) found that supplementary lessons using local culture content can enhance listening comprehension ability of students in Nakhonpathom province. The students also expressed satisfaction with the lessons. However, the use of local culture content in English class is still limited. According to the previous studies in Thailand, teachers and educators encountered problems when developing their local curriculum; for example, they did not understand the core curriculum and local needs well enough (Passakul, 1988; Bangliang, 1991), and there were limited sources for developing curriculum for local community (Bangliang, 1991). Such problems hinder teachers to develop or adjust English subject curriculum to match with the local community. So the problem about the gap between what the students learn in school and what they need and encounter in real life has not been solved yet. The English subject curriculum that is adjusted to

suit with local community is, therefore, important and still needed in schools across Thailand.

Ayutthaya is one of major tourist attractions of the country due to long history as an old capital city. The area is very unique in that there are hundreds of old temples and historical sites. The Chao Phraya river and other rivers embrace the city of Ayutthaya creating way of life by the rivers which is outstanding from other provinces. Various kinds of handicrafts produced in each Amphur also reflect local wisdom which has been passed on for hundreds of years. This cultural richness provides a great opportunity to develop local curriculum or to use content about local culture in English classroom. Teachers, thus, should take advantage of rich sources of information about the province to develop lessons that will enhance students' language learning. According to Richards and Rodgers (2001), people learn a second language most successfully when the information they are acquiring is perceived as interesting, useful, and leading to desired goal, and also when instruction addresses their needs. Using local culture content, the students will feel that English is closer to them, and they can use it in their everyday life. They will be more motivated to learn. This will ensure that the language study can prepare students to encounter various situations outside classrooms, and achieve the ultimate goal stated in the national Basic Education Curriculum. It is believed that using local culture content in foreign language instruction can help arouse the students to learn better both in receptive and productive skills (Srirattanakul, 2004; Kamwiset, 2003). For writing skill in particular, the students should be motivated to learn, since the topics they write are closely related to them. They should feel that the writing task is what they will do in their real life, and it is worth learning.

There are many ways that we may help improve Thai students' English writing ability. We are now in the information age where communication among people around the world can be done faster and wider through information technology like the Internet. Thus, we can make use of such technology in education. The National Education Act B.E.2542 (1999) and Amendments Second National Education Act B.E.2545 (2002), in fact, stated that education should employ technology. Considering this, web-based instruction (WBI) might help in English writing instruction. When compared to traditional, face-to-face instruction, WBI provides many advantages. As Tseng and Liou (2006) pointed out, the enhancement of technology can provide learner with numerous authentic examples available in online resources. The feedback computer provides is more immediate and face-saving. WBI is also more learner-controlled. Wannapiroon (2008) pointed out that a learner, when study a thing by him/herself will gain wider and deeper knowledge than when he/she studies with a teacher in knowledge-transmission way. WBI allows students to study things by themselves. It allows them to learn from the online lessons at their own pace. In addition, more information could be searched from the Internet resources, so we can say that WBI encourages students to construct knowledge by themselves which is an effective way to learn according to Wannapiroon. There is a lot of research which confirm the effectiveness of using web-based activities in EFL writing class to enhance students' writing ability (Matsumura et al, 2004; Tseng and Liou, 2006; Chuo, 2007; Doungwilai, 2008)

However, some disadvantages of WBI were also reported when compared to traditional, face-to-face classroom such as lack of human interaction and problems about self-regulation or students' discipline (Promta, 2008). In addition, Palloff and

Pratt (2001) stated that online learning is not an effective way of learning for every learner. Using WBI only, thus, is not the best solution to language learning. When considering the potential of WBI and its drawbacks, blended learning which is the combination of traditional, face-to-face instruction and WBI should provide more effective way of learning, because it should combine benefits of both methods of learning.

Blended learning has received interest from many educators and program trainers recently, as it offers many advantages ; for example, it represents a learning that integrates the innovative and technological advances offered by online learning with the interaction and participation offered in the face-to-face learning; it provides a solution to tailoring learning to individual need (Thorne, 2003); it offers flexibility of time and space to both learners and teachers reducing time involved in physically attending a course (Allan, 2007). The effectiveness of blended learning in enhancing learning was reported. In Thailand, for example, Promta (2008) found that blended learning with cooperative learning can enhance English learning achievement of seventh grade students. Korkmaz and Karakus (2009) investigated the impact of blended learning model on student attitudes toward Geography course and their critical thinking dispositions and skills in Turkey. They found that blended learning model contributed more to student attitudes toward geography course and student critical dispositions and levels when compared to the traditional model. Chandra and Fisher (2009) investigated students' perceptions of a learning environment where a teacher-designed interactive website was blended into junior science and senior physics courses at a high school in Australia. They reported that blending the Internet as part of teaching is realistically possible and students had positive perceptions of

such an environment. However, research about effects of blended learning on English proficiency of Thai students is still limited and needed.

According to the problems mentioned above, and the advantages of using local culture content and blended learning as reported, it is interesting to study the effects of blended learning that uses local culture content on English writing ability. The researcher believes that content about Ayutthaya's local culture will better arouse the students in the province to learn English. Such content should help bridge the gap between students' background and English lessons. Moreover, the blended learning with online session will allow the flexibility of learning in which learner can practice with the material at school or at home. They can also learn at their own pace at their convenient time (Meyen & Lian, 1997; Schoech, 2000; Meyer, 2003; Olapiriyakul & Scher, 2006). The traditional, face-to-face instruction will ensure that the interaction between teacher and students is not deprived, especially for the students who prefer face-to-face communication with the teacher.

With the benefits that blended learning offers; rich resources of authentic English; alternative way of sharing works; flexible time users can choose to learn; live interactions in classroom, and the benefits of using local culture content which can link the students and the lessons better and arouse their interest, it is believed that blended learning using local culture content (BLULCC) can enhance students' English writing ability. The research result will, to some degree, help develop the writing course of the school the research conduct, as well as other schools with similar context.

Research Questions

1. To what extent does BLULCC improve English writing ability of tenth grade students in Ayutthaya province? What is its effect size?
2. What are the students' attitudes toward the BLULCC?

Objectives

1. To compare tenth grade students' English writing ability before and after taking the BLULCC
2. To investigate tenth grade students' attitudes toward the BLULCC

Hypotheses

Based on the previous research conducted (Lornklang, 2007; Promta, 2008; Chuo, 2007; Tseng and Liou, 2006; Kamwiset, 2003; Thanhakulthorn, 2001) which indicated favorable results of using web-based instruction, blended learning and local culture content to enhance students' English proficiency,

1. The students' posttest score is significantly higher than their pretest score after taking the BLULCC.
2. The students' posttest mean score is at least 15% higher than their pretest mean score.
3. The students have positive attitudes toward the BLULCC.

Scope of the Study

1. The population of this study is tenth grade students in Chomsurang Upatham School, Ayutthaya province.

2. BLULCC is the independent variable in this study. The students' writing ability and attitudes are the dependent variables.

Definition of Terms

1. *Blended learning* refers to learning which includes online instruction and face-to-face instruction. In this study, 50% of instruction will take place on BLULCC website, and another 50% will take place in classroom.

2. *Local culture content* refers to content about a particular group of people in a community regarding behavior patterns, arts, beliefs, institutions, and all other products which are used to develop the materials and lessons in the instruction. In this study, only the culture of Ayutthaya province is employed.

3. *Blended learning using local culture content (BLULCC)* refers to learning that includes 50% of web-based instruction and another 50% of face-to-face instruction, which the content found in lessons, exercises and tests is about local culture of Ayutthaya province. In this study, the instruction follows the teaching framework of Gabrielatos (2002) which consists of four stages of teaching: awareness raising, support, practice and feedback

4. *Writing ability* refers to students' ability to think, plan, and express their ideas through written words in sentential and paragraph levels according to the national curriculum. In this study, the writing ability is the scores gained from the writing test (pretest and posttest) developed by the researcher.

5. *Tenth grade students* refers to tenth grade students in Chomsurang Upatham School in Ayutthaya province in the second semester of academic year 2011.

6. *Ayutthaya* or *Phra Nakhon Si Ayutthaya* refers to one of the central provinces of Thailand. It is one of the major tourist attractions in the country. Ayutthaya was the capital city of Thailand for 417 years. The ruins of the old capital in Ayutthaya historical park have been a UNESCO World Heritage Site since December 1991. The content about Ayutthaya's local culture will be used to develop instructional materials in this study

7. *Attitude* refers to an evaluative way a person views something or tends to behave towards it. In this study, attitudes toward the BLULCC are measured by attitude questionnaire and interviews questions developed by the researcher.

Significance of the Study

The study about effects of BLULCC on English writing ability of tenth grade students in Ayutthaya province will contribute to the following parties.

1. English teachers in Ayutthaya province can use the BLULCC as an alternative way of teaching English writing for their students.

2. The result of the study about effects of BLULCC on English writing ability will help educational policy planners and/or school curriculum planners to develop the current curriculum used.

3. This study will provide an example of how to develop lessons from local culture for teachers in other provinces in Thailand.

4. The study will contribute additional knowledge to the EFL writing instruction area. The researchers who are interested in the field can use this study as a guideline to conduct further research on writing skill or other English language skills.

CHAPTER II

LITERATURE REVIEW

This research involves three major areas of study which are EFL writing instruction, blended learning, and use of local culture content in language instruction. This chapter presents the literature review on the topics.

EFL Writing Instruction

1. Theories and Assumptions in Teaching EFL Writing

Writing could be defined as a process of expressing our ideas (Leeds, 2003). Moffett (1987) suggested that it might help when we think of teaching writing if we think of it as a process on a continuum, one that begins with thinking to ourselves, to organizing ideas in the clearest fashion possible so that we can reach the widest audience as possible.

Campbell (1990) stated that composition in second language can be learnt through the act of writing and being made aware of (and trying out) a variety of writing strategies for different purposes. Students will eventually develop a sense of authority over their writing. She also pointed out characteristics of second-language writers as followings:

1. They tend to use a limited range of writing strategies. They use the strategy which they previously used and do not want to try alternative strategies in new writing situations.

2. How they understand or misunderstand any background text or the writing assignment itself tends to affect their writing process. This is especially for writers from very different cultures who bring different societal attitudes toward text.

3. Some second-language writers have little experience revising. Most of them only do proofreading.

Thus, in teaching second language writing, teachers need to be prepared to cope with such problematic issues. Brown (2001) proposed principles for designing writing techniques. The writing tasks designed in this study will be based on the following principles.

1. Incorporate practices of good writers. The teaching should include some practices that efficient writers do; for example,

- “ - focus on goal or main idea in writing,
- perceptively gauge their audience,
- spend some time (but not too much) to write.
- easily let their first ideas flow onto the paper,
- follow a general organizational plan as they write,
- solicit and utilize feedback on their writing,
- are not wedded to certain surface structures,
- revise their work willingly and efficiently,
- patiently make as many revisions as needed.” (Brown, 2001, p.347)

2. Balance process and product. Teachers should not focus only on students' final written products, but also pay attention to the process of developing such products.

3. Account for cultural/literacy backgrounds. Teachers should make sure that students know English rhetorical conventions. If there are some contrasts between students' native traditions and those of the target language, teacher needs to explain clearly what it is.

4. Connect reading and writing. By reading and studying variety of texts, students will learn how they should write.

5. Provide as much authentic writing as possible. In addition to asking students to write authentic things such as letters, resume, or advertisement, writing task can be made more authentic by specifying purposes for writing and audience overtly, sharing writing to others in class, or publishing in media.

6. Frame your techniques in terms of prewriting, drafting, and revising stages.

7. Strive to offer techniques that are as interactive as possible. Group collaboration, brainstorming, and feedback giving can promote interaction among students.

8. Sensitively apply methods of responding to and correcting your students' writing. Errors should be treated through self-correction, peer-correction, and teacher-initiated comments.

9. Clearly instruct students on the rhetorical, formal conventions of writing. Teachers should teach formal properties of each type of writing explicitly.

Gabrielatos (2002) commented that in order to help EFL learners to become more effective writers, teachers need to make a distinction between language accuracy and writing skills. This means that a learner who can write sentences with proper grammar, syntax and vocabulary might not be able to produce an effective text to communicate with others. So, it is necessary that writing lessons should equip

students with both language accuracy and writing skills. In such good lessons, "...learners are guided to become aware of all the elements of good writing, supported with information and example, provided with opportunities for practice, and given focused feedback on their performance." (p.7).

2. Approaches in Teaching EFL Writing

Silva (1990) discussed four approaches to second-language composition instruction which are controlled composition, current-tradition rhetoric, the process approach and English for academic purposes as follows.

1. Controlled composition: This approach focuses primarily on formal accuracy and correctness. The writers follow rigidly controlled, systematic formation designed to avoid errors caused by first language interference. This approach prefers practice with discrete units of language to talk of original idea, organization and style. The activities such as substitutions, transformations, expansions, and completions are used.

2. Current-traditional rhetoric: This approach opposes that the controlled composition is not enough, that there was more to writing than building grammatical sentences. Kaplan (cited in Silva, 1990) defined this approach as "the method of organizing syntactic units into larger patterns" (p.13). Thus, this approach focus on writing in discourse level especially paragraph. Examples of activities are learning about elements of a paragraph or an essay, developing paragraphs or essays

3. The process approach: This approach argues that the two approaches previously mentioned fail to enhance thought and its expression which is an important process of writing. Composing process is "non-linear, exploratory, and generative

process whereby writers discover and reformulate their ideas as they attempt to approximate meaning” (Zamel, 1983, p.165). So, learners learn how to write by going through many revisions of their writing products.

4. English for academic purposes: The last approach proposes that the teaching should prepare students for real-world situations that students will encounter. It proposes that a primary focus should be placed on academic discourse genre. So, learning to write is part of becoming socialized to the academic community.

Hirvela (2005) conducted a qualitative research consisted of two case studies of ESL undergraduate students’ reading and writing activities in relation to computer. It attempted to find the answer to the broad question “How ESL writing course should be taught?” while especially focused on the role of computer in reading and writing in the entire curriculum. The result of the study clearly showed that writing class should prepare students for academic writing in other subject areas. Computer took part in reading and writing across the curriculum beyond the writing class, and that the writing skill as well as the ability to use online sources effectively and appropriately were very necessary for ESL learners. This research supports the English for academic purposes approach and also the necessity of using online resource as a tool in learning English.

3. Writing Ability

As writing is a process of expressing our ideas (Leeds, 2003) which involves many stages such as planning, drafting and revising, writing ability includes many sub-abilities. In other words, a writer needs to possess many skills before he or she is able to write. Brown (2001) listed microskills for English writing as follows.

1. Produce graphemes and orthographic patterns of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns and rules.
5. Express a particular meaning in different grammatical forms.
6. Use cohesive devices in written discourse.
7. Use the rhetorical forms and conventions of written discourse.
8. Appropriately accomplish the communicative functions of written texts according to form and purpose.
9. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
10. Distinguish between literal and implied meaning when writing.
11. Correctly convey culturally specific differences in the context of the written text.
12. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

According to Brown (2001), a high-ability writer has the mentioned microskills. Such microskills reflect the fact that writing often goes beyond sentential level, as we can see that number six to twelve are concerned with writing at discourse

level, such as paragraph or essay. However, this study focuses on writing ability in paragraph level.

3.1 Paragraph Writing

Writing ability is the ability in which writers can organize and put sentences fit into their purposes (Pidchamook, 2003). To be able to write a piece of paragraph, students must be able to write connected sentences which are grammatically and logically linked (Phochanapan, 2007).

Ideally, an English paragraph consists of three parts which are 1) the topic sentence, 2) supporting details, and 3) the concluding sentence. The topic sentence is the general sentence that covers all the ideas presented in the paragraph. It is good to put a topic sentence at the beginning of the paragraph to make the writer's point clear (Chalermpatarakul, 2002). Supporting details provide details to support the topic sentence. This part, thus, has many sentences which elaborate ideas relevant to the topic sentence. The concluding sentence summarizes the ideas in the paragraph or restates the topic sentence with different words. All sentences must be put together logically using appropriate cohesive devices to form a good paragraph.

According to the review of some textbooks on paragraph writing, the authors divided paragraphs into some different types based on the modes or the purposes of the writing (Odell et al, 2007; Folse et al, 2004; Broukal, 2004). It is believed that such categorization helps the students to study English composition more easily. However, Grow (1999) noted that in most writing, the modes are mixed in natural combinations. Four types for paragraphs which are commonly found are as follows.

1. Narration : It is used to tell a story or sequence of events in a chronological way. It is frequently used when the writer would like to describe personal experiences.

2. Description: This type of paragraph is used to describe a person, thing, place or idea. Descriptive paragraph allows the readers to imagine the picture of the subject described clearly. The writer often used sensory words in the paragraph.

3. Exposition: Expository paragraph is used when the writer would like to give facts or explain things. This type of paragraph can be divided into many sub-types such as definition, classification, cause and effect, compare and contrast, and process analysis, etc.

4. Argument/Persuasion/Opinion : The writer of opinion paragraph would like the readers to agree with his/her opinion. It is used to persuade the readers to change their mind or take some actions.

4. Writing Ability of Thai Students

Owens (1970) pointed out that the South East Asian students' writing ability is under standard. It is found that Thai students encounter more problems in writing than reading (Teerawong, 1982). This coincides with Thep-Ackrapong (2006) who stated that writing is the most difficult skill among Thai students. The statements reflect that writing ability of Thai students still needs to be improved.

According to previous research regarding writing ability, Thai students have problems about grammar and structure, vocabulary, and idea development.

Chalaysap (1983) stated that errors in students' writing can be divided into two major categories which are structural errors and rhetorical errors. Structural errors

are errors in word, phrase or sentential level such as agreement of subject and verb, tense, and punctuation, while rhetorical errors concerns writing in discourse level. Rhetorical errors are for example, non-parallel structure, incomplete message within a sentence, and transition marker (Teerawong, 1982).

Thep-Ackrapong (2006) reported her study on overall patterns of errors found in Thai EFL students' written product that there are two major sources of errors. At the rhetorical level, the Thai rhetorical pattern and the authority of the text (i.e. Thai writers expect that readers interpret the text the same way they do.) are major influences to cause Thai students to write incoherently. At the sentential level, Thai sentential concept which is much different from English one, may influence the students to make grammatical errors. The assumed cause is similar to Kullawanit (1966) who stated that one cause of errors in students' writing is direct translation from Thai to English.

Tangpermpoon (2007) investigated lexical errors found in the English writing journals of first-year students at Assumption University to find common lexical errors in students' writing and possible causes of the errors. He found that students made errors regarding word choice most frequently. He assumed that the errors resulted from literal translation, different concepts in lexical semantics, limited vocabulary knowledge, and carelessness.

To conclude, errors found in Thai students' written texts are both at sentential and discourse levels. From the research evidence, it is believed that the influence of Thai as a first language is one major cause of the problem. Thus, teachers need to point out the differences in grammatical rules of the two languages clearly to students.

In addition, writing instruction should help students develop texts beyond sentential level in order to improve their writing ability.

4.1 Writing Ability of Tenth Grade Students

Based on the indicators in the learning area of foreign languages in the Basic Education Curriculum B.E.2551 (2008), students in Matthayomsuksa 4-6 (Grade 10-12) should possess writing ability in four major strands as follows.

Strand 1: Language for Communication

Students should be able to write sentences and texts related to various forms of non-text information. They should be able to write to exchange data, describe, compare, and explain about themselves and various matters around them, experiences, situations, news/incidents and issues of interest to society. They should also be able to write to describe their own feelings and opinions about activities, experiences and incidents in the local area, society and the world with proper reasoning and examples for illustration.

Strand 2: Language and Culture

Students should be able to write to show understanding of similarities and differences between the lifestyles, beliefs and culture of native speakers and those of Thais.

Strand 3: Language and Relationship with Other Learning Areas

Students should be able to write a summary and express opinions about the data related to other learning areas.

Strand 4: Language and Relationship with Community and the World

Students should be able to write to convey to the public data and news about the school, community and the local area as well as the nation in foreign languages.

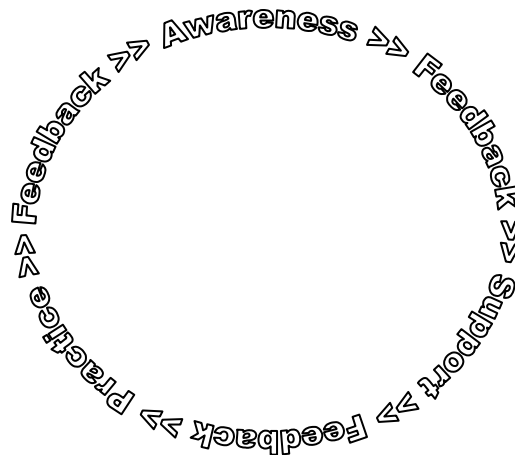
From the national curriculum, students in Matthayomsuksa 4-6 should be able to write beyond sentential level and write various types of texts. Ability to write about experiences and incidents in the local area where the students live is also stated clearly in the curriculum. Thus, the researcher contends that the BLULCC is suitable for the Matthayomsuksa 4 students who were the sample in this study.

5. Teaching Framework

In order to develop lesson plans for face-to-face instruction and web-based lessons for web-based instruction, the researcher follow the teaching framework proposed by Grabrielatos (2002).

Gabrielatos proposed procedures to teach writing which composed of four stages which are 1) awareness raising, 2) support, 3) practice, and 4) feedback. The procedures are presented in Figure 2.1.

Figure 2.1: Four stages of teaching writing proposed by Gabrielatos



We can see that Gabrielatos emphasized the importance of feedback in writing instruction, as it is involved in all other stages. He also stated that the cycle characteristic of the procedure implies that a lesson can start at any stage; for

example, a teacher starting lessons with a new group of learners can set a writing task and begin with feedback on the writing product instead of the awareness stage. The details of each stage are described as follows.

Awareness-raising stage

In this stage, learners are guided to learn specific elements of good writing and features of different text types. Gabriellatos stated that in a writing program, this stage always involves reading, which in fact, the development of reading skills is very essential for the development of writing skills. The specific activities which can be used in this stage are:

- Analyzing a text regarding one or more elements of good writing
- Analyzing a poorly formulated text in order to identify problems and propose remedies and reformulations.
- Analyzing (excerpts from) learner texts for merits & shortcomings
- Comparing two texts in terms of style
- Ordering jumbled sentences to create a paragraph/text
- Ordering jumbled paragraphs to create a text.
- Inserting additional or missing information into a text (linking and signposting expressions, sentences, paragraphs)
- Dividing a text into sections/paragraphs

Support stage

In this stage, learners are helped to clarify the points raised and discussed during the awareness-raising stage. They are guided in their effort to produce a text. Gabriellatos suggested three types of support according to learners' needs.

The first type of support could be teachers giving explicit information, guideline, and examples regarding the organization, layout and style of specific text types. For the second type, teachers may provide help regarding the specific task at hand by guided them to identify the intended reader, the purpose of writing, and also the points to be covered in the writing products. The third type of support involves elicitation and/or pre-teaching relevant vocabulary, grammar or background information. The specific activities which can be used in this stage are:

- Grammar input/revision & exercises
- Elicitation and/or input of relevant vocabulary
- Elicitation and/or input regarding relevant ideas / items of content
- Elicitation and/or input regarding elements of good writing
- Planning guidelines (*content, layout, organization, style*)

Practice stage

In the practice stage, students will use and experiment the features of good writing discussed in the awareness-raising stage. Gabriellatos clarified that the practice procedures can be categorized according to their **focus** and **control**.

In terms of **focus**, practice can be of two types which are *focused* and *global* practices. In focused practice, learners concentrate on one element of writing. Specific activities which can be used in focused practice are:

- Ordering jumbled sentences to create a paragraph/text
- Taking and organizing notes
- Dividing a text into sections/paragraphs
- Combining simple sentences to make complex ones

- Ordering jumbled paragraphs to create a text
- Inserting additional or missing information into a text (linking and signposting expressions, sentences, paragraphs)
- Guided planning (content, layout organization, style)

In global practice, learners are given a writing task (which refers to a task in paragraph or essay level). Specific activities for global practice are:

- Creating a text according to a model
- Creating a text from prompts (title, task, text, first/last sentence, key words/expressions, visuals, outline, tables, etc.)
- Re-writing a text following specific guidelines (corrections, code, comments etc.)

In terms of **control**, practice can be *controlled* or *free*. Controlled practice aims to develop accuracy, or there are limitations for the content of the text to be written. In free practice, the aim is effective communication through writing that is achievement of a writing task, thus the range of acceptable responses is much greater.

According to Gabrielatos, teachers can choose the focus of activities and manipulate the amount of control depending on learners' needs, so classroom implementation is quite flexible. In this study, the researcher will use both focused and global practices. This means that both accuracy and effectiveness of communication will be scored. In terms of control, the researcher will balance the controlled and free practice. The students will be given a topic to be written about. The number of words to be used will be also limited, so the content of the text will be limited. However, the topics selected will be broad enough for the students to write from their own point of view.

Feedback stage

Feedback should be given regularly. This is why the feedback stage is linked directly to all other stages. In order to make optimal use of the feedback stage, teachers need to be aware of three basic aspects of feedback procedure which are:

1. Persons who provide comments/corrections

Gabrielatos suggested that teacher needs to involve learners actively in feedback, as they will develop awareness of elements of good writing through trying to identify strengths and errors in their own or their friends' writings. Thus, apart from the teacher, learners themselves (self-correction) and other learners (peer-correction) will also evaluate a written text.

2. The focus of feedback

There are many areas which feedback can be given; however, Gabrielatos suggested that feedback should focus on a limited number of elements because giving too many number of them might confuse learners. Areas of focus are

- Spelling.
- Grammar (accuracy and appropriateness).
- Vocabulary (accuracy and appropriateness).
- Natural use of language.
- Linking and signposting expressions.
- Layout.
- Organization.
- Clarity of expression.
- Regard for reader (e.g. level of explicitness).

- The area(s) which the previous lesson(s) focused on.
- Only what affects clarity / task achievement.

3. How feedback is given

Gabrielatos summarized ways to give feedback to learners as follows:

Feedback on vocabulary and grammar

The techniques below are given in order of increasing difficulty for the learner, in that they provide a decreasing amount of support.

- Correct error directly (i.e. cross out incorrect part and write correct version).
- Underline, indicate type and refer learners to a reference book (e.g. grammar book, or grammar section in the coursebook).
- Underline the error and indicate the type on the margin.
- Underline the error.
- Indicate the type of error(s) on the margin. The teacher needs to familiarize learners with the coding system that will be used.
- Indicate the number of errors in each line on the margin.

Feedback on other areas

- Comments and guidance questions on the margin and/or at the end of the text.
- Teacher-learner conference: teacher and learner/pair/group collaborate as co-writers to write and/or improve specific parts of a text. Conference can take part either while learners write a text in class or after its completion.
- Reformulation: the teacher or learner (in the case of peer-correction) checks what a learner wants to express in a problematic part of the text and rewrites it. This technique can also take place during conferencing.

- Self/peer correction using a checklist: the teacher formulates a checklist based on the elements of good writing and the learners (individually, in pairs/groups, or as a class) evaluate a text using the checklist and suggest improvements. This technique is particularly suited to exam-prep classes, as it trains the learners to evaluate and improve their own writing.
- The teacher collects problematic excerpts on a handout or overhead transparency.
- Learners in pairs/groups or as a class (with the teacher's guidance) identify problems and suggest improvements.
- The teacher adopts the role of the intended reader and reacts to the text in a realistic way (e.g. by sending a short reply, or calling the writer.)

In this research, the participants received feedback from the researcher (the instructor) and peers. The feedback from the researcher regarding vocabulary and grammar was given using correction codes written right above the wrong words or phrases to encourage students to think how to correct them. Feedback on other areas was written in the space on the right or below the paragraph.

6. Writing Assessment

The assessment of writing is not simply of setting exams and giving grades. Score and evaluative feedback also contribute to the learning of individual student and to the development of an effective writing course (Phochanapan, 2007). Diederich (cited in Pidchamook, 2003) suggested that we can assess students' quality of written text in two major aspects which are 1) ability to express their ideas clearly, coherently and logically using proper style, and 2) ability to use appropriate grammar,

vocabulary and mechanics. In other words, we can assess students' writing ability in rhetorical level and sentential level.

6.1 Testing Techniques

According to the review of the literature, the following testing techniques are used to assess English writing ability of Thai students. The summary is presented in table 2.1.

Table 2.1 : Testing techniques used to assess English writing ability of Thai students

Researcher's name	Participants' grade level	Testing techniques
1. Lerdjdechcha (2007)	Matthayomsuksa 2	Write a paragraph based on a prompt given.
2. Phochanapan (2007)	3 rd year/pre-cadet (Matthayomsuksa 6)	Write a paragraph on a given topic.
3. Pidchamook (2003)	2 nd year/university	Write a paragraph on a given topic.
4. Dejthongpong (2002)	1 st year/university	<ol style="list-style-type: none"> 1. Find main idea, supporting sentences and concluding sentences of a paragraph (multiple choices). 2. Find irrelevant details to a thesis statement (multiple choices). 3. Write a paragraph using the information provided. 4. Write a paragraph on a given topic.

Researcher's name	Participants' grade level	Testing techniques
5. Ounwattana (2000)	3 rd year/lower vocational certificate (Matthayomsuksa 6)	1. Fill in the blank with words, phrases or sentences (multiple choices). 2. Fill in the blank with words, phrases or sentences. 3. Unscramble sentences

Based on the review, the techniques which were used most frequently are writing a paragraph on a given topic (subjective-type test) and multiple choices (objective-type test). In this study, the test consisted of paragraph writing and multiple-choice items. Both types were used to assess students' writing ability in rhetorical level and sentential level.

6.2 Scoring

There are three common approaches to assess students' production of written text in a second or foreign language as proposed by Bailey (1998).

The first approach to scoring writing is holistic evaluation. This means raters base their judgment on their impression of the whole composition. It focuses on the total quality of a written text rather than the sum of its components. In holistic scoring, the raters have a set of scores (for example, excellent/good/fair/poor, or Level 1 to Level 5, etc.) which each describes quality of written texts in many aspects such as idea development, grammar, word choice, etc. The raters read a written text and then select the score that best describe that piece of writing.

The second approach to scoring writing is primary trait. Primary trait is a variation of holistic scoring which focuses on whether each paper shows evidence of a particular trait or feature the instructor would like the students to demonstrate in writing. The trait could be language-based feature or content-based feature.

The last approach is analytic scoring. This approach separates the features of a composition into components that are each scored separately. The scoring rubric used in this study employs this approach.

Web-based Instruction

Before talking about blended learning, the researcher would like to mention about web-based instruction (WBI) as it is one component of the blend. In fact, blended learning was originated and evolved from web-based instruction.

Khan (1997) defined WBI as "...a hypermedia-based instructional program which utilizes the attributes and resource of the World Wide Web to create a meaningful learning environment where learning is fostered and supported" (p.6). Sukamolson (2006) stated that WBI takes advantage of the internet and World Wide Web to deliver information.

When compared to face-to-face instruction, WBI provides some advantages which can enhance writing instruction. Tseng and Liou (2006) pointed out that the enhancement of technology can provide learner with numerous authentic examples available online resource. The feedback provided is more immediate, face-saving and learner-controlled. Thus, it is assumed that WBI might bring better learning outcome in writing instruction. There is some research which confirms effectiveness of WBI for enhancing ESL or EFL writing instructions. They are described as followings:

Chuo (2007) conducted an experimental research examined the effects of the WebQuest Writing Instruction program on students' writing performance, writing anxiety, and students' perception of the program. A 14-week experiment with Taiwanese college students revealed that students in the WQWI class improved their writing performance more than those in the face-to-face classroom significantly. Besides, the students who were administered the WQWI had a positive attitude toward the program. However, the result showed that WQWI program did not make a difference in reduction of anxiety when compared to the face-to-face class, nor did the research found the correlation between positive perception of the program and improvement of writing performance or reduction of anxiety.

Matsumura and Hann (2004) attempted to examine the relationship between students' levels of computer anxiety and their choices of feedback method (online feedback, online indirect feedback and face-to-face feedback) given to a piece of essay, and the resulting improvement in their writing. As expected, the study showed that the students who had low anxiety in using computer choose the online methods while those who were highly anxious preferred face-to-face feedback. Interestingly, the result revealed the effectiveness of online indirect feedback: having students' look at their classmates' draft on an online bulletin board, in helping the students improve their writing skill.

Guardado and Shi (2007) conducted an exploratory study of Japanese students studying a course in intercultural communication in Canada to investigate how they gave feedbacks to their peers' essay in an online environment, how the authors reacted to the feedback, and how both author and reviewer appreciated the online peer feedback activity. Based on analyses of the e-feedback, comparison of their initial and

revised drafts, and interviews, it was revealed that e-feedback also created positive changes in writing similar to the traditional written feedback, such as sensitivity of writer to the need of audience. The best feature observed was anonymity of reviewer that allowed peers to make comment more comfortably. However, the online peer feedback did not help students whose cultural background kept them shy to give comment on others' work much nor did it help encourage students who lacked confidence in giving feedback due to their language proficiency, to express their opinions. The activity also turned into one-way communication as students reported that they could not immediately ask the reviewer to clarify more on some comments when they wished.

Hirvela (2007) explored an asynchronous writing environment designed to encourage co-construction of understanding of an assigned literary text. The study involved 33 undergraduate students who enrolled in an argumentative writing course at a university in the Midwest of the U.S. The students were assigned to read a novel and discuss it online through listserv service with community of readers and writers including the author of the novel, their instructors, and peers. By engaging in the online community, the researcher (instructor) believed that they develop "co-construction of understanding" rather than their own interpretation solitarily and this would result in better performance when they wrote their assignments reacting to the novel. Results suggested that the activity was not as successful as the researcher expected. It was hoped that they would post more and longer messages than they did. However, it was shown that students had developed writing through co-construction understanding in the computer-mediated environment.

Tseng and Liou (2006) investigated effects of online materials on university students' ability to use conjunctions when writing essays. Four web-based online conjunction units were designed based on related literatures and learner corpus analyses. After a given four weeks for practice with the online units, students showed significant improvement in the posttest which included a gap-filling test, an essay writing task and a delayed gap-filling test. It was also reported that students had positive attitude and perception of effectiveness of the online practice. This study confirms the usefulness of incorporation of online conjunction units into an English writing course.

Though WBI can bring about such benefits to English language learning as well as other subjects, there are also critiques about using WBI. Palloff and Pratt (2001) stated that online learning is not an effective way of learning for every learner. Problems are reported such as lack of human interaction, students' self-regulation or discipline (Promta, 2008), lack of editors or fact-checkers of the web resources (Sukamolson, 2006). Using WBI only, thus, is not the best solution to language learning. This led to the combination of instruction from two models of teaching and learning: face-to-face instruction and web-based instruction.

Blended learning

1. Definition of Blended Learning

Blended learning was defined differently by many people. Driscoll (2002) found that the term blended learning referred to four different concepts as follows:

1. Teaching and learning which combines or mix modes of web-based technology (e.g., live virtual classroom, self-paced instruction, collaborative learning, streaming video, audio, and text) to accomplish an educational goal.

2. Teaching and learning which combines various pedagogical approaches (e.g., constructivism, behaviorism, cognitivism) to produce an optimal learning outcome with or without instructional technology.

3. Teaching and learning which combines any form of instructional technology (e.g., videotape, CD-ROM, web-based training, film) with face-to-face instructor-led training.

4. Teaching and learning which combines instructional technology with actual job tasks in order to create a harmonious effect of learning and working.

Graham (2006) found that there are three most common groups of blended learning's definitions which are:

1. Teaching and learning which combines instructional modalities (or delivery media)

2. Teaching and learning which combines many instructional methods

3. Teaching and learning which combines online and face-to-face instruction

The grouping of the definitions by Driscoll (2002) and Graham (2006) are quite similar, except that Driscoll added the fourth group which highlights the relation between learning and working which this study is not involved.

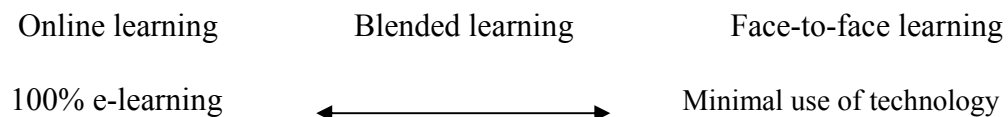
Graham (2006) commented that the first two definitions are very broad that they encompass all learning systems, as it is hard to find any learning system that did not involve multiple delivery media and multiple instructional methods. So defining blended learning in either of these two ways cannot make the word distinct and “does

not get at the essence of what blended learning is and why it is exciting to so many people” (p.4). In addition, the third definition can reflect the historical emergence of blended learning systems more accurately. Thus he proposed a definition of the word as follows:

“Blended learning systems combines face-to-face instruction with computer mediated instruction” (p.5).

The definition is supported by that of Allan (2007) which said “blended learning involves a rich mixture of technology-based approaches to teaching and learning, and sometimes a combination of technology-based and classroom-based learning...” (p.4). She also provided a figure to show what blended learning is as follows.

Figure 2.2 : Blended learning



This study employs the definition of blended learning of Graham (2006). Specifically, blended learning in this study refers to learning which includes 50% of web-based instruction and another 50% of face-to-face instruction.

2. Categories of Blended Learning

Graham (2006) described three categories of blended learning systems based on the primary purpose of the blend.

1. Enabling blends

This category primarily focuses on addressing issues of access and convenience; for example, blends that are intended to provide flexibility to the learners or blends that attempt to provide the same learning experience but through a different modality. Thus, enabling blends aim to help students who have difficulties attending class or training physically. The web-based or computer-mediated lessons will allow them to learn at their convenient time.

2. Enhancing blends

Enhancing blends allow some changes to the pedagogy but do not radically change the way teaching and learning occurs. For example, in a face-to-face learning environment, additional resources and some supplementary materials may be included online. In this category, web-based instruction is seen as a fulfillment of learning experience. Students attend classes regularly, but the online lessons will provide additional opportunities for the students to practice on the topic of the study.

3. Transforming blends

This category aims at a radical transformation of the pedagogy; for example, a change from a model where learners are just receivers of information to a model where learners actively construct knowledge through dynamic interactions. This type of blend creates intellectual activity that is not practically possible without the technology. So, this category views web-based instruction as a very crucial ingredient which enables effective learning to take place.

The blended learning in this study falls into the second category, because its primary purpose is to provide web-based lessons as supplementary materials for the

students. The web-based lessons are expected to enhance and fulfill face-to-face learning rather than to provide convenience or to transform the pedagogy.

3. Benefits and Challenges of Blended Learning

In blended learning literature, the most common reason why people use blended learning is that it combines the best of online learning and face-to-face learning. People choose blended learning for three reasons (Graham, 2006).

1. Improved pedagogy: It is accepted that most current teaching and learning practice is still focused on transmissive rather than interactive strategies. People have seen blended learning approaches increase the level of active learning strategies, peer-to-peer learning strategies, and learner-centered strategies. This conforms to Wannapirun (2008) who stated that web-based instruction provides opportunities for interaction between learners and instructors, between learners and learners, and between learners and the content. Such interactions are believed to bring high quality of learning.

2. Increased access and flexibility: Many learners want the convenience offered by online environment but do not want lose social interaction which they are used to in a face-to-face classroom. Blended learning is used to provide a balance between flexible learning options and human interaction.

3. Increase cost-effectiveness: Blended learning systems provide an opportunity for reaching a large, dispersed audience in a short period of time with consistent, semipersonal content delivery. Institutions can predicted cost savings due to cost reduction in physical infrastructure and improved scheduling efficiencies, because learners attend class physically less often.

Similarly, Allan (2007) mentioned about advantages of blended learning that blended learning offers increased flexibility. Flexibility may be offered in terms of the organization and delivery of the program as well as learning and teaching methods. Blended learning programs may include:

1. A rich mixture of face-to-face and/or e-learning
2. Use of different media including text, audio or video podcasts
3. Alternative approaches to learning, e.g. choice of reading materials, media, face-to-face and online activities
4. Alternative approaches to assessment, e.g. written assignments, group assignments, multiple choice tests
5. Alternative approaches to contacting and working with tutors, including face-to-face sessions, e-mail and message systems, phone, online discussion group.

Blended learning also offers flexibility of time and space to both learners and tutors. For example, the time involved in physically attending a course can be reduced by using online activities. Individuals may choose when they study online and manage their own learning. This creates an individualized learning experience.

In addition, Allan said one of the great advantages of blended learning is that it offers possibilities of multi-professional and/or international group. It enables people to learn together across traditional boundaries of professions, organizations, geography or time. This advantage reflects benefits from the online learning component.

Thorne (2003) summarized the benefits of blended learning as follows:

“Blended learning represents a real opportunity to create learning experiences that can provide the right learning at the right time and in the right place for each and every

individual, not just at work, but in schools, universities and even at home, It can be truly universal, crossing global boundaries and bringing groups of learners together through different cultures and time zone. In this context blended learning could become one of the most significant developments of the 21st century” (p.18).

Although many people believed that blended learning combines the best of both worlds, there are some issues or challenge we face when using blended learning, as Graham (2006) pointed out that “... a blended learning environment can also mix the least effective elements of both worlds if it is not designed well” (p.8). He listed six major issues relevant to designing blended learning systems:

1. The role of live interaction: Some learners placed a greater value on the face-to-face aspects of the blend, while some thought face-to-face component is unnecessary, only used for socialization. In this study, the researcher believes that live interaction can bring high-fidelity communication and maintain social interaction between instructor and learners and among learners themselves.

2. Role of learner choice and self-regulation: There is a problem that online learning component often requires a large amount of self-discipline on the part of learners. Thus it is important that instructor must design the blend to support increasing learner maturity and capabilities for self-regulation. As blended learning is a new learning experience to the participants in this study, the researcher will help them to manage their time to study online by providing rough schedule for studying which they can follow or adjust to suit their schedule. The due date of submitting assignment will also be set and announced. The website created will also keep records of time logging in to study of the participants, so that the instructor can check whether each learner study with the web-based lesson or not.

3. Models for support and training: There are many issues related to support and training in blended environment. Graham stated that we still need more successful models of how to support a blended approach to learning from the technological infrastructure and human perspectives.

4. Digital divide: There is an issue about access to the communication technology used in the blend among people with different socioeconomic status around the world. In this study, the researcher assumes that some of the participants have computer and the Internet facilities available at home, so they can easily access to the online lesson. However, the researcher will make sure that all the participants can access to the web-based lessons by reserving some time after the school hour for them to use computers at a computer room in the school

5. Cultural adaptation: This concerns about the content of the courses. Some people raised issue about a need for customizing the materials distributed to learners with different cultural background; the need to find balance between global and local interests. In this study, this issue is not relevant, as the participants are limited to the students having the same cultural background.

6. Balance between innovation and production: In designing a blended learning, instructors need to look at the possibilities that new technological innovations provide, and also make the learning cost-effective. Regarding this issue, Allan (2007) pointed out that “The design of blended learning program is more challenging than that of traditional program, as it is likely to bring together a wider range of people, resources and technologies. This all take time and sometimes requires detailed negotiations.” Regarding this issue, the cost should not be a problem, as the school has computer and the Internet facilities. They do not need to

provide any other equipment. The online services used in the instruction such as e-mail and weblog are also free of charge.

Apart from the issues listed above, Allan (2007) mentioned about the access to and availability of appropriate technologies. For example, the firewalls may limit access to aspects of the e-learning systems and cause delays and frustration for the learners. If the technology fails, this may cause major problems with the ability to deliver the program.

To summarize, blended learning is believed to bring benefits of both online learning component (such as reducing time to attend class physically, allowing learners to learn at their own pace at their convenient time, encouraging learner to construct knowledge rather than passively receive information from teachers, opening to wider audience) and face-to-face learning components (such as maintaining social interaction, immediate feedback, high-fidelity of live interaction). Still, instructors who implement blended learning have to aware of challenge they will face such as learners' self-discipline in the online learning component, the access to the technology of the learners, and the cultural differences of the learners in case that the course is offered globally.

4. Blended Learning Design

It is important to find the effective way to blend to make sure that blended learning will bring the best learning experience. Carman (2005) proposed 'five key ingredients' as important elements of a blended learning process which are 1) live events, 2) self-paced learning, 3) collaboration, 4) assessment, and 5) performance support materials.

1. Live events: Blended learning design should include synchronous, instructor-led learning events in which all learners participate at the same time such as in a live virtual classroom. In this research, the face-to-face sessions will serve this ingredient.

2. Self-paced learning: Learning experience that the learner completes individually, at his or her own speed at his or her convenient time should be included. This can be presented through the Internet or CD-ROM. Hofmann (2006) asserted that this self-directed work does not need to be expensive multimedia. It can be materials which are inexpensive, easy to use such as workbooks, reading assignments, discussion boards, and e-mail. They can be effective when designed and facilitated well. In this study, the web-based lessons will offer self-paced learning. The participants will also use weblogs (as discussion boards) and e-mail.

3. Collaboration: The design should create environments in which learners communicate with others, for example, e-mail, discussions and online chat. The participants in this study will have chances to communicate both in face-to-face and online mode. In face-to-face sessions, they will help each other to do group tasks. They will meet with the instructor in classroom and communicate via e-mails. In addition, the peer assessment of their paragraph writing will be done through weblog which is an online communication.

4. Assessment: Blended learning should provide opportunities for assessment. Carman (2005) stated that assessment is a critical ingredient of blended learning for two reasons. First, it enables learners to test themselves the content they already know and the new ones learnt. Second, it measures the effectiveness of all other learning modalities and events. In this study, the assessment will take place regularly. The

major ones are the pretest and the posttest. There will also be exercises assigned during each lessons both in classroom and online.

5. Performance support materials: This ingredient is specific for business training case. It refers to printable references, job aids and PDA downloads which help learners (trainees) with little or no work experience to generate immediate work performance. In this research, the researcher proposed that performance support materials refer to materials which are not provided by the instructors, but they are available at the other sources such as the World Wide Web. The instructor will guide the participants to use such materials by providing lists of interesting ones for them, so that they can practice more on each topic of the study.

Proportion of online sessions and face-to-face sessions in blended learning

In Sloan-C report, Allen & Seaman (2005) provided a distinction of different types of courses in terms of proportion of content delivered online (cited in Newman, 2006). It is presented in table 2.2.

Table 2.2: Types of courses in terms of proportion of content delivered online

Proportion of Content Delivered Online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used – content is delivered in writing or orally

Proportion of Content Delivered Online	Type of Course	Typical Description
1-29%	Web Facilitated	Course which used web based technology to facilitate what is essentially a face-to-face course. Uses a course management system or web pages to post the syllabus and assignments
30-79%	Blended/ Hybrid	Course that blends online and face-to face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to-face meetings.
80+%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

According to the classification, blended learning courses deliver 30-79 % of content online, and the rest is arranged for face-to-face class meetings. The exact proportion of online sessions and face-to-face sessions may depend on the nature of

the course, its objectives and the learners, as Hofmann (2006) pointed out that “there is no specific recipe for mixing up the ingredients of the blend. The amount of traditional classroom, synchronous classroom, and self-directed work is prescribed by the identified learning objectives and resulting design” (p.33).

When deciding whether a topic should be delivered by face-to-face or online means, Hofmann (2006) suggested that:

“Objectives requiring memorization and knowledge absorption might lend themselves best to self-directed approaches. These objectives tend to be verbal and are often easy to identify. In a traditional environment, these verbal objectives are often taught in a lecture format. Note that when the verbal content is more advanced and clarifications need to be made throughout, self-directed may not be the appropriate choice. A good gauge may be to ask yourself how many questions or clarifications are needed when the information is delivered in a traditional format. If it is minimal, self-directed might be a valid alternative” (p.33).

Though the proportion of online sessions can be flexible, there are some evidences from previous research in Thailand that using the proportion of 40% or 50% in blended courses could bring favorable results in learning achievement. They are; for example, Promta (2008) studied the effects of blended learning and cooperative learning in English lessons on learning achievement of seventh-grade students and found that the students got better scores on the posttest with statistical significance. The proportion of online sessions (web-based lessons) she used in the study was 50%. Wannapirun (2008) found that using a blended learning model can enhance undergraduate students' critical thinking ability. She proposed that the appropriate proportion should be 40% of web-based instruction and 60% of face-to-face

instruction. Palacheewa (2007) found that seventh-grade students who studied science project subject through blended learning model with collaborative learning got higher scores in the posttest with statistical significance. Palacheewa's model comprised of 50% of web-based instruction. Accordingly, the researcher decided that the proportion of the online session in this study should be 50%.

It is important to note that the online session in the blended learning in such previous research is different from the online session in this study. The students in such research had to attend class physically at a scheduled time and study the online lessons in a computer room. The teacher was also there with them in the room (Promta, 2008; Wannapirun, 2008), or did not stay in the room but used synchronous communication tool (such as live chat) to communicate with the students (Palacheewa, 2007). So, the time the students spent on the online session was a fixed amount, and the researchers could state clearly about the proportion of online session in the blended learning. Contrastly, the online session in this study is self-paced learning. The students do not have to attend class physically. They can access to the online lessons at their convenient time from any place with the Internet available. The time they spend on the online session is not fixed. Thus, it is not possible to tell the exact proportion of online session in the blended learning in this study.

However, when the researcher considers the role of the online session in the BLULCC and estimates the amount of time the students need to spend on the online session in a week, it is estimated that they need about one hour. The amount is the same as the time they need to spend on the face-to-face session. Consequently, the researcher claims that the proportion of the online session in this study is 50%.

5. Research on Blended Learning

According to the researcher's initial review of the research on blended learning, there is only little research on effects of blended learning on English proficiency in ESL or EFL context.

Alshwiah (2009) examined effects of a blended learning strategy in teaching English medical vocabulary on premedical-students' achievement, satisfaction and attitude toward English language at Arabian Gulf University. Both the control and experimental groups attended the usual English language face-to-face classes, but the experimental group was also exposed to an online unit as a supplementary unit in learning vocabulary. He found that the experimental group demonstrated high degree of satisfaction toward the online unit. However, there is no statistical significant difference between the two groups regarding achievement and attitude towards English language.

Chandra and Fisher (2009) investigated students' perceptions of a learning environment where Getsmart, a teacher-designed interactive website, was blended into junior science and senior physics courses at a high school in Australia. They reported that blending the Internet as part of teaching junior science and senior physics is a realistically possible and students had positive perceptions of such an environment. They discussed the result of the study that the integration of web-based learning was convenient and accessible, promoted autonomy of learning and enabled students to work at their pace. It also promoted positive interactions between peers during Internet lessons, enhanced enjoyment and learning opportunities, and sustained interest in the subject.

Korkmaz and Karakus (2009) investigated the impact of blended learning model on student attitudes toward Geography course and their critical thinking dispositions and skills in Kirsehir High School, Turkey. They compared the experimental group which was subject to blended learning through the Geography web page with a control group which learnt through traditional learning model. Results indicated that blended learning model contributed more to student attitudes toward geography course and student critical dispositions and levels when compared to the traditional model. In addition, there was a positive correlation between student attitudes toward geography course and their critical thinking dispositions and levels.

Promta (2008) studied the effects of blended learning and cooperative learning in English lessons on learning achievement of seventh grade students with extroverted and introverted personality in Mahasarakam province, Thailand. She found that the students who learnt through web-based lessons in the blended learning and cooperative learning model had a higher mean score on the learning achievement posttest with statistical significance. Students with different types of personality learning through the blended learning and cooperative learning model had no significant difference on learning achievement score. The finding provides evidence that blended learning could enhance learning achievement in English subject.

Palacheewa (2007) studied effects of blended learning model with collaborative learning on learning achievement in science projects of seventh grade students in Bangkok, Thailand. He found that the students who studied science project subject through blended learning model (50% of web-based instruction and another 50% of face-to-face instruction) with collaborative learning got higher scores in the learning achievement posttest with statistical significance.

Due to the lack of research on effects blended learning on students' English proficiency in ESL or EFL context, more research on the topic is needed. This research will contribute some more knowledge to the field.

Use of Local Culture Content in EFL Instruction

Language and culture are inseparable. They reflect each other. To understand a language, one needs to gain knowledge about that particular culture. (Rattanaphumma, 2006) This reflects the important role of culture in language learning. The Basic Educational Curriculum B.E. 2551 (2008) also emphasizes importance of culture in foreign language learning. The students are expected to learn the use of foreign languages harmonious with culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application. This can confirm the strong relationship between language and culture. We can see that in order to understand English language, it is also necessary to learn cultures related to the English language.

However, in EFL context like Thailand, it is found that the content in English lessons is mostly based on foreign context which is different from Thai students' context, and the students are lack of prior background knowledge (Sakpimamporn, 1988, cited in Kamwiset, 2003). Thus, many students cannot bridge their background knowledge with what they learn in class. This tells us that focusing only on the target language culture content does not encourage students to learn the language.

This might explain why the recent Basic Education Curriculum used in Thailand also allows some flexibility when implementing in school. It is stated that

“In preparing their own curriculums, educational institutions must attach prime importance to attuning to the Basic Education Core Curriculum and other details provided by educational service areas or other parent agencies at the local level. Respective educational institutions can also add various aspects of problems and concerns of the community and the society, local wisdom, and learners’ needs, with participation and contribution of all sectors in the preparation of their curriculums” (Ministry of Education, 2008, p.41). Many people also supported the idea of addressing local culture in English language teaching. Kamwiset (2003) suggested that using content that is related to the learners which learners have prior knowledge about will make learners see importance and benefits of learning. It will also help them understand what they learn better and then can use the knowledge to develop themselves. Todd and Keyurawong (2004) suggested that foreign language instruction should address content about Thailand, local culture and current issues. Foley (2005) also pointed out that culture content used in English language teaching does not have to be about culture of those who speak English as first language. English language teaching should encourage learners to communicate with people with different cultures; for example, English language teaching in Thailand should also address Thai culture understanding.

In fact, there is some research which confirms that using local culture content in teaching English can enhance learners’ English proficiency. They are as follows:

Lornklang (2007) developed and implemented a local culture instructional model based on Scaffolded Reading Experience approach to enhance English reading comprehension ability of undergraduate students at Nakhon Ratchasima Rajabhat University. She found that after taking the local culture instructional model, the

posttest mean scores of the students' English reading comprehension ability were 19% higher than their pretest mean scores. In addition, the mean scores of students' attitude (toward local culture) were also higher with statistical significance.

Rattanaphumma (2006) studied effectiveness of an English course using a community-based approach at Rajabhat Rajanagarindra University, Chachoengsao. The finding revealed that using local cultural materials as learning activities and experiences was found to be beneficial to enhance learners' local cultural knowledge. The course was found effective since the learners could achieve the learning goals. They also perceived that the English language skills had improved after taking the course.

Kamwiset (2003) found that supplementary reading lessons including computer-based exercises developed for vocational students in Phuket using the province's local culture content could enhance reading comprehension ability of the students, and they also gave positive feedback to the lessons. However, Kamwiset suggested that the proportion of local culture content in the subject should be about 30%, so that the students can also learn other content stated in the national basic educational curriculum.

Thanhakulthorn (2001) developed supplementary lessons using local culture content to enhance English listening comprehension ability of Matthayomsuksa 4 students in Nakhonpathom province. She found that the lessons helped improve listening comprehension ability of the student as reflected through higher score on the posttest. The students' opinion about the lessons was also positive.

With these evidenced provided, the researcher believes that using local culture content will help motivate learners to learn as well as help increase proficiency of students in English writing skill.

CHAPTER III

RESEARCH METHODOLOGY

This study is an experimental research study which aims to investigate effects of blended learning using local culture content (BLULCC) on English writing ability of tenth grade students in Ayutthaya province and attitudes of the students toward the instruction. The objectives of this study are:

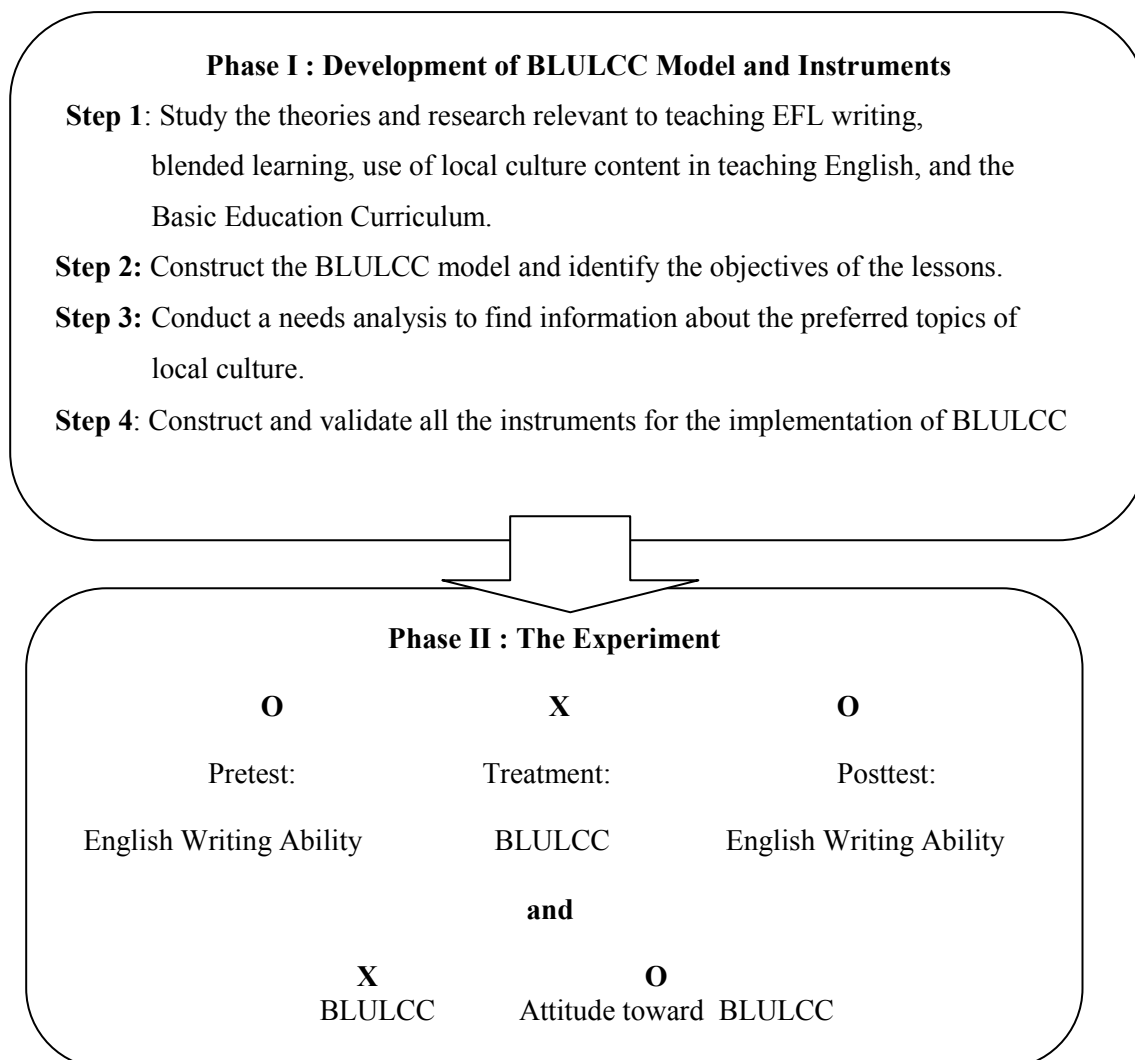
1. To compare tenth grade students' English writing ability before and after taking the BLULCC.
2. To investigate tenth grades students' attitudes toward the BLULCC.

This chapter describes how the research was conducted. It includes the details about research design, population and sample, and research procedure.

Research Design

The design of this research was divided into two major phases. The first phase was the development of blended learning using local culture content (BLULCC) model and instruments. The second phase was an experiment phase using one-group, pretest-posttest design to investigate effects of the BLULCC on English writing ability of tenth grade students in Ayutthaya province. In this phase, students' attitudes toward the instruction was also investigated after the BLULCC was given. The diagram of the design of the study is presented below.

Figure 3.1: Research design



Population and Sample

The population in this study was the 421 tenth grade students who were studying at Chomsurang Upatham School in the second semester of the academic year 2011. The school is a public secondary school in Ayutthaya province with approximately 2,800 students. The researcher selected the school purposively because the school is located in the center of Ayutthaya province where cultural environment

is very rich. In addition, it is provided with enough computer facilities that enable the web-based instruction.

There are ten classes of tenth grade students at the school. A class of 31 students was chosen to be the participants in this study. The school is an all-girl school, so all the participants in this study are female. They were between the age of 15-16 at the time of the research. The class was required to take the BLULCC course as an extra course to improve their English writing ability.

70.50% of the participants had an English grade from the course they took in the previous semester between 3.5 and 4.0. 15.50% received a grade between 2.5 and 3.0, while the rest received the grade below 2.0. From the participants' previous English grade, it was assumed that most of them were in the high English proficiency level.

Research Procedure

As mentioned earlier, this research was divided into two major phases. The details of each phase is described as follows.

Phase I : The development of BLULCC model and instruments

There were four steps in this phase.

Step 1: Study the theories and research relevant to teaching EFL writing, blended learning, use of local culture content in teaching English, and the Basic Education Curriculum.

The researcher studied the theories and research on teaching EFL writing, blended learning, use of local culture content in teaching English, and the Basic Education Curriculum from various sources such as textbooks, journals and websites

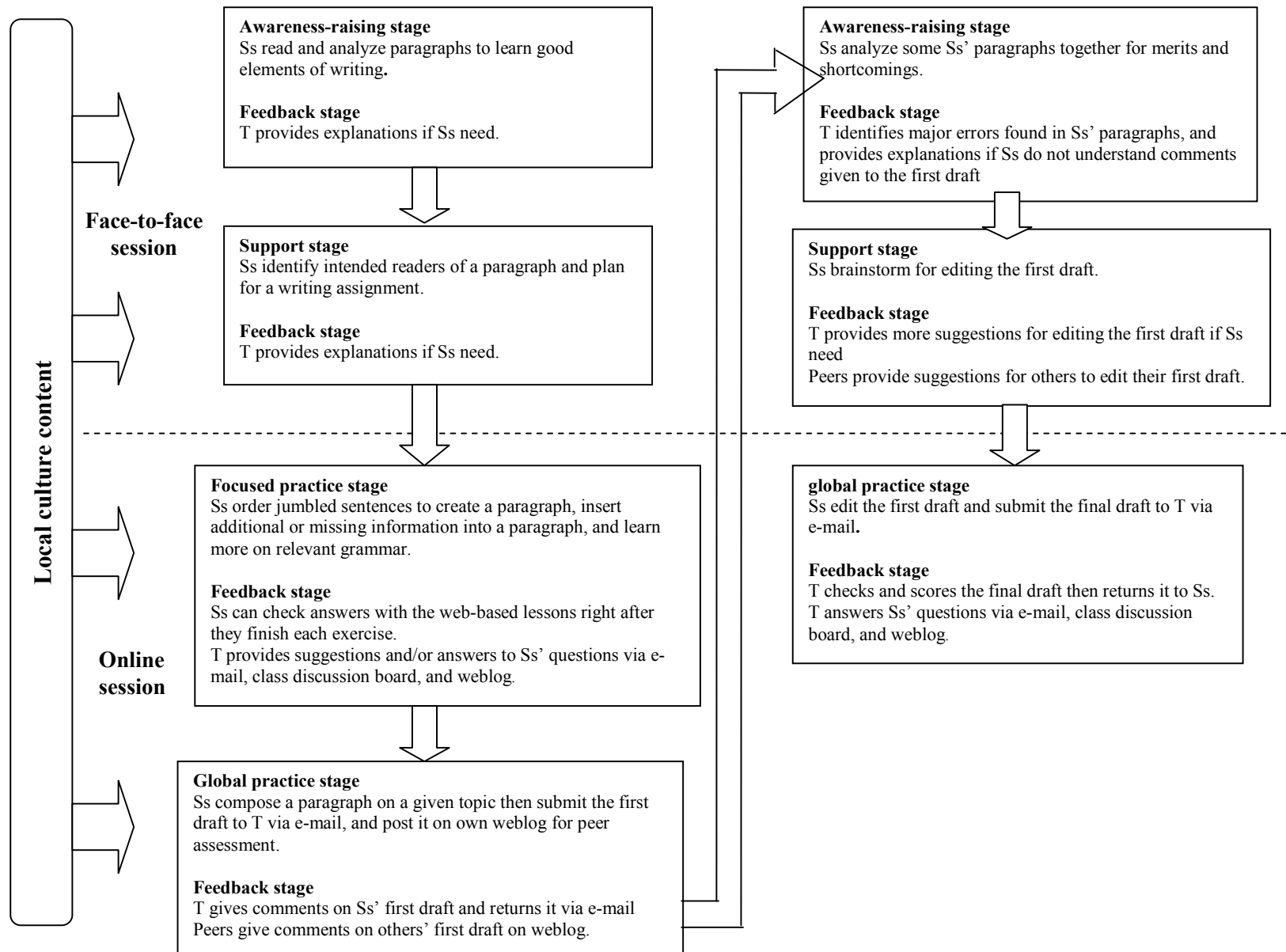
to gain information about the current issues in the topics. Then the researcher analyzed and synthesized the information and used it to develop the BLULCC model for enhancing English writing ability of students.

Step 2: Construct the BLULCC model and identify the objectives of the lessons.

1. The BLULCC model

Based on the information gained from the study of the theories and research in step 1, the researcher developed the BLULCC model for enhancing English writing ability of students. With the EFL writing teaching framework of Gabrielatos (2002), theories and principles of blend learning (Graham, 2006; Allen and Seaman, 2005; Promta, 2008;), and use of local culture content in language teaching (Ministry of Education, 2001; Rattanabhumma, 2006; Lornklang, 2007), the BLULCC model was developed accordingly.

Figure 3.2 : Blended Learning Using Local Culture Content (BLULCC) Model



According to the BLULCC model, in each lesson the students need to study both in face-to-face session and online session. Each lesson starts with a face-to-face session in which the students read and analyze a paragraph to learn good elements of a type of paragraph. This stage is called 'awareness-raising stage'. They are then guided to identify the intended readers of the paragraph and plan for the writing assignment of the lesson. This is called the 'support stage' During this session, the teacher can provide feedback to the students' questions in person. The time allocation of this session is fifty minutes.

After the face-to-face session ends, the students are assigned to study with a web-based lesson at their convenient time. They can access the web-based lesson either at the school or at other places with an Internet facility. The web-based lesson provides them with more examples of paragraphs and some explanation of relevant grammar. They can do exercises such as ordering jumbled sentences to create a paragraph, inserting additional or missing information into a paragraph, and practicing on the grammar points. The web-based lesson can give immediate feedback to the students' answer when they finish each exercise. This stage is called 'focused practice stage' After they finish studying the web-based lesson, they are also assigned to write a paragraph using the plan they have done previously during the face-to-face session. The students then submit the first draft of their paragraph to the teacher via an e-mail. After that, they have to post their first draft on the weblog so that their friends can give some comments on their paragraph. The teacher provides feedback to the students by giving comments on the first draft submitted and return it to them via e-mail. This stage is called 'global practice stage'. The online session is self-paced

learning, so it helps eliminate the problem that each student needs different amount of time to learn the same lesson.

In the following week, the teaching stages are repeated, but the activities are not the same. In this week, the students try to edit their first draft. The teacher and students meet in a face-to-face session for a second time. The teacher shows the class some examples of students' paragraph submitted. The students then analyze the paragraphs together for merits and shortcomings. The teacher also identifies major errors found in students' paragraphs and explains how to correct it. The teacher can also provide explanations if the students do not understand the comments given to the first draft. This stage is the 'awareness-raising stage'. After that, the students get into a small group and brainstorm how to edit their first draft. The students can ask for suggestions from both their friends and the teacher in person during this class meeting. This stage is the 'support stage'.

After the second face-to-face session, the students have to edit their first draft using the comments and suggestions from the teacher and their friends. Then they submit the final draft to the teacher via e-mail. The teacher checks the final draft, scores and returns it to the students. This stage is the 'global practice stage'. Then the lesson is completed.

2. The objectives of the lessons

When the BLULCC model was developed, the researcher then identified the objectives of the lessons to be covered during the implementation of the BLULCC. The researcher began the selection of types of paragraphs by studying various English paragraph writing textbooks including the textbook that the school uses. The researcher also asked for suggestions from the English teachers at the school in order

to find the types of paragraphs that relate to what the students study in their regular class. Four types of paragraphs were chosen namely narrative paragraph, descriptive paragraph, process analysis paragraph, and opinion paragraph.

Since this study aims to investigate effects of blended learning that uses local culture content, the researcher also needed to identify the category of local culture that matches with each type of paragraph chosen. The researcher studied various sources of information about Ayutthaya province and selected four categories of local culture content to develop the lessons. They were festivals and events, tourist attractions, local artifacts, and problems or issues.

The researcher, thus, identified the objectives of the lessons in BLULCC as follows.

1. Students will be able to identify elements of good paragraph and explain the features of each element correctly.
2. Students will successfully write a paragraph about Ayutthaya's festival that they attended last year. (Narrative paragraph)
3. Students will successfully write a paragraph to describe a tourist attraction in Ayutthaya. (Descriptive paragraph)
4. Students will successfully write a paragraph about how to produce a type of Ayutthaya's local product. (Process analysis paragraph)
5. Students will successfully write a paragraph about a change they would like to see in Ayutthaya. (Opinion paragraph)

Step 3: Conduct a needs analysis to find the preferred topics of local culture.

A needs analysis was conducted to gain information regarding students' preferred topics about Ayutthaya local culture to be covered during the instruction.

There are two instruments used to collect data in this step: needs analysis interview questions and a needs analysis questionnaire.

1. Needs analysis interview questions

The interview questions (See Appendix A) were used for a semi-structured interview with three English teachers and three local scholars in order to primarily identify suitable topics about Ayutthaya local culture to be covered during the instruction. All the teachers interviewed had taught English in a school in Ayutthaya province for at least five years. The local scholars interviewed were as suggested by Ayutthaya Cultural Office. There were five questions altogether. The interview was conducted in Thai language.

1.1 The validation of the needs analysis interview questions

The questions were validated by three experts in the field of EFL teaching before the administration . An evaluation form was used for the validation (See Appendix B). The experts were asked to decide whether the interview questions were appropriate or not and suggest revision if necessary. According to the experts, all the interview questions were appropriate. There were only some revisions regarding inappropriate word choices. The researcher, thus, revised the interview questions as suggested and conducted an interview with the English teachers and the local scholars. Data received were analyzed by using frequency and content analysis. The result of the interview is reported as follows.

1.2 The result of the needs analysis interview

Data received from the needs analysis interview were analyzed by using frequency and content analysis. The result of the interview is reported as follows.

Interview question 1: Do you think content about Ayutthaya's local culture should be mentioned in English language instruction? Why or why not?

All of the interviewees agreed that the content about Ayutthaya's local culture should be mentioned in English language instruction, as it is stated in the national curriculum that schools should develop school curriculum that matches with local needs. This will help learners to understand their local communities better and aware of the importance of them, which will result in cultural conservation behaviors. If the students learn about their local culture in English, it will be even more helpful, because they can help to communicate about their culture to global audience, and the culture will be promoted. In addition, Ayutthaya is culturally rich, as it is a world heritage and the old capital city. So, it is possible to find content about the province to develop English lessons. Using content about local culture can make English learning more lively.

Interview question 2: If you have to choose five events or festivals in Ayutthaya to be included in an English course, what will they be?

The topics of events or festivals which the teachers and the scholars mentioned were shown in the table as follows.

Table 3.1 : Topics of events or festivals which the teachers and the scholars suggested to be included in the BLULCC

No.	Topic	Frequency	No.	Topic	Frequency
1.	The cooking of holy rice	4	2.	Ayutthaya World Heritage Fair	4
3.	Long-boat racing	3	4.	Loy Krathong festival at Bang Sai Royal Folk Arts and Craft Centre	3

No.	Topic	Frequency	No.	Topic	Frequency
5.	The ceremony at the Elephant Kraal Pavilion	3	6.	The worship ceremony of the rice in the field	3
7.	The sacred ceremony for the master of knife making	3	8.	Basket-throwing ceremony	2
9.	Songkran festival at Thong Bor Temple	1	10.	Phra Phutta Kaysorn procession	1

The researcher, therefore, picked the topics which had the highest frequency to be included in the need analysis questionnaire administered to the students. Thus, there were seven topics to be used including the cooking of holy rice, Ayutthaya World Heritage Fair, long-boat racing, Loy Krathong festival at Bang Sai Royal Folk Arts and Craft Centre, the ceremony at the Elephant Kraal Pavilion, the worship ceremony of the rice in the field, and the sacred ceremony for the master of knife making.

Interview question 3: If you have to choose five tourist attractions in Ayutthaya to be included in an English course, what will they be?

The topics of tourist attractions which the teachers and the scholars mentioned were shown in the table as follows.

Table 3.2 : Topics of tourist attractions which the teachers and the scholars suggested to be included in the BLULCC

No.	Topic	Frequency	No.	Topic	Frequency
1.	Viharn Phra Mongkol Bopitah	4	2.	Bang Pa-in Palace	4

No.	Topic	Frequency	No.	Topic	Frequency
3.	Wat Phananchong	3	4.	Wat Yai Chaimongkol	2
5.	Wat Chaiwattanaram	2	6.	Chao Sam Phraya National Museum	2
7.	Chantharakasem Palace	2	8.	Bueng Phra Ram	1
9.	King Taksin memorial monument	1	10.	Elephant kraal pavilion	1
11.	The reclining Buddha image at Wat Lokayasutha	1	12.	Elephant camp	1
13.	Nakhon Luang Pavillion	1	14.	Bang Sai Royal Folk Arts and Craft Center	1
15.	Chao Plook Pavillion	1	16.	Baan Khiew	1

The researcher picked the topics which had the highest frequency. Thus, there were seven topics to be used including Viharn Phra Mongkol Bopitah, Bang Pa-in Palace, Wat Phananchong, Wat Yai Chaimongkol, Wat Chaiwattanaram, Chao Sam Phraya National Museum, and Chantharakasem Palace.

Interview question 4: If you have to choose five local artifacts of Ayutthaya to be included in an English course, what will they be?

The topics of local artifacts which the teachers and the scholars mentioned were shown in the table as follows.

Table 3.3 : Topics of local artifacts which the teachers and the scholars suggested to be included in the BLULCC

No.	Topic	Frequency	No.	Topic	Frequency
1.	Palm leaf fish mobile	6	2.	Palm leaf hat	5
3.	Bamboo-woven fan	5	4.	Aranyik knife	5
5.	Roti Sai Mai	3	6.	Artificial Flowers from Sesbania	3
7.	Clay pot	3	8.	Bamboo-woven tray for Tuna fish	1
9.	Khon mask	1	10.	Thai-style wooden house	1

The researcher picked the topics which had the highest frequency. Thus, there were seven topics to be used including palm leaf fish mobile, palm leaf hat, bamboo-woven fan, Aranyik knife, Roti Mai Mai, artificial flowers from Sesbania and clay pot.

Interview question 5: If you have to choose five problems or issues in Ayutthaya to be included in an English course, what will they be?

The topics of problems or issues which the teachers and the scholars mentioned were shown in the table as follows.

Table 3.4 : Topics of problems or issues which the teachers and the scholars suggested to be included in the BLULCC

No.	Topic	Frequency	No.	Topic	Frequency
1.	The unawareness of local people about the province as a World Heritage	5	2.	The lack of proper management to the area as a World Heritage	4

No.	Topic	Frequency	No.	Topic	Frequency
3.	The fading of local wisdom	3	4.	The improper behaviors of people visiting historical sites	2
5.	The lack of morality and Thai-ness	2	6.	Flood	1
7.	Buddha image robbery	1	8.	Lack of local curriculum in schools	1
9.	Non-registered population in the city	1	-	-	-

The researcher picked the topics which had the highest frequency. Thus, there were five topics to be used including the unawareness of local people about the province as a World Heritage, the lack of proper management to the area as a World Heritage, the fading of local wisdom, the improper behaviors of people visiting historical sites, and the lack of morality and Thai-ness.

The result of the needs analysis interview was used to develop a needs analysis questionnaire which is described in the following section.

2. Needs Analysis Questionnaire

A needs analysis questionnaire (See Appendix C) was administered to 40 tenth grade students to gain information about students' preferred topics about Ayutthaya local culture to be covered during the instruction. It was adapted from those of Rattanaphumma (2006). It was a 5-point Likert scale questionnaire in which the students were asked to rate their interest in each topic about Ayutthaya local culture.

The topics provided for the students to choose were gained from the result of the needs analysis interview done previously.

2.1 The validation of the needs analysis questionnaire

In order to validate the questionnaire, the questionnaire was sent to three experts in the field of EFL teaching with an evaluation form (See Appendix D). For the directions of the questionnaire, the experts were asked to decide whether it was appropriate and suggest revision as necessary. For the part which consisted of statements about preferred topic of local culture, the experts were asked to give their comments through the three-point rating scale for each statement.

1 means the statement is appropriate.

0 means not sure

-1 means the statement is not appropriate

The Item-Objective Congruence Index (IOC) was employed to summarize the experts' opinion.

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

IOC means the index of congruence

R means total score from the experts

N means number of the experts

If IOC was higher than or equal 0.50, it inferred that the statement was appropriate. On the contrary, if IOC was less than 0.50, it inferred that the statement was not appropriate.

In addition, they were asked to give additional comments on appropriateness of the questionnaire. The result of experts' evaluation showed that all the statements

in the questionnaire were appropriate, as the IOCs were all above 0.50. The experts also suggested some revisions. For example, an expert suggested that the researcher added the meaning of the scale in the head of the table to make it clear for the respondents. The questionnaire had been revised according to the experts' suggestions before it was administered to the students.

2.2 The result of the needs analysis questionnaire

Data received from the need analysis questionnaire were analyzed using mean. The mean score students gave to each topic about Ayutthaya was shown in the table below.

Table 3.5: The mean scores students gave to the topics about Ayutthaya

No.	Topic	\bar{x}
1. Topics of events or festivals		
1.1	The cooking of holy rice	3.87
1.2	Ayutthaya World Heritage Fair	4.30
1.3	Long-boat racing	4.05
1.4	Loy Krathong festival at Bang Sai Royal Folk Arts and Craft Centre	4.22
1.5	The ceremony at the Elephant Kraal Pavilion	3.82
1.6	The worship ceremony of the rice in the field	4.02
1.7	The sacred ceremony for the master of knife making	4.10
2. Topics of tourist attractions		
2.1	Viharn Phra Mongkol Bopitah	4.32
2.2	Bang Pa-in Palace	4.50
2.3	Wat Phranchoeng	4.62
2.4	Wat Yai Chaimongkol	4.42
2.5	Wat Chaiwattanaram	4.20

No.	Topic	\bar{x}
2.6	Chao Sam Phraya National Museum	4.37
2.7	Chantharakasem Palace	4.45
3. Topics of local artifacts		
3.1	palm leaf fish mobile	4.27
3.2	palm leaf hat	4.20
3.3	bamboo-woven fan	4.42
3.4	Aranyik knife	3.97
3.5	Roti Sai Mai	4.37
3.6	artificial flowers from Sesbania	4.15
3.7	clay pot	4.22
4. Topics of problems or issues		
4.1	the unawareness of local people about the province as a World Heritage	4.50
4.2	the lack of proper management to the area as a World Heritage	4.42
4.3	the fading of local wisdom	4.40
4.4	the improper behaviors of people visiting historical sites	4.12
4.5	the lack of morality and Thai-ness	4.50

According to table 3.5, the topics of events or festivals which the students showed highest interest were Ayutthaya World Heritage Fair ($\bar{x} = 4.30$), Loy Krathong festival at Bang Sai Royal Folk Arts and Craft Centre ($\bar{x} = 4.22$), and the sacred ceremony for the master of knife making ($\bar{x} = 4.10$) respectively. For the topics of tourist attractions, the students showed their highest interest in Wat Phananchoen ($\bar{x} = 4.62$), Bang Pa-in Palace ($\bar{x} = 4.50$), and Chantharakasem Palace ($\bar{x} = 4.45$) respectively. For the topics of local artifacts, the students showed their

highest interest in bamboo-woven fan ($\bar{x} = 4.42$), Roti Sai Mai ($\bar{x} = 4.37$), and palm leaf fish mobile ($\bar{x} = 4.42$) respectively. Lastly, the topics of problems or issues which the students showed highest interest were the unawareness of local people about the province as a World Heritage ($\bar{x} = 4.50$), the lack of morality and Thai-ness ($\bar{x} = 4.50$), and the lack of proper management to the area as a World Heritage ($\bar{x} = 4.42$) respectively. These results were used to develop lesson plans and web-based lessons in the BLULCC course. The topics which the students showed the highest interest were included in the BLULCC lessons.

Step 4: Construct and validate all the instruments for the implementation of BLULCC.

There were five instruments used in this step which could be divided into two types: 1) the treatment instruments and 2) the research instruments. The treatment instruments consisted of lesson plans and web-based lessons while the research instrument consisted of a pretest and posttest, an attitude questionnaire, and interview questions.

1. The Treatment Instruments

1.1 Lesson plans

1.1.1 The development of the lesson plans

After the needs analysis had been conducted, the researcher developed lesson plans for English writing instruction based on the BLULCC model, the objectives identified earlier and the preferred topics about Ayutthaya's local culture content according to the results from the needs analysis.

There were five lesson plans altogether. Each lesson plan covered one lesson. The first lesson aimed to familiarize the students with the BLULCC. It introduced the

students to paragraph writing. The students learnt what a paragraph is and what elements of a good paragraph are. There was no writing assignment in the first lesson, thus, no editing session was provided. The lesson was, therefore, shorter than the others. The lesson plan for this lesson included one 50-minute face-to-face session and one online session. It was covered in one week. Lesson 2 to 5 aimed to teach the students to develop different types of paragraphs. The lesson plans for these lessons included two 50-minute face-to-face sessions and two online sessions. Each was covered in two weeks. Altogether, it takes nine weeks for five lesson plans in BLULCC. Each lesson plan included details about the title of the lesson, the terminal objective, enabling objectives, and teaching procedures (See Appendix E). Details of the content of each lesson is shown in Table 3.6.

Table 3.6 : Content of the lessons in BLULCC

Week	Lesson/Content	Writing topics
1	Orientation and Pretest	Why should tourists visit Ayutthaya ?
2	Lesson 1: Getting to know our hometown, Ayutthaya (Introduction to paragraph writing) - understanding the elements of a good paragraph	No writing assignment
3-4	Lesson 2: It was fun to join the festival! (Narrative paragraph) - using transitional words and	<i>Assignment 1:</i> Write about Ayutthaya's festival that the student attended last year.

Week	Lesson/Content	Writing topics
	phrases - using verbal adjectives	
5-6	Lesson 3: Let's get around the town. (Descriptive paragraph) - giving sense details - using prepositions of place	<i>Assignment 2:</i> Write about a tourist attraction in Ayutthaya.
7-8	Lesson 4: Our famous local products (Process analysis paragraph) - using relative clause - giving examples	<i>Assignment 3:</i> Write about how to produce a kind of Ayutthaya's local product.
9-10	Lesson 5: Ayutthaya needs a change! (Opinion paragraph) - understanding facts and opinions - stating opinions	<i>Assignment 4:</i> Write about a change the student would like to see in Ayutthaya.
11	Wrap-up and posttest	Why should tourists visit Ayutthaya ?

1.1.2 The validation of the lesson plans

To check the appropriateness of the lesson plans before the experiment, a few samples of the lesson plans (Lesson 1, 2 and 3) were evaluated by three experts. They were asked to evaluate each lesson plan using an evaluation form. The evaluation form consisted of statements about appropriateness of the lesson plan regarding the objective of the lesson, teaching procedure, materials, time allocation, and assessment

(See Appendix F). The experts were asked to give their opinion for each statement through the 3-point rating scale

1 means the aspect of the lesson plan is appropriate.

0 means not sure

-1 means the aspect of the lesson plan is not appropriate.

At the end of the rating scale part, the experts were asked to write their additional comments as well.

The Item-Objective Congruence Index (IOC) was employed to summarize the experts' opinion. The procedure used here was similar to the validation of the needs analysis questionnaire described earlier. The result of the evaluation revealed that IOC of most aspects in the lesson plan for lesson 1,2 and 3 were above 0.50. Only the statements regarding the face-to-face session of lesson 1 and 2 had the IOC below 0.50. The experts commented that the activities in the session were teacher-centered and did not help the students achieve the objective of the lesson. They should be changed to allow students to engage in the lesson more. The activities in this session, therefore, were changed. For example, the activity in lesson 1 was changed from that the students try to identify what element of a paragraph a piece of information is to that students read a sample paragraph and discuss with their classmates what elements of a paragraph there might be; then the teacher summarizes the elements of a good paragraph. The researcher revised the lesson plans according to the experts' suggestions and conducted a pilot study.

1.1.3 The pilot study

After the revision of the lesson plans, a pilot study was conducted to check the appropriateness of the lesson plans when using it in a classroom. The researcher

piloted the three lesson plans with 43 tenth grade students who were studying at Chomsurang Upatham School but not those who were in the sample group. From the pilot study, the researcher found that each lesson plan needed to be revised, because there were too many activities in the face-to-face sessions that the students could not finish them in 50 minutes. So the researcher needed to shorten or delete some activities. The five lesson plans were revised again based on the information gained from the pilot study.

1.2 Web-based lessons

1.2.1 The development of the web-based lessons

Five web-based lessons for English writing instruction were developed along with the five lesson plans based on the BLULCC model, the objectives of the lessons identified, and the preferred topics about Ayutthaya's local culture content according to the results from the needs analysis. They were used for the online session in the BLULCC model.

The content of each web-based lessons was about a topic of Ayutthaya local culture which was the same as those in the lesson plan for the face-to-face session: 1) general information, 2) festivals and events, 3) tourist attractions, 4) local artifacts, and 5) problems or issues. The researcher designed the home page for the website and all other web pages primarily by hand and then an assistant constructed the web pages using Macromedia Dreamweaver program. When all the web pages were done, the researcher and the assistant registered a domain name www.blulcc.com to be a URL to access to the web-based lessons.

On the home page of the website, the students need to type a username and a password for logging in to the web-based lessons. After logging in, they can choose

what to do next on the menu bar on the left of the screen. The menu bar provides links to the lessons, student' blogs and an e-mail service page. They can click at the 'lessons' button to start learning with the web-based lessons. Each lesson consists of the pages that students can read and learn about each type of paragraph and relevant grammar, and the pages that provide exercises for them to do. After the students finish each exercise, they can check their answer immediately, because the web-based lessons can provide feedback for them automatically. When they finish a lesson or would like to stop learning at any page, they can click the 'log out' button on the menu bar to leave the web-based lessons (See Appendix G).

The web-based lessons served as a source of information for the students to study from. They provided additional practice for the students. They made the face-to-face instruction more completed, providing more examples and exercises which could not be covered in class due to time constraint. The learning with the web-based lessons was self-paced learning. There was no time limit for each log in. They could access to the lessons from any places with a computer and Internet facilities at their convenient time.

1.2.2 The validation of the web-based lessons

To check the appropriateness of the web-based lessons before the experiment, a few samples of the web-based lessons (Lesson 1, 2 and 3) were evaluated by three experts. They were asked to evaluate each web-based lesson using an evaluation form which consisted of statements about appropriateness of teaching procedure, learning activities, and the design of the web-based lessons. They had to give their opinion for each statement through the 3-point rating scale. At the end of the rating scale part, the experts were asked to write their additional comments as well (See Appendix H). The

Item-Objective Congruence Index (IOC) was employed to summarize the experts' opinion. The result of the evaluation revealed that IOC of all statements were above 0.50 which implied that the experts were satisfied with the web-based lessons. There were a few suggestions for editing. For example, one expert suggested that the size of the pictures included in the lessons should be bigger to make it clearer for the students. Another expert suggested that the appearance of the menu bar was not appropriate. It should be made more outstanding from the background, so that the students would notice them easily. So, the researcher and the assistant edited the web-based lessons accordingly.

1.2.3 The pilot study

After editing the web-based lessons according to the experts' suggestions, a pilot study was done to check the appropriateness of the lessons and detect problems that could occur before actual implementation. The three web-based lessons were tried out with 43 tenth grades students in Chomsurang Upatham School who were not in the sample group. Results revealed that the students had no problem using the website for studying. They could access to the web-based lessons with the username and the password given. They found the website user-friendly. However, sometimes there were errors due to bad connection or the speed of the Internet service. In such case, they needed to try to log in sometime later.

2. Research instruments

2.1 Pretest and posttest

2.1.1 The development of the pretest and posttest

A test of English writing ability was developed by the researcher to serve as the pretest and the posttest. The content of the test covered the topics in the five

lessons that the students studied. The test comprised two parts which were multiple-choice item part and writing part (See Appendix I). The test specifications were presented in table 3.7.

Table 3.7 : Test specification

Section	Test Type	Objective of the Test	Number of Items	Total Score
Part 1	Multiple-choice questions	1. Explaining the features of elements of a good paragraph	3	15
		2. Finding the most suitable topic sentence of a paragraph	2	
		3. Identifying irrelevant detail in a paragraph	2	
		4. Grammar in Lesson 2	2	
		5. Grammar in Lesson 3	2	
		6. Grammar in Lesson 4	2	
		7. Grammar in Lesson 5	2	
		Total number	15	
Part 2	Paragraph writing	1. Writing a paragraph of 100-150 words	1	30

According to table 3.7, there were two parts in the test. The first part of the test consisted of 15 multiple-choice questions with four alternatives. In this part, the students had to answer questions which check their understanding about features of elements of a good paragraph, their ability to provide a good topic sentence for a

paragraph, their ability to identify irrelevant detail in their paragraph, and their understanding about grammar points taught in each lesson. The total score for this part was 15 points (one point for each).

To develop the multiple-choice test items, the researcher needed to check the content validity and reliability of the test, and also needed to conduct the item analysis to find the difficulty index and the discrimination power of the test items as well. The researcher considered the test specification and began to write the test items adding some more extra items for each objective. The total test items written were 35 items. The reason for adding the extra items was that the researcher would be able to choose only 15 test items which had high quality in terms of difficulty and discrimination power according to the item analysis result. (See more details in Appendix K).

The content validity of the test items was evaluated by three experts in the field of English language teaching. The experts were asked to rate each item for whether it was congruent with the objective stated.

1 means the item was congruent with the objective.

0 means not sure.

-1 means the item was not congruent with the objective.

The Item-Objective Congruence (IOC) index was calculated. Items that have the index lower than 0.5 should be improved. The IOC index of the 35 test items were shown in Appendix J. Results indicated that 32 items were rated higher than 0.5. There were three items which needed improvement which were item number 26, 27, and 33. For item 26 and 27, two experts suggested that the distracters were not appropriate. An expert suggested that the researcher uses 'for example' followed by

noun phrase as a distracter since many students make mistake like that. The items were revised as follows:

Item 26 before revision: Which of the following is correct?

- a. Woven fans are made in different shapes and patterns depending on the use; for example, Pad San Ha Liam is mostly used to stoke a cooking fire.
- b. Woven fans are made in different shapes and patterns depending on the use such as Pad Ha Liam is mostly used to stoke a cooking fire.
- c. Woven fans are made in different shapes and patterns depending on the use. Such as Pad Ha Liam is mostly used to stoke a cooking fire.
- d. Both a and b are correct.

Revised one: Which of the following is correct?

- a. Woven fans are made in different shapes and patterns depending on the use such as Pad San Ha Liam is mostly used to stoke a cooking fire.
- b. When the water in rivers was muddy, many kinds of fish such as Pla Soy, Pla Khao, Pla Nuea Awn, and Pla Daeng left it for a rice fields.
- c. There are some palaces outside the city of Ayutthaya; for example, Bang Pa-In palace and Prasat Nakhon Luang.
- d. The Ayutthaya kings would be given a name after a Hindu god; for example, Rama, the god Vishnu's reincarnation.

Item 27 before revision: Which of the following is correct?

- a. When the water in rivers was muddy, the snakehead, Pla Soy, Pla Khao, Pla Nuea Awn, Pla Daeng, Pla Ma and Pla Kot such as many kinds of fish left it for a rice fields
- b. When the water in rivers was muddy, many kinds of fish left it for a rice fields. Such as the snakehead, Pla Soy, Pla Khao, Pla Nuea Awn, Pla Daeng, Pla Ma and Pla Kot.
- c. When the water in rivers was muddy, many kinds of fish left it for a rice fields such as the snakehead, Pla Soy, Pla Khao, Pla Nuea Awn, Pla Daeng, Pla Ma and Pla Kot.
- d. When the water in rivers was muddy, many kinds of fish such as the snakehead, Pla Soy, Pla Khao, Pla Nuea Awn, Pla Daeng, Pla Ma and Pla Kot left it for a rice fields.

Revised one: Which of the following is correct?

- a. There are many kinds of basketworks produced and sold here such as Fa Shee, Kra Chon, Kra Dong, etc.
- b. You can taste variety of Thai food at Ayothaya Floating Market; for example, Thai fried noodles, papaya salad and boat noodles.
- c. All of us can help preserve the ancient sites and artifacts such as we should not litter the sites or take any objects as a souvenir.
- d. I have taken some pictures of the beautiful pavilions in Bang Pa-In palace; for example, Aisawan Thipyra Art Pavilion, Warophat Pimarn Pavilion, and Wehart Chamrun Pavilion.

For item 33, two experts commented that there were two possible answers which were 'a' and 'c'. Thus the researcher adjusted distracter 'a', so that there was only one correct answer.

Item 33 before revision: Which of the following is a statement of opinion?

- a. Ayutthaya is facing lots of problems, which could possibly make it lose its World Heritage status if the mess is not resolved.
- b. Ayutthaya plans to use 1,440 rai of land in Bang Sai district to hold the World Expo if it is selected as the host.
- c. Ayutthaya should have not been listed as a potential host of World Expo 2020.
- d. Ayutthaya has to fight Chon Buri and Chiang Mai, the two other Thai candidates.

Revised one: Which of the following is a statement of opinion?

- a. Ayutthaya is facing lots of problems.
- b. Ayutthaya plans to use 1,440 rai of land in Bang Sai district to hold the World Expo if it is selected as the host.
- c. Ayutthaya should have not been listed as a potential host of World Expo 2020.
- d. Ayutthaya has to fight Chon Buri and Chiang Mai, the two other Thai candidates.

For the second part of the test which was a writing test, the students had to write a paragraph on the topic "Why should tourists visit Ayutthaya?" for 100-150 words. The researcher selected this topic because it was relevant to the students'

background knowledge and the students were able to utilize what they learnt in the BLULCC course in the test.

The analytic scoring scheme used to assess their writing was adapted from Oregon Department of Education (2010) (See Appendix M). According to the scoring scheme, the quality of the students' writing was judged based on five categories which were 1) ideas and content, 2) organization, 3) word choice, 4) sentence fluency, and 5) conventions. The points to be given for each category ranged from one to six representing poor quality to good quality respectively. Accordingly, the highest possible score for this part was 30.

Three experts were asked to validate the topic of the writing test. The experts were asked to decide whether the topic was valid or not. Results indicated that all the experts agreed that the topic was valid and suitable for the students.

As the total score for the multiple-choice part was 15 and the total score for the writing part was 30, the total score of the test was 45 points.

2.1.2 The pilot study

After the multiple-choice test items were revised, the test (only the multiple-choice part) was piloted with 40 tenth grade students who were not in the sample group. The test was conducted through paper-based mode to avoid computer technical problems that might affect the score of the students. Time allocation for this test was 35 minutes. After the administration of the test, item analysis was conducted to find difficulty index and discrimination power of the 35 items (See Appendix K). The items were analyzed by a computer program named EVANA using 25% technique. The criteria for the difficulty index and the discrimination power were set as follows:

For the difficulty index (p):

$p < 0.20$ means the item was too difficult.

$p = 0.20 - 0.80$ means the item was good in terms of difficulty.

$p > 0.8$ means the item was too easy.

(The value 0.5 represents the best quality in terms of difficulty.)

For the discrimination power (r):

$r = -1 - 0.19$ means the item had no or low discrimination power.

$r \geq 0.20$ means the item was good in terms of discrimination power.

(The value 1 represents the best quality in terms of discrimination power.)

According to the criteria, the test items the difficulty indices of which ranged between 0.20 and 0.80, and the discrimination power of which were 0.20 or higher would be considered to be picked for the main study. The researcher selected the test item(s) which had the best quality for each objective of the test as mentioned in the test specification. (See more details in Appendix L).

The reliability of the test was also calculated by EVANA program using Kuder-Richardson-20 formula (KR-20). The result was 0.68, which can be interpreted that the reliability of the whole 35 test items was moderate. The researcher also calculated the reliability of the 15 test items picked for the main study. The result was 0.75, which showed that the multiple-choice test had high reliability (Fox, 1969, cited in Cap, 2009).

2.2 Attitude questionnaire

2.2.1. The development of the attitude questionnaire

The researcher developed a questionnaire to investigate attitudes toward the BLULCC and overall satisfaction of the students with it. The questionnaire was based on Simsek's (2008). It was adapted specifically for this study and was printed in Thai. (See Appendix N). The questionnaire consisted of three sections. The three sections aimed to investigate students' attitudes toward blended learning, use of local culture content, and overall satisfaction with the BLULCC respectively. The questionnaire included 26 positive statements and three negative statements about BLULCC. It was a five-point Likert scale questionnaire in which the students were asked to rate their agreement with statements provided. The scales were 1) strongly disagree, 2) disagree, 3) not sure, 4) agree, and 5) strongly agree. The high score represented positive attitude, while the low score represented negative attitude (For the statements which were negative, the reverse wording technique was employed for the interpretation.). The students were also invited to write their comments about the BLULCC at the end of the questionnaire.

2.2.2 The validation of the questionnaire

The questionnaire was validated by three experts using an evaluation form (See Appendix O). For the directions of the questionnaire, the experts were asked to decide whether it was appropriate and suggest revision as necessary. For the sections which consisted of statements about students' attitudes toward blended learning, use of local culture content, and overall satisfaction with the BLULCC, the experts were asked to give their comments through the three-point rating scale for each statement.

1 means the statement was appropriate.

0 means not sure

-1 means the statement was not appropriate

The Item-Objective Congruence Index (IOC) was employed to summarize the experts' opinion like those mentioned previously. The experts were also asked to write their additional comments in the evaluation form as well. Results of the evaluation form indicated that the directions of the questionnaire was appropriate, and all IOCs were higher than 0.5 meaning the experts were satisfied with the questionnaire. There were some suggestions for editing; for example, an expert suggested that the researcher used the word 'ฉัน (I)' instead of 'นักเรียน (Student)' to make it clear for the questionnaire respondents that the researcher was asking the respondent's attitude, not students in the class. So, the statements were revised accordingly.

2.2.3 The pilot study

The questionnaire was piloted on 15 tenth graded students who were not in the sample group to detect any unclear words or statements. The students were asked to report any unclear items found to the researcher. According to the feedback received from the students, there was no unclear item, which meant the questionnaire was appropriate.

2.3 Interview questions

Three interview questions were written by the researcher in order to collect some qualitative information about attitudes toward the BLULCC (See Appendix P). The objective of the interview was to investigate participants' attitudes toward three

aspects which were blended learning, use of local culture content, and overall satisfaction with BLULCC. The three interview questions which were in Thai were validated by three experts using an evaluation form (See Appendix Q). The experts were asked to give their comment about appropriateness of each of the question. Results showed that all the questions were appropriate for the data collection. They were used for a semi-structured interview with ten students who were randomly selected from the sample group. These ten students represented 30% of the sample group which was accepted statistically as an appropriate sample.

Phase II : The experiment

After the development of BLULCC model and instruments was done, the experiment was carried out with the sample group at Chomsurang Upatham School in the second semester of academic year 2011. The procedure for data collection was as follows:

1. Prior to the instruction, the students took the pretest developed by the researcher in order to assess their English writing ability. The test was conducted through paper-based mode to avoid computer technical problems that might affect their score. The time allocation for the test was 60 minutes. The multiple-choice part of the test was checked by the researcher due to its objectivity. For the writing part, the researcher and other rater graded the students' writing in order to ensure reliability of the scores. The result of inter-rater reliability checking showed that the grading of the two raters in the pretest was reliable (Pearson Product Moment correlation coefficients = 0.90).

2. An orientation to the BLULCC course was arranged for the students. The researcher explained the objectives of the course and the method of instruction which was blended learning to the students. The students was also introduced to the online lessons, e-mail service, and weblog service in order to familiarize them with the online session in the course. The students were asked to register an e-mail address and create a weblog for themselves which were used for submitting and posting their homework in the course.

3. The students received the treatment for nine weeks. The researcher herself was the teacher. They attended class in face-to-face session once a week. Each class meeting lasted for 50 minutes. In each week, they were also assigned to study with a web-based lesson at their convenient time. During the nine weeks, the students covered five lessons the content of which were all about Ayutthaya local culture.

4. At the end of the BLULCC course (the week after), the posttest, which was the same version as the pretest, was administered to the students in order to measure the effects of BLULCC on English writing ability. Time allocation for the posttest was 60 minutes. Like the pretest, the multiple-choice part of the test was checked by the researcher due to its objectivity. For the writing part, inter-rater reliability was used to find reliability of the two raters' grading. The Pearson Product Moment correlation coefficients was 0.91, which implied that the grading of the two raters in the posttest was consistent.

5. The attitude questionnaire was administered to the students after the posttest was done in order to investigate students' attitudes toward the BLULCC.

6. Lastly, the researcher interviewed ten students who were randomly selected from the sample group. The interview was a semi-structured interview that took

around five to ten minutes for each interviewee. It was conducted in Thai. The researcher used a voice recorder to record the interview. Then, the responses from the students were transcribed.

Data Analysis

The data obtained from the experiment phase were analyzed as follows:

1. The pretest and posttest scores were analyzed by means of arithmetic mean, standard deviation, and paired-samples t- test to see if the difference in the scores was statistically significant at a significance level of .05.

2. The average gain score was analyzed for percentage. According to the hypothesis, the posttest score should be at least 15 % higher than the pretest score. The effect size was also calculated by using Cohen's d formula. These analyses were done to measure the magnitude of the effect of BLULCC on English writing ability of the students.

3. The data from the attitude questionnaire were analyzed by using mean and standard deviation.

4. The transcripts of the interview were analyzed by content analysis in order to investigate students' attitudes toward BLULCC. The researcher read the transcripts and looked for common ideas that the students reflected.

CHAPTER IV

FINDINGS

This chapter presents the results from the study of effects of blended learning using local culture content (BLULCC) on English writing ability of tenth grade students in Ayutthaya province. The results were presented based on the two research questions as follows:

1. To what extent does BLULCC improve English writing ability of tenth grade students in Ayutthaya province? What is its effect size?
2. What are the students' attitudes toward the BLULCC?

Research Question 1 : To what extent does BLULCC improve English writing ability of tenth grade students in Ayutthaya province? What is its effect size?

In order to answer this research question, the researcher compared tenth grade students' English writing ability before and after taking the BLULCC. The research instrument used to measure the participants' English writing ability was the pretest and posttest of English writing ability developed by the researcher which was the same form. The test consisted of two parts: multiple-choice items and a paragraph writing. The total score was 45 points (15 points for the multiple-choice part and 30 points for the writing part). The comparison of the participants' pretest and posttest mean scores is presented in table 4.1.

Table 4.1: Comparison of the pretest and posttest mean scores of the students
(total score = 45)

	n	Min	Max	\bar{x}	S.D.	Mean Difference	t	Sig
Pretest	31	8	32	14.71	6.34			
Posttest	31	14	35	25.06	4.65	-10.35	-10.65	.00*

*p < .05

From table 4.1, the students' posttest mean score was higher than their pretest mean score. The mean score of the pretest was 14.71 with the lowest score of 8 and the highest score of 32, while the mean score of the posttest was 25.06 with the lowest score of 14 and the highest score of 35. The mean difference was -10.35 and the t value was -10.65. The result revealed that there was a significant difference between the pretest and posttest mean scores of the students at the significant level of .05 ($p < .05$). Thus, the first hypothesis stating that the students' posttest score is significantly higher than their pretest score after taking the BLULCC was accepted.

The researcher also calculated the percentage of the average gain score of the students. The result is shown in table 4.2.

Table 4.2 : The percentage of the average gain score of the students

\bar{x}		Average Gain Score	Percentage of the Average Gain Score
Pretest	Posttest		
14.71	25.06	10.35	70.36

From table 4.2, the mean score of the pretest was 14.71, whereas the mean score of the posttest was 25.06. The average gain score of the student was 10.35. The mean score increased by 70.36%. In other words, the students' posttest mean score was 70.36% higher than their pretest mean score. Consequently, the second hypothesis stating that the students' posttest mean score is at least 15% higher than their pretest mean score was accepted.

In addition, Cohen's d , the effect size measure, was employed to find the magnitude of the effects of BLULCC on English writing ability of tenth grade students in Ayutthaya province. According to Cohen (1988), when $d = 0.0-0.4$, it can be interpreted that the effect size is small. When $d = 0.5-0.7$, the effect size is medium, and when d is greater than 0.8, the effect size is large. The effect size of the BLULCC on English writing ability of tenth grade students in Ayutthaya province is presented in table 4.3.

Table 4.3: The effect size of the BLULCC on English writing ability of the students

Cohen's d	Effect Size
1.86	Large

From table 4.3, the Cohen's d was 1.86 which was greater than 0.8. Therefore, it could be interpreted that the treatment effect was large. In other words, the BLULCC had a large effect in improving the students' writing ability.

To summarize, the students' English writing ability improved significantly after taking the BLULCC.

Research Question 2: What are the students' attitudes toward the BLULCC?

To answer this research question, the researcher investigated tenth grade students' attitudes toward the BLULCC by using two kinds of research instruments which were the attitude questionnaire and the interview questions.

Results of the attitude questionnaire

Firstly, the data obtained from the attitude questionnaire will be presented. The results are presented based on the three main parts of the questionnaire namely 1) attitudes toward blended learning, 2) attitudes toward the use of local culture content, and 3) overall satisfaction with the BLULCC. The mean scores (\bar{x}) and standard deviations (S.D.) of the students' responses were calculated. For interpretation, mean score 4.0 and above are considered to reflect positive attitude, 2.6 - 3.9 reflect neutral attitude, and 2.5 and below reflect negative attitude (Simsek, 2008). Table 4.4 shows the results of the statements in the first part relating to the students' attitudes toward the blended learning.

Table 4.4 : Attitudes toward the blended learning

No	Statements	\bar{x}	S.D.
1.	Blended learning are more individualized than traditional learning.	4.23	0.50
2.	Blended learning allows students to learn at their own pace.	4.13	0.56
3.	Blended learning are more flexible with regard to the time.	4.13	0.67
4.	I have more opportunities to learn in blended learning.	4.55	0.57
5.	I can ask questions about the lessons more often in blended		

No	Statements	\bar{x}	S.D.
	learning	4.26	0.58
6.	I feel more comfortable to ask questions in blended learning.	4.16	0.78
7.	Blended learning makes me feel more satisfied with the learning.	4.35	0.61
8.	I can contact or ask for help from the teacher more easily in blended learning.	4.55	0.57
9.	I know the teacher better in blended learning.	4.61	0.72
10.	I can share my knowledge and ideas with my classmates more often in blended learning.	4.16	0.69
11.	I know my classmates better in blended learning.	4.42	0.62
12.	Blended learning causes more problems than benefits.	1.58*	0.76
13.	I will take other blended learning courses if they are offered.	3.77	0.56
Grand Mean Score		4.29	0.63

* For the calculation of the grand mean score, the researcher reversed this score due to the negative of the statement.

From table 4.4, the attitudes of the students toward blended learning tended to be positive, with the grand mean score of 4.29. The mean scores of all items were higher than 4.0 except statement 13: *I will take other blended learning courses if they are offered*, which had the mean score of 3.77. Items which had the highest mean scores were statement 9: *I know the teacher better in blended learning* ($\bar{x} = 4.61$), statement 4: *I have more opportunities to learn in blended learning* ($\bar{x} = 4.55$), and statement 8: *I can contact or ask for help from the teacher more easily in blended learning* ($\bar{x} = 4.55$).

Table 4.5 shows the results of the statements in the second part of the questionnaire relating to the students' attitudes toward the use of local culture content.

Table 4.5 : Attitudes toward the use of local culture content

No	Statements	\bar{x}	S.D.
1.	I think the content about local culture is useful for me.	4.45	0.62
2.	I think I can utilize what I learnt in this course in my real life.	4.35	0.66
3.	Use of local culture to teach English motivates me to learn.	4.13	0.67
4.	I feel that English has closer connection to my life when the lessons are about local culture.	4.32	0.65
5.	It is fun to write about local culture.	3.90	1.01
6.	Writing about local culture makes it easier for me to think and plan what to write.	3.77	0.81
7.	Local culture should be conserved and promoted by people.	4.74	0.51
8.	It is good to use local culture content in teaching and learning.	4.39	0.72
9.	I feel that I am a part of the local community when I write about local culture.	3.97	0.66
10.	I love and feel proud of my local community more after I took this course.	4.26	0.58
11.	The content about local culture is boring.	1.87*	1.02
Grand Mean Score		4.22	0.72

* For the calculation of the grand mean score, the researcher reversed this score due to the negative of the statement.

From table 4.5, the attitude of the students toward the use of local culture content tended to be positive, with the grand mean score of 4.22. The mean scores of most items were higher than 4.0. Items which had the highest mean scores were statement 7: *Local culture should be conserved and promoted by people* ($\bar{x} = 4.74$), statement 1: *I think the content about local culture is useful for me* ($\bar{x} = 4.45$), and statement 8: *It is good to use local culture content in teaching and learning* ($\bar{x} = 4.39$).

Table 4.6 shows the results of the statements in the third part of the questionnaire relating to the students' overall satisfaction with the BLULCC.

Table 4.6 : Overall satisfaction with the BLULCC

No	Statements	\bar{x}	S.D.
1.	Overall, I am satisfied with this course.	4.26	0.68
2.	I think I have improved my writing ability from this course.	4.45	0.57
3.	Overall, I am satisfied with the teacher.	4.84	0.37
4.	I will recommend this course to my friends.	4.48	0.57
5.	I think this course is boring.	1.26*	0.51
Grand Mean Score		4.55	0.54

* For the calculation of the grand mean score, the researcher reversed this score due to the negative of the statement.

From table 4.6, the students tended to be satisfied with the BLULCC, with the grand mean score of 4.55. The mean scores of all items were higher than 4.0. Item which had the highest mean score was statement 3: *Overall, I am satisfied with the teacher* ($\bar{x} = 4.84$).

Results of the interviews

Apart from the questionnaire, the researcher also interviewed ten students at the end of the course to obtain some qualitative information about their attitudes toward the BLULCC. The ten interviewees were randomly selected from the sample group. The findings are presented based on the three interview questions.

Interview question 1: Do you like the course? Why or why not?

From the interview, it was revealed that the majority of the students liked the course (eight of ten students). The reasons commonly given by the students were: 1) the course was useful for them since they had never taken a course that focused on English writing before; 2) the course was good due to the new way of learning; 3) the course let them use computer technology in a useful way, and 4) the content about Ayutthaya local content was close to their real life. They are elaborated as follows.

1.1 The students expressed that the course was useful for them since they had never taken a course that focused on English writing before. Some excerpts from the interview transcripts regarding this reason are shown below.

Excerpt A: “ชอบค่ะ หนูชอบภาษาอังกฤษอยู่แล้ว แต่ก่อนหนูจะได้แค่ฟังกับพูด อ่านก็พอได้บ้าง แต่ทักษะเขียนนี่ไม่ได้เลย แต่จริงๆตอนสอบเข้ามหาวิทยาลัยก็ต้องใช้เหมือนกัน หนูก็เลยชอบ”

“I like it. I like English. Before, I could do only listening and speaking. I could do reading, but not very well. My writing skill was even worse. Actually, we need writing skill for the university entrance exam. So, I like the course.” (Student 5)

Excerpt B: “หนูชอบใช้คำศัพท์ซ้ำๆ แต่พอเรียนของอาจารย์ อาจารย์ก็มีศัพท์ใหม่ๆมาให้ หนูก็เริ่มใช้เป็น พวก relative pronoun หนูก็มาใช้เป็นวิชานี้ โดยส่วนตัวหนูชอบ ชอบเขียน ได้เยอะค่ะ”

“I always used same words repeatedly, but after I took the course, you gave us new words to use. I started to use the words. I learnt how to use relative pronouns in this course too. Personally, I like writing. I got a lot from it.” (Student 5)

Excerpt C: “ชอบค่ะ มันเป็นวิชาที่ได้ฝึกเขียน paragraph อย่างวิชาอื่นก็มีเขียนบ้าง แต่ก็ไม่เยอะขนาดนี้ มันเป็นการฝึกฝนตัวเองเยอะมาก คือเรียนจริงๆเลย”

“I like it. I had a chance to practice writing paragraphs. I had learnt writing from other courses, but it was not much. I practiced a lot. It was about writing in particular.” (Student 7)

Excerpt D: “ชอบค่ะ โดยส่วนตัวชอบเรียนภาษาอังกฤษอยู่แล้ว ไม่เคยรู้ว่าต้องเขียนยังไง ก็เขียนมั่วๆไป ไม่มี topic sentence ไม่มีอะไรเลย แต่พอมาเรียนแล้วก็รู้วิธีเขียน ลำดับอะไรพวกนี้”

“I like it. Personally, I like studying English. I had never known how to write [a paragraph] properly. I just wrote. I didn't write a topic sentence or anything. After I took this course, I learnt how to write: how to arrange ideas.” (Student 8)

Excerpt E: “ชอบนะคะ เพราะว่าได้เรียนเขียนย่อหน้า ทั้งที่เราไม่เคยเรียนมาก่อน ภาษาอังกฤษวิชาที่ผ่านมาก็มีเขียนบ้าง แต่ก็ไม่ได้เน้นแบบนี้ มันจะมีแค่บางชั่วโมง ปนๆอยู่”

“I like it, because I had a chance to studied paragraph writing. I had never studied it before. I had studied it sometimes in the English courses that I had taken, but they didn't really focus on writing.... only in some periods” (Student 10)

1.2 Many students said that the course was good due to the new way of learning. Some excerpts from the interview transcripts regarding this reason are shown below.

Excerpt A: “ชอบค่ะเพราะหลากหลายดี ไม่ต้องอ่านแต่ในหนังสือ หนูไม่ค่อยชอบเรียนในห้องแล้วไปอ่านหนังสือ เพราะมันจำเจ เรียนในเว็บก็น่าสนใจขึ้นค่ะ”

“I like it, because it provided a variety, not only reading textbooks. I don’t like studying in class and then reading textbooks, because it’s repetitious. Studying on the website made it more interesting.” (Student 1)

Excerpt B: “ชอบค่ะ มันไม่เหมือนวิชาอื่น เราไม่ได้เรียนแค่ในหนังสือ อาจารย์มี website ให้เราได้เข้าไป มันไม่น่าเบื่อดี ปกติก็เข้าเว็บตลอดอยู่แล้ว”

“I like it. It’s not like other courses. We didn’t use only textbooks. You provided a website for us. It’s not boring. I usually surf the Internet.” (Student 4)

Excerpt C: “มันหลากหลายดี บางที่เราพลาดไม่ได้ฟังในห้อง ก็กลับไปทบทวนในเว็บเองได้”

“There’s a variety. Sometimes we didn’t listen [to the lesson] in class, but we could review it on the website by ourselves.” (Student 7)

Excerpt D: “ชอบค่ะ เหมือนกับว่าในเว็บเราเรียนด้วยตนเอง จะได้วัดว่าเราเข้าใจหรือไม่เข้าใจไปด้วย ถ้าอันไหนไม่เข้าใจ เราก็เอามาถามอาจารย์ในห้องได้อีก”

“I like it. When we learnt by ourselves on the website, we could check whether we understood the lesson or not. If not, we could ask you in class.” (Student 8)

Excerpt E: “ถ้าเรียนในห้องแล้วไปเรียนบนเว็บ คือหนูไม่เก่งภาษาอังกฤษนะคะ แต่พอหนูไปอ่านในเว็บไซต์ หนูก็พอเข้าใจ เหมือนเอาไปประมวลผลอีกรอบ บางทีในห้องไม่ทันเพื่อน พอไปเรียนบนเว็บมันได้ใช้เวลาทำความเข้าใจ”

“If I study in class and then on the website..... I’m not good at English, but when I read the lesson on the website, I could understand some. It’s like I thought about the lesson again. Sometimes I could not follow a lesson in class like my friends did, but when I studied it on the website, I could take my time to understand it.”

(Student 9)

1.3 Some students reported that the course let them use computer technology in a useful way. The following are some excerpts from the interview transcripts.

Excerpt A: “ชอบค่ะ เพราะทุกคนก็มีคอมฯ มี Internet ที่บ้านอยู่แล้ว ก็ได้ใช้ให้เป็นประโยชน์ด้วย ไม่น่าเบื่อ บางทีเรียนแต่ในห้องก็เบื่อ เรียนแต่ในหนังสือ หนูไม่ค่อยชอบ ชอบแบบนี้มากกว่า”

“I like it. Everyone has a computer and an Internet service at home. It’s a chance to use it in a useful way. It’s not boring. Sometimes I get tired of studying in class and textbooks. I don’t like it. I like this way.” (Student 2)

Excerpt B: “ชอบค่ะ ปกติเป็นคนเล่นคอมฯ เล่นอินเทอร์เน็ตอยู่แล้ว พอได้ใช้เข้าไปเรียนก็จะมีประโยชน์ขึ้นมากเลยคะ”

“I like it. I usually use the computer and surf the Internet. When I use it for studying, it is much more useful.” (Student 3)

Excerpt C: “ปกติหนูเข้า internet ทุกวันอยู่แล้วนะคะ คือมันได้ใช้เวลาที่เราใช้ internet ให้เป็นประโยชน์ แต่ก่อนก็เล่นเกม ดูหนังฟังเพลง หาข้อมูลเฉยๆ ไม่เคยใช้เรียน”

“Normally, I surf the Internet every day. I could spent time on the Internet usefully [in this course]. In the past, I only played games, watched movies, listened to music or searched for information. I had never used it for studying.” (Student 7)

1.4 Some students mentioned that they liked the content about Ayutthaya local content which was close to their real life. The following are some excerpts from the interview transcripts.

Excerpt A: “หนูชอบเนื้อหาแหละ เพราะว่าบางที่เราเป็นคนอยุธยาเองเรายังไม่รู้เลย พอไปหาข้อมูลในเว็บไซต์ อ้าว มันมีแบบนี้ด้วยหรอ มันใกล้ตัวด้วย อ่านแล้วเข้าใจว่าพูดถึงอะไร”

“I like the content, because, for some topics, I had never known about them before although I live in Ayutthaya. When I found information on a website, I was surprised to know such things. It’s also close to me. When I read it, I could understand what it’s about.” (Student 2)

Excerpt B: “ชอบค่ะ เพราะเป็นวิชาภาษาอังกฤษที่เรียนเกี่ยวกับจังหวัดเรา เวลาเราเรียนภาษาอังกฤษเรามักจะเรียนเรื่องที่อื่น ประเทศอื่น แต่อันนี้มันเป็นจังหวัดของเรา ก็สนใจเป็นพิเศษ”

“I like it. It’s an English course which is about our province. When we study English, it usually talks about foreign countries, but this course is about our province. It is specially interesting.” (Student 3)

Excerpt C: “ชอบค่ะ มันได้รู้คำศัพท์ที่มันเป็นคำศัพท์เฉพาะนะคะ มันเกี่ยวกับจังหวัดโดยตรง บางคำเรายังไม่รู้ทั้งที่มันใกล้ตัว ทำให้ได้รู้ไปด้วย”

“I like it. I have learnt a lot of technical terms about our province...some words I didn't know though they are close to me. I have learnt them.” (Student 7)

Excerpt D: “เอาไปใช้ในชีวิตประจำวันได้นะ อย่างถ้ามีฝรั่งมาถามหนูเกี่ยวกับอยุธยาเนี่ย เรามีคำศัพท์ในหัวเยอะขึ้นมากๆ”

“I can use it [vocabulary about Ayutthaya] in my real life; for example, when a foreigner asks me about Ayutthaya, I have a lot more vocabulary to use.” (Student 7)

Excerpt E: “ชอบค่ะ เหมือนหนูมีความรู้อยู่แล้ว เข้าใจง่าย”

“I like it. I had background knowledge already. So it's easy to understand.”
(Student 9)

Additionally, two students said that they liked the course because the classroom atmosphere was relaxing. The teacher was kind and not very strict.

However, two students stated that they disliked the course. The main reason was that they did not like English subject. They said that their English proficiency was not good, so this subject was found difficult for them. Some excerpts from the interview transcripts are shown below.

Excerpt A: “ไม่ค่อยชอบภาษาอังกฤษ คิดว่าจะตั้งใจเรียน แต่มันก็ไม่วู้เรื่อง”

“I don’t like English. I intended to pay attention to the lessons, but I didn’t understand.” (Student 6)

Excerpt B: “รู้สึกว่ามันยากค่ะ อ่านนะพอเข้าใจ แต่เขียนไม่เป็น ถ่ายทอดไม่ได้”

“I think they [the lessons] were difficult. I could understand some when I read, but I couldn’t write. I don’t know how to express ideas into words.” (Student 6)

Excerpt C: “หนูไม่เก่งภาษาอังกฤษ ไม่ค่อยมีพื้นฐาน หนูไม่ค่อยชอบค่ะ”

“I’m not good at English. My background is quite bad. I don’t like it.”
(Student 9)

Excerpt D: “หนูแต่งประโยคไม่ค่อยเป็น”

“I can’t write sentences.” (Student 9)

Interview question 2: Do you think the use of both face-to-face instruction and online instruction helps you improve your English writing skill? If yes, how? If not, what difficulties did you experience in the course?

The purpose of asking this question was mainly to seek the students’ attitude toward blended learning. All of the students interviewed reported that blended learning helped them improve their English writing skill. Common ideas expressed by the students about how blended learning helped improve their English writing ability were that: 1) blended learning provided more opportunity to learn, and 2) posting their

writing on a weblog allowed them to learn from others. Details are elaborated as follows.

2.1 Some students reflected that blended learning provided them with more opportunity to learn. The combination of face-to-face instruction and online instruction made the learning more effective. Excerpts from the interview regarding this are provided below.

Excerpt A: “ช่วยค่ะ ก็พอส่งงานไปแล้ว อาจารย์ก็จะเอามาแนะนำให้แก้ไขกันในห้อง อาจารย์จะช่วยตรวจ แก้ไขให้”

“Yes, it helped. When we submitted the homework, you gave suggestions for editing in class. You helped with checking and correcting errors.” (Student 1)

Excerpt B: “ช่วยค่ะ เพราะอาจารย์มีตัวอย่าง paragraph อาจารย์อธิบายว่าต้องวางอย่างนี้ๆ grammar อันนี้ๆ แล้วก็ให้อ่านบนเว็บไซต์อีก หนูว่าช่วยได้เยอะเลย”

“Yes, it helped, because you provided example paragraphs. You explained how to arrange ideas and grammars. You also assigned studying on the website. I think it helped a lot.” (Student 2)

Excerpt C: “พัฒนาค่ะ โดยปกติเวลาเราเรียนกับหนังสือ เราก็อ่านเนื้อหาเฉพาะในหนังสือ แต่พอเราต้องเรียนบนเว็บด้วย เราสามารถกด search หาข้อมูลมาเพิ่ม ซึ่งเร็วดี ง่าย ไม่ต้องไปหาหนังสือในห้องสมุด”

“I improved. Normally, when we use a textbook, we only read what is told in that book. But when we have to study on the website, we can search by clicking which is fast and easy. We don't have to search for books in the library.” (Student 4)

Excerpt D: “หนูพัฒนาขึ้นนะ อย่างแต่ก่อน ส่วนมากอาจารย์เขาจะใช้ซีดี เราก็เปิดอ่านแต่ซีดี ไม่ได้ค้นหาอะไร แต่อย่างของอาจารย์ อาจารย์จะสอนก่อน แล้วอาจารย์ก็ให้หนูไปทบทวนในเว็บ บางอันเนื้อหาอาจารย์ไม่ได้สอนในห้อง หนูก็ search Google หาเพิ่มไปเรื่อยๆ มันมีข้อมูลเยอะกว่าเว็บของอาจารย์ บางทีอ่านแล้วไม่เข้าใจ หนูก็ต้องเอามาถามอาจารย์อีกทีหนึ่งอย่างนี้”

“I improved. Before, teachers used supplementary sheets mostly. We only read the sheets. We didn’t search for more information. But for this course, you taught us first, then you assigned us to study on the website. There were some topics you didn’t teach in class, so I searched for more information by Google. There are more information than your website. Sometimes I didn’t understand it. I had to asked you in class.” (Student 5)

Excerpt E: “ช่วยค่ะ เพราะว่าได้ความรู้จากอาจารย์ในคาบ และก็จากเว็บด้วย”

“Yes, it helped, because I got the knowledge from you in class, and also the website.” (Student 6)

Excerpt F: “ช่วยค่ะ คือมันหลากหลาย อย่างเรียนในเว็บ ไม่ใช่ที่เราเข้าไปเรียนในเว็บไซต์ของอาจารย์อย่างเดียว เราต้องหาข้อมูลทาง Internet อื่นๆด้วย เอามาผสมกัน”

“Yes, it helped. They’re [sources of information] varied; for example, when we studied on the website, we didn’t visit your website only. We had to search for other information from the Internet and integrated it.” (Student 7)

2.2 Many students mentioned that posting their writing on a weblog allowed them to learn from others, so they learnt how to make their paragraphs better. See some excerpts below.

Excerpt A: “มันเป็นการกระจายความรู้ และยังช่วยบันทึกไปในตัวที่เราเขียนเมื่อไร”

“It’s a way to share knowledge. It also helps keep record of when we wrote it.” (Student 1)

Excerpt B: “ไม่อึดอัดที่ใช้ blog ค่ะ เพราะอย่างเวลาเราเขียนผิด เพื่อนสามารถมา comment ได้ว่าผิดตรงนี้ๆ ซึ่งดี เราจะได้ทำงานที่ถูกกลับไปด้วย เราได้รู้ว่าเพื่อนเขาคิดแบบนี้ เขาแต่งแบบนี้ เอาแนวทางของเขามาปรับปรุงของเราได้”

“I didn’t feel frustrated using blog. When we made some errors, friends could give comments about the errors, which was good, because we could get the correct ones. We knew what friends thought and how they wrote. We could use it as a guideline to improve our writing.” (Student 2)

Excerpt C: “ช่วยค่ะ เพื่อนที่เก่งกว่าเราถ้าเราผิด เขาก็บอกได้ พอเราไปดูงานของคนอื่น ของเขาดียังไง เราก็เอามาปรับกับของเรา”

“Yes, it helped. Friends who are more competent can tell us about the errors. When we read others’ writing, we can see the merits. We can use them to improve our writing.” (Student 3)

Excerpt D: “อย่างเวลาเราไป post คนอื่นก็จะเข้ามาดู เราจะรู้ข้อผิดพลาดของเราได้ จริงๆเพื่อนก็ไม่ได้ดูละเอียดมาก แต่ก็ช่วยได้”

“When we posted it [the homework], others read it. We knew the errors we made. Actually, friends didn’t read in great detail, but it helped.” (Student 4)

Excerpt E: “พอเห็นงานเพื่อนดี เราก็เอามาปรับปรุงของเรา บางทีคิดไม่ค่อยออกก็ได้ idea จากงานเพื่อน”

“When we see the merits of our friends’ writing, we can use them to improve our writing. Sometimes we don’t know what to write, we also get some ideas from our friends.” (Student 5)

One student also mentioned that posting the homework on a weblog promoted her responsibility. See the excerpt below.

Excerpt A: “หนูว่ามันทำให้หนูรับผิดชอบมากขึ้น เพราะพอเห็นเพื่อน post กันเต็มแล้ว แต่หนูยังไม่ได้ post หนูจะรีบไปทำเลย”

“I think it made me have more responsibility. When I saw my friends posted their homework while I hadn’t done it yet, I would do it immediately.” (Student 9)

Though the students reflected that blended learning helped them improve their English writing skill which implied positive attitude toward the learning, some of them also reported difficulties they experienced in the course which were about the web-based lessons and computer technical problems. Two of them commented that they did not like studying with the web-based lessons, since they found it difficult for them to understand the lessons.

Excerpt A: “มีปัญหาคือ อ่านเองแล้วไม่เข้าใจเนื้อหาในเว็บค่ะ”

“The problem was that when studying by myself, I didn’t understand the lessons on the website.” (Student 6)

Excerpt B: “ไม่ค่อยชอบเรียนบนเว็บเพราะอ่านแล้วมันไม่รู้เรื่อง แต่เวลาทำแบบฝึกหัดเร็วดี click ได้เลย”

“I don’t like studying on the website, because I didn’t understand what I read. But it’s quick when doing exercises. We just click.” (Student 10)

Some students reported difficulties regarding typing ability and the Internet service.

Excerpt A: “หนูพิมพ์ไม่เก่ง พิมพ์ผิดบ่อยค่ะ”

“I’m not good at typing. I often make errors.” (Student 2)

Excerpt B: “Internet ที่บ้านไม่เร็ว เข้าเว็บยาก load นาน”

“The Internet speed at my house is not fast. It’s difficult to open the web page. It took a long time to download.” (Student 2)

Excerpt C: “ช่วงแรกๆที่อาจารย์ให้ส่งงาน internet ที่บ้านมีปัญหา ส่งไม่ได้”

“At the beginning, when I had to submit the homework, there was a problem with the Internet service at home. I couldn’t submit it.” (Student 3)

The researcher also asked ‘If you can choose, do you prefer to keep the course as a blended learning course, or change it to face-to-face-only or web-based-only

course?’ Majority of the students (nine of ten students) answered they preferred to keep the course as a blended learning course. The reasons they gave reflected some advantages and disadvantages of face-to-face instruction and online instruction.

The students reflected that face-to-face instruction-only course was not interesting for them.

Excerpt A: “ถ้าเรียนในห้องอย่างเดียวก็รู้สึกเบื่อกว่า ถ้ามีเว็บด้วยมันก็มีอะไรที่น่าสนใจขึ้น”

“It is boring if we only study in class. If there’s also a website, there’s something more interesting.” (Student 6)

Excerpt B: “เรียนในห้องอย่างเดียว ต้องบอกตามตรงว่าบางทีมันก็มีออกแวกบ้าง บางทีก็ไม่เข้าใจ”

“Studying in class only..... Frankly speaking, I am sometimes distracted. Sometimes I do not understand.” (Student 7)

Excerpt C: “ถ้าเรียนในห้องอย่างเดียวก็น่าเบื่อ ธรรมดาไป”

“It is boring if we study in class only. Too normal.” (Student 8)

Some student reported an advantage of web-based lessons that was the convenience when doing exercises and submitting homework.

Excerpt A: “ไม่ชอบอ่านบทเรียนบนเว็บเท่าไรค่ะ แต่ถ้าเป็นแบบฝึกหัดจะชอบ มันทำสะดวก click ได้เลย ตรวจได้เลย”

“I don’t like to read the lessons on the website, but I like the exercises. It’s convenient. We can click and check the answers immediately.” (Student 10)

Excerpt B: “ช่วยให้สะดวก รวดเร็วในการส่งงาน ปกติเวลาส่งงานก็จะเขียนในสมุดส่ง ซึ่งถ้าส่ง e-mail ก็ จะรวดเร็วกว่า อยากส่งงานดี ๆ ก็ส่งได้ ส่งได้ตลอด”

“It’s convenient. It’s fast when submitting homework. Usually, we write in a notebook and submit it. It’s faster to submit it by e-mail. We can send it though it’s late at night. We can send it at anytime.” (Student 1)

Excerpt C: “ไม่ยุ่งยาก ส่งงานได้สะดวก คือมันส่งตอนไหนก็ได้ มันเร็ว ไม่ต้องมา print แล้วเอาไปส่ง”

“It’s not difficult. We can submit the homework conveniently. We can submit it at anytime. It’s fast. We don’t have to print and hand it in.” (Student 4)

Some students mentioned disadvantages of online instruction-only course which were lack of meeting between them and the teacher especially when they needed a clear explanations, and lack of self-discipline of learners.

Excerpt A: “เรียนบนเว็บอย่างเดียวไม่ชอบ บางครั้งหนูต้องการคำอธิบายแบบชัดๆ เจออาจารย์ดีกว่า”

“I don’t like it if there’s only web-based instruction. Sometimes I need a clear explanation. It’s better to meet the teacher in person.” (Student 5)

Excerpt B: “ถ้าเปลี่ยนเป็นเรียนในเว็บอย่างเดียว แล้วถ้าแปลไม่ออก ก็จะไม่รู้เรื่องเลย”

“If it was changed to web-based course, and I didn’t understand the lessons, I wouldn’t get anything.” (Student 8)

Excerpt C: “เรียนบนเว็บมันบอกไม่ได้ว่าหนูจะเรียนจริงๆ ”

“With web-based instruction, you cannot make sure that I really study.”
(Student 5)

Excerpt D: “ถ้าเรียนบนเว็บอย่างเดียวมันไม่มีคนมาคอยกระตุ้นหนู หนูคงไม่เข้าไปเรียน”

“If there’s only web-based instruction, there’s no one to urge me to study. I might not study the lessons.” (Student 7)

Excerpt E: “ถ้าเรียนบนเว็บอย่างเดียว ไม่เจออาจารย์ไม่ดี เพราะบางทีอยากถามอาจารย์ ให้อาจารย์อธิบายให้ฟัง แล้วหนูบังคับตัวเองให้เรียนไม่ได้ค่ะ หนูก็จะแค่ส่งงาน หนูว่าหนูชอบแบบผสม”

“It’s not good if there’s only web-based instruction, no meeting with the teacher, because sometimes I had questions. I want the teacher to explain. Moreover, I can’t force myself to study the lessons. I will just finish the homework and submit it. I think I like the blended one.” (Student 9)

Only one student said that if possible, she preferred to change the course to face-to-face instruction-only course. She explained that she found it difficult to understand the web-based lessons. She preferred studying in traditional face-to-face classroom. She thought the online instruction-only was not effective.

Interview question 3: Do you think the use of Ayutthaya local culture content help you improve your English writing skill? If yes, how? If not, what difficulties did you experience in the course?

The purpose of asking this question was mainly to seek the students’ attitude toward the use of local culture content. From the interview, it was revealed that all of

the students thought that use of Ayutthaya local culture content helped them improve their English writing skill. The students reflected that this was because they had background knowledge about the topic they were going to write about which made it easier to plan for the writing. They also reflected that they had a wider vocabulary. Details are elaborated as follows.

3.1 All students reported that their English writing skill improved since the use of local culture content made it easier for them to plan for the writing. They had some information about the topic of writing since they had lived in Ayutthaya for a long time. Some excerpts from the interviews are provided below.

Excerpt A: “ทำให้วางแผนการเขียนได้ง่ายกว่า เพราะไม่ต้องหาข้อมูลมาก เป็นสิ่งที่เรารู้อยู่แล้ว เพราะเราอยู่ที่นี่มาตั้งแต่เด็ก”

“It’s easier to plan for the writing, because we don’t have to find the information much. It’s the thing we already know, because we have lived here since we were kids.” (Student 1)

Excerpt B: “ช่วยค่ะ คือ เรามีข้อมูลอยู่แล้ว แต่เราไม่เคยลองเขียนออกมา พอเขียนเราก็แค่คิดว่าจะเรียบเรียงยังไง”

Yes, it helped. We had the information already. We just never wrote it. When we wrote, we just thought about how to arrange the ideas.” (Student 2)

Excerpt C: “เขียนเรื่องใกล้ตัวจะง่ายกว่า เราไม่ต้องเสียเวลาหาข้อมูล เรื่องที่ใกล้ตัวเราก็พอจะรู้อยู่แล้ว หาข้อมูลจากคนรอบข้างก็ได้”

“It’s easier to write about things that are close to ourselves. We don’t have to spend time searching for information. We have some information already. We can find the information from people around us too.” (Student 4)

Excerpt D: “มันเป็นจังหวัดของเรา เรามีความรู้เรื่องนี้อยู่แล้ว ก็เขียนง่ายกว่าหัวข้ออื่นคะ”

“It’s our province. We have background knowledge about it, so it’s easier than writing about other topics.” (Student 6)

Excerpt E: “มันใกล้ตัว เขียนเกี่ยวกับอยุธยา มันนึกออกว่าจะเขียนอะไร ใช้เวลาน้อยกว่าเขียนเรื่องอื่น”

“It’s close to me. I can figure out what to write about when I write about Ayutthaya. It takes less time than writing about other topics.” (Student 7)

Excerpt F: “ชอบเขียนเกี่ยวกับอยุธยามากกว่า เพราะว่ามันจะเขียนได้ เราต้องรู้เนื้อหาก่อน ถ้าเราไม่รู้เรื่องที่จะเขียนจริง มันก็เขียนยาก มันต้องไปหาข้อมูลก่อน”

“I prefer writing about Ayutthaya. Before we write, we need to know about the topic. If we don’t know about the topic well, it will be difficult. We have to begin with searching for information.” (Student 9)

3.2 Some students mentioned that they had improved their vocabulary. See examples of the excerpts below.

Excerpt A: “ช่วยนะคะ เพราะจังหวัดเราจะมีคำศัพท์เฉพาะเยอะ เราจะได้ความรู้ตรงนี้มาก”

“It helped, because for our province, there are a lot of technical terms. We got a lot of knowledge about this.” (Student 3)

sExcerpt B: “ช่วยในเรื่องของคำศัพท์ค่ะ ได้รู้ศัพท์ยากๆ มากขึ้น”

“It helped with vocabulary. I’ve learnt a lot more vocabulary than before.”

(Student 6)

Excerpt C: “รู้ศัพท์มากขึ้น บางทีเราหาข้อมูล มันมีแต่เป็นภาษาไทย เช่นบทที่ 4 ที่เขียนเกี่ยวกับผลิตภัณฑ์ พอจะเอามาเขียนหนูไม่รู้จะใช้ภาษาอังกฤษว่าอย่างไร ก็ต้องเปิด dictionary ตามเพื่อน ตามอาจารย์”

“I’ve learnt more vocabulary than before. Sometimes when I searched for information, there was only information in Thai, such as lesson 4 which was about local products. When I wrote [the paragraph], I didn’t know how to say it in English. I needed to use a dictionary, ask my friends, or ask you.” (Student 8)

Although the students said that the use of Ayutthaya local culture content helped them improve their English writing skill, three of them commented that they preferred writing about other topics which they considered more interesting than topic about local culture content. Examples of the excerpts are provided below.

Excerpt A: “หนูว่าหนูชอบเขียนเรื่องไกลตัวมากกว่าค่ะ เรื่องใกล้ตัวมันไม่ค่อยน่าสนใจ มันรู้อยู่แล้ว”

“I think I prefer writing about something not close to me. Things that are close are not interesting. We’ve already known about them.” (Student 1)

Excerpt B: “ถ้าเราเขียนเกี่ยวกับท้องถิ่น เราก็จะมีความรู้แค่ตรงนี้นะคะ เอาไปใช้ได้ระดับหนึ่งแต่ไม่กว้าง”

“If we write about local community, we will know only about our community.

We can utilize it to some degree, but not much.” (Student 7)

Excerpt C: “หนูอยากเขียนเรื่องอื่นๆบ้าง อยุธยามันเป็นเรื่องที่รู้อยู่แล้ว ก็เลยไม่น่าสนใจ”

“I would like to write about other topics. I already know about Ayutthaya, so it’s not interesting.” (Student 10)

Additionally, some students mentioned a benefit of using local culture content in the course that was they knew their province better than before. Some excerpts regarding this are shown below.

Excerpt A: “เอาเรื่องเกี่ยวกับชุมชนมาเขียนมันเป็นเรื่องใกล้ตัว บางเรื่องหนูเป็นคนอยุธยาหนูยังไม่รู้เลย พอเรียนของอาจารย์แล้วก็รู้จักอยุธยามากขึ้น แต่ละเรื่องที่อาจารย์ให้เขียนมันก็หลากหลาย หนูต้องไป search หาข้อมูลใน internet มันทำให้รู้มากขึ้น เวลาที่มีชาวต่างชาติมาถามก็จะกล้าพูด กล้าบอกเขามากขึ้น เพราะเรามีข้อมูลแล้ว”

“Writing about local community is something close to us. Though I live in Ayutthaya, there is something I never know before. After I took this course, I know Ayutthaya better. Each topic you assigned us to write was different. I had to search for information from the Internet. I know more. When a foreigner asks me, I am more confident to talk with them, because now I have the information.” (Student 5)

Excerpt B: “ตอนที่ยังไม่ได้เรียน สมมติมีใครมาถามเกี่ยวกับจังหวัดด้วยภาษาอังกฤษ บางทีเรานึก คำศัพท์ไม่ออกจริงๆ พอเรียนแล้ว เหมือนเราผ่านมาเยอะ เราจะนึกคำศัพท์ออก นึกถึงสถานที่ต่างๆออก เพราะว่าเราได้หาข้อมูลมาเยอะ”

“Before this course, when someone asked us about Ayutthaya in English, sometimes we didn’t know what words to use. When we took the course, we studied a lot. We know the words; we know the places. This is because we searched for information a lot.” (Student 7)

Excerpt C: “บางสถานที่ที่เราไม่รู้จัก ผลิตภัณฑ์บางอย่างที่หนูไม่เคยรู้ว่ามีในอยุธยา ก็ได้รู้มากขึ้น”

“There are some places we don’t know; some products that I never know they’re produced in Ayutthaya. I know more about them.” (Student 10)

In short, it was found that the students had positive attitudes toward the BLULCC. The students reflected their positive attitudes both through the questionnaire and the interview. Thus, the hypothesis stating that the students have positive attitudes toward the BLULCC was accepted.

CHAPTER V

DISCUSSIONS AND RECOMMENDATIONS

This chapter mainly deals with the discussions of the findings from the study of effects of blended learning using local culture content (BLULCC) on English writing ability of tenth grade students in Ayutthaya province. Firstly, a summary of the study is provided. Then, a summary of the findings is presented. The third part is the discussions of the findings, and finally, the researcher provides teaching implications and recommendations for further research.

Summary of the Study

This study is an experimental research study using one-group pretest-posttest design. It aims to investigate effects of blended learning using local culture content (BLULCC) on English writing ability of tenth grade students in Ayutthaya province and attitudes of the students toward the instruction.

The population in this study was the 421 tenth grade students who were studying at Chomsurang Upatham School in Ayutthaya province in the second semester of the academic year 2011. The sample group was a class of 31 tenth grade students.

The researcher developed the BLULCC model based on EFL writing teaching framework of Gabrielatos (2002) and identified the objectives of the lessons to be covered in the BLULCC course. It was decided that the course would cover five lessons with the first lesson about an introduction to paragraph writing and others about four different types of paragraphs namely narrative paragraph, descriptive

paragraph, process analysis paragraph, and opinion paragraph. The content of the first lesson would be about general information of Ayutthaya province, while other lessons would deal with different categories of local culture which were festivals and events, tourist attractions, local artifacts, and problems or issues respectively.

After the BLULCC model and the course objectives were developed a needs analysis was conducted to gain information regarding students' preferred topics about Ayutthaya local culture to be covered during the instruction. There are two instruments used to collect data in this step namely needs analysis interview questions and a needs analysis questionnaire. The researcher interviewed three English teachers and three local scholars in order to primarily identify suitable topics about Ayutthaya local culture to be covered during the instruction. Then, she developed an attitude questionnaire to collect data from the students about their preferred topics of local culture. Topics that were rated the highest based on the questionnaire were used to develop the lessons.

The researcher then constructed and validated all the instruments for the implementation of BLULCC. The treatment instruments used were five lesson plans and five web-based lessons. The instruments used for collecting data were a pretest and posttest of English writing ability which was the same form, an attitude questionnaire, and interview questions. All the instruments were validated by three experts. The instruments (except the interview questions) were also piloted with tenth grade students in Chomsurang Upatham School who were not in the sample group.

Later, the main study was conducted. The students took the pretest developed by the researcher in order to assess their English writing ability. Then, an orientation to the BLULCC course was arranged for them. The course was carried out in the

following ten weeks. The students took it as an extra course. The researcher herself was the teacher. They attended class in face-to-face session once a week. Each class meeting lasted for 50 minutes. In each lesson, they were also assigned to study with a web-based lesson at their convenient time and write a paragraph. During the ten weeks, the students covered five lessons the content of which were all about Ayutthaya local culture. At the end of the course, the posttest was administered to the students in order to measure the effects of BLULCC on English writing ability. After that, the attitude questionnaire was administered to the students in order to investigate their attitudes toward the BLULCC. The researcher also the researcher interviewed ten students to seek qualitative data about their attitudes toward the BLULCC. Then, the data received from the main study were analyzed.

Summary of the Findings

Regarding effects of BLULCC on English writing ability, results revealed that that there was a significant difference between the pretest and posttest mean scores of the students at the significant level of .05. The students' posttest mean score was higher than their pretest mean score by 70.36%. It was found that the treatment had a large effect in improving the students' English writing ability. In brief, the students' English writing ability improved significantly after taking the BLULCC.

With regards to students' attitudes toward the BLULCC, results of the attitude questionnaire and the interview indicated that majority of the students had positive attitudes toward the blended learning and the use of local culture content. It was found that most of them liked the course and believed that it helped improve their English writing ability. Some difficulties students experienced were also reported, such as the

fact that they could not understand the lessons on the website due to poor English competency and some computer technical problems.

Discussions

The purposes of this study were to investigate effects of BLULCC on English writing ability of tenth grade students in Ayutthaya province and attitudes of the students toward the course. Accordingly, the findings are going to be discussed on two aspects which are 1) students' English writing ability and 2) students' attitudes toward the BLULCC.

1. Students' English writing ability

According to the students' scores on the pretest and the posttest, their English writing ability improved significantly after taking the BLULCC, and it was noted that the treatment had a large effect on students' English writing ability. According to the literature review, the researcher identifies two main factors that affected the students' improvement: 1) blended learning and 2) the use of local culture content.

1.1 Effects of blended learning

The findings of this study support other research in the past which indicated favorable results of using blended learning to enhance students' learning achievement (Miyazoe and Anderson, 2010; Korkmaz and Karakus, 2009; Wannapiroon, 2008; Promta, 2008; Palacheewa, 2007). Based on such research, it is believed that blended learning brings benefits of both face-to-face component and online learning component. The face-to-face learning can make sure that students have social interaction with the teacher and their friends. When they have questions or comments about the lessons, they can get immediate responses from the teacher. Moreover, live

interaction yields high quality of communication. This helps when the students need clear explanations in some topics, which might be difficult to study by themselves. As for the online learning, it makes the learning more flexible. It helps reduce the time teacher and students have to attend class physically. The students can study at their convenient time. It also allows students to learn at their own pace, solving the problem that each student needs different amount of time to learn the same lesson. Furthermore, the online lessons encourage students to construct knowledge rather than passively receive a content from the teacher. Students are encouraged to learn eagerly and collaboratively with others through the tools available on the Internet such as search engine which they can use to search for further information needed, and weblog which they can use to share their homework with their friends.

To illustrate, in BLULCC course, the students started with a face-to-face session. They read and analyzed a paragraph to learn good elements of a type of paragraph first. Then they were guided to identify the intended readers of the paragraph and plan for the writing assignment of the lesson. This session allowed them to interact with the teacher in person. They could ask questions and receive answers or explanations immediately. They learnt the feature of a type of paragraph and they had a plan of what and how to write their paragraph.

After the face-to-face session ended, the students were assigned to study with a web-based lesson at their convenient time. The web-based lesson provided them with more examples of paragraphs and some explanation of relevant grammar. They could do exercises and reviewed the lessons learnt in class. This helped them to learn more flexibly. They could learn at their own pace. They could take as much time as they wanted to finish the lesson, which was different from face-to-face session where

time to start and finish a class was fixed. This is in line with what Akbalut (2007) and Tseng and Liou (2006) discussed in their research that in online environment, learners can have control over their learning process and learn at their own pace. Students could also find more information in order to compose their paragraph on the Internet using a search engine such as Google, which was easy and fast. After that, they had to finish the first draft of their paragraph and submit it to the teacher via an e-mail. They also had to post their first draft on their weblog so that their friends could read it and give some comments on the paragraph. After that, the teacher provides feedback to the students by giving comments on the first draft submitted and return it to them via e-mail. It is possible that the online session utilizes tools available on the Internet to make it more convenient for the students to finish and hand in their homework. Posting their homework on the weblog also promotes knowledge sharing among students. The finding supports Matsumura and Hann's (2004) finding, which revealed the effectiveness of having students look at other classmates' drafts. So the students did not only learn from the web-based lessons, but also from their friends and other online sources, which brought positive effects on their writing ability.

In the following week, the students tried to edit their first draft. The teacher and students meet in a face-to-face session for a second time. The teacher showed the class some examples of students' paragraph submitted. The teacher also identified major errors found in students' paragraphs and explains how to correct it. After that, the students got into a small group and brainstorm how to edit their first draft. The students could ask for suggestions from both their friends and the teacher in person during this class meeting. As mentioned earlier, live interaction provides high quality of communication. Students could discuss how to edit their paragraph with the teacher

and their friends more effectively. Like Matsumura and Hann's (2004) finding, this research echoes that receiving feedback both in the form of online and face-to-face provided a great benefit to the students' improvement.

After the second face-to-face session, the students had to edit their first draft using the comments and suggestions from the teacher and their friends. They could go back and study the web-based lessons again if they did not understand the lesson well or search for more information from the Internet if they wanted. Then they submit the final draft to the teacher via e-mail. The teacher checked the final draft, corrected the errors, gave score and returned it to the students. The students learnt from comments from the teacher and friends, and also from other sources of information they reached. This is how the online session encouraged students to construct knowledge rather than passively received a body of knowledge from the teacher. This finding confirmed what Wannapiroon (2008) discussed in her research that blended learning provides opportunities for interactions between learner and instructor, between learner and learner, and between learner and the content, which bring high quality of learning.

It might be concluded that students in the study improved their English writing ability significantly because the blended learning provided them with many benefits as elaborated above. They engaged in learning more actively with the two sessions of instruction.

1.2 Effects of the use of local culture content

The second factor that helps improve students' writing ability is the use of local culture content. The finding is consistent with some other research done previously which indicated that using local culture content in English instruction can enhance learners' English proficiency (Lornklang, 2007; Rattanaphumma, 2006;

Zaewpanich, 2004; Kamwiset, 2003; Eamon, 2002; Thanhakulthorn, 2001). This might be explained that using a content that is related to the learners like content about their local community made the students see importance and benefits of learning. Thus, the lessons were interesting and meaningful for them. It made them pay attention to the lessons and put their effort to the study. Apart from this, the use of local culture content also helped them understand what they learn better. They could understand the lessons more quickly than learning the topics that they were not familiar with.

All the content in the BLULCC course is about Ayutthaya local culture, which is closely relevant to the students. In each lesson, they learnt how to write a type of paragraph through different content about local culture namely general information (Lesson 1), festivals and events (Lesson 2), tourist attractions (Lesson 3), local artifacts (Lesson 4), and problems and issues (Lesson 5). As Ayutthaya people, the students found that such content was important to learn and was useful for them. They might be able to utilize it in their daily life. This encouraged them to learn actively and thus, helped improved their writing ability. This is consistent with Lornklang (2007) and Gajaseni (2005) who commented that the use of local culture content can make the instruction interesting and meaningful since it connects the lesson with their real life.

In addition, using local culture content also helps provide background knowledge about the lessons to learners. In BLULCC course, the students already had background knowledge about what they learnt in all five lessons. This might help them comprehend the lessons better and more quickly. Since all the example paragraphs, exercises and assignments talks about Ayutthaya, the students did not

have to spend much time trying to understand unfamiliar concepts. They could use their background knowledge to study the content in the lessons. When they needed to find more information from other sources for their paragraph, they can also understand the information using their background knowledge. Moreover, for writing especially, use of local culture content made it easier for the students to plan what to write. For instance, in the first writing assignment, the students wrote about festival or event in Ayutthaya that they attended last year. The students did not have to spend time finding any other information for their paragraph. They could write it from their experience. This should help students who had just started writing paragraph like the sample group to write successfully. As suggested by Post and Rathet (1996), by using familiar cultural content while teaching English, we can reduce difficulties that students experience. Accordingly, using local culture content enables them to learn the lessons effectively.

Based on the scores of the assignment in the course, the type of paragraph that the students could do best was process analysis paragraph (Lesson 4). The average score of this assignment was 22.7 out of 30. The average scores of the narrative paragraph (Lesson 2) and the descriptive paragraph (Lesson 3) were lower with the scores of 18.3 and 17.5 respectively. The opinion paragraph seemed to be the most difficult assignment since the students' average score is only 14.3. This might be explained that the organization of the process analysis paragraph is quite simple and not varied. In this lesson, the students wrote about how to produce a kind of Ayutthaya's local product. They could follow the organization of the examples of paragraph given. They were also familiar with the transitional words used in the process analysis paragraph e.g. first, second, finally, etc. since they had studied them

from the previous lessons. The only challenge of this lesson was vocabulary, as they had to deal with many words they never used before. They only needed to study and find suitable words to explain the process of making a local product. For the opinion paragraph which the average score was the lowest, some students reflected that the topic of writing was difficult for them. In this lesson, they had to write about a change they would like to see in Ayutthaya. They needed to identify a public problem, propose a solution, and also find some facts to support their proposal. It was found that many students failed to support their opinion with enough and/or suitable evidence, so the scores they received were quite low in this assignment.

According to the average gain score of the students, it was found that the BLULCC affected students' English writing ability greatly. The students' posttest mean score was 70.36% higher than their pretest mean score. This might be explained as elaborated above. It is important to note that the students who were the sample group in this study never took any English writing course in particular before. They never learnt how to write a good paragraph, which might affect their pretest score. However, most of them were in the high English proficiency level, based on their grade from the English course they took in the previous semester. This might affect the great improvement in the posttest as well.

2. Students' attitudes toward the BLULCC

The results from the attitude questionnaire and the interviews with some students in the sample group indicated that students had positive attitudes toward the BLULCC. When collecting data, the researcher investigated the participants' attitudes toward two main elements of the BLULCC which were 1) attitudes toward the

blended learning, and 2) attitudes toward the use of local culture content. In addition, the researcher also sought information about overall satisfaction with the course. The discussion in this part will be presented in three topics as mentioned.

2.1 Attitudes toward the blended learning

The sample group tended to have positive attitudes toward blended learning. According to the results of the attitude questionnaire, the grand mean score of this part was 4.29 which indicated positive attitude (See Chapter IV). This was confirmed by the results of the interviews with ten students randomly selected from the sample group. All of them believed that blended learning helped them improved their English writing skill. Nine of ten stated that the course should be delivered as a blended learning course. Only one student said they preferred to change it to face-to-face course.

The finding echoed the positive results of the previous studies regarding students' attitudes and perceptions toward blended learning (Miyazoe and Anderson, 2010; Chandra and Fisher, 2009; Korkmaz and Karakus, 2009). The reasons why the students developed positive attitudes toward the blended learning were reflected through the interviews. Firstly, the students thought that blended learning was an effective way to learn English writing. They learnt both from class and from the web-based lessons. They also reported that they had learnt through the exploration of other online sources in order to find information for their homework. Some of them reported that face-to-face instruction sometimes made them feel bored. The integration of online lesson in the course made it more interesting for them to study. Such finding confirms what Doungwilai (2008) discussed in her research that the use of web-based lessons can bring enjoyment and interest the students. It creates a new

atmosphere for the students who feel bored with the traditional face-to-face instruction.

Not only did the students learnt from the lessons in the face-to-face class meeting and on the website, they also perceived that they learn how to write a good paragraph from their classmates. In this course, the students were asked to post their paragraph on a weblog for their friends to read and give comments. It was clearly reflected through the interviews that the online sharing helped them develop and edit their paragraph significantly. One thing to note is that the researcher observed that most students did not give comments to their friends' writing. Most of the comments given were what writer could not use for editing their paragraph such as "I like it." or "Good!" Despite these facts, the students still found that looking at their friends' writing was useful and helped them develop a better paragraph. This confirms the effectiveness of what Matsumura and Hann (2004) called 'online indirect feedback' such as the students' looking at other classmates' draft in improvement of writing ability.

Another reason which might explain the positive attitudes of the students toward blended learning is that the students realized the benefits and drawbacks of face-to-face- only instruction and web-based-only instruction. Some students commented that the web-based instruction made the lesson more interesting and bring convenience when doing exercises and submitting homework. However, they did not think that the web-based-only instruction was an effective way to learn. They expressed that they still needed to meet with the teacher especially when they needed a clear explanation about a topic which they did not understand or when some questions arose. For some students, they even found it difficult to study the web-based

lessons. They could not understand them possibly because of their poor English proficiency. For this group of students, it is very important that blended learning, not web-based-only instruction, is used. Otherwise, the student might not understand the lessons and, as a result, could not achieve the goal of the course at all. Accordingly, these findings supports Simsek (2008) who stated that the students often felt the need for face-to-face communication in the ICTs integrated course.

Moreover, issues regarding self-discipline seemed to refrain the students from web-based-only course. They expressed that it was difficult for them to learn successfully with a web-based-only instruction, since their self-discipline was low. They preferred to meet in class with the teacher to make sure that they study. They reported that they needed the teacher to urge them to study. This issue coincides with what Graham (2006) stated. He said that there is a problem that online learning component often requires a large amount of self-discipline on the part of learners. It also supported Rovai and Jordan (2004, cited in Simsek, 2008) who also reported that some students, particularly dependent learners frequently need direction and reinforcement from a visible teacher; otherwise they are easily lost during the course.

In addition, this study argued that though some students experienced computer technical problems such as bad Internet connection, and a time-consuming typing when submitting homework, they still developed positive attitudes toward blended learning. This might be explained that the students regarded such problems as normal things they usually experienced when using the Internet service. Most of them were familiar with using computer and surfing the Internet. They knew what to do when a basic technical problem arose. So such problems did not really frustrate them and keep them away from the web-based lessons.

To sum up, the students viewed blended learning as an effective way to learn English writing: making the course more interesting and allowing them to learn from various sources. They also realized that using two delivery modes yielded more benefits. So blended learning received positive responses from the students in this study.

2.2 Attitudes toward the use of local culture content

The sample group tended to have positive attitudes toward the use of local culture content. According to the results of the attitude questionnaire, the grand mean score of this part was 4.22 which indicated positive attitude (See Chapter IV). From the interviews, all of the students believed that the use of Ayutthaya local culture content helped them improve English writing skill. However, some students reflected that they preferred writing about other topics which they considered more interesting. The students also reflected that they knew their province better after taking this course.

The finding supports many research done previously which indicated that using content about local culture in English teaching can create positive attitudes among learners (Gajaseni, 2009; Lornklang, 2007; Kamwiset, 2003; Thanhakulthorn, 2001). This might be explained that the students felt more comfortable to learn English through the content which they were familiar with. Using local culture content helps reduce the burden of trying to understand both the language features and the concepts which they do not have background knowledge. As Lornklang (2007) discussed, using local culture content reduces the stress in learners. They will feel confident that they can comprehend the lessons. This study provides an evidence to such discussion. For example, in the third lesson where students read example

paragraph which describes Wat Pananchoeng (Pananchoeng Temple), all students knew immediately what the topic of the paragraph refers to. As Ayutthaya people, they knew where the temple is located and what they can see there. When giving this paragraph to students in other parts of the country or the world, the result would be very much different. When the sample group read the paragraph, they could understand what is said in the paragraph easily because they can guess the meaning using their background knowledge. For writing in specific, the students expressed clearly that writing about Ayutthaya was easier than writing about other topics, since they spent less time preparing information for their paragraph. They could use their background knowledge when planning for the writing. These made them felt more comfortable when writing English paragraphs. Accordingly, it led to positive attitudes reflected.

Besides, students' positive attitudes toward the use of local culture content might be explained that such content made them know more about their local community. This information might be useful for them in the future. One thing many students reflected was that they had widened their vocabulary especially vocabulary about Ayutthaya local culture. As mentioned earlier, the content in this course is about different topics of Ayutthaya such as festivals and events, tourist attractions, and local artifacts. The students had chances to explore vocabulary in each topics when they study the lessons and prepare information for their paragraph. This made them learn many new vocabulary about their community. Some students also stated that they had learn many things about Ayutthaya which they never known before although they had lived there since they were kids. As this course required them to explored through lessons about Ayutthaya and also searched for more information for

their paragraph, the students came across a lot of information they found new for them. Some students said that after taking this course, they felt more confident to give information about Ayutthaya to a foreigner, because they had a lot of vocabulary to use, and they had the information to give. This showed that the student perceived the content about local culture as a meaningful content.

However, the findings revealed that there were also some students who expressed that they preferred writing about other topics, because they thought such topics were more interesting than topics about local culture. This finding revealed that, though all the students accepted that using content about local culture helped them improve writing ability, some students found writing about it uninteresting and would like to try more challenging topics which were not related to their background knowledge. So, this finding suggests that balance of the content about target language culture and about the local culture is important in English teaching. This is consistent with Post and Rathet's (1996) suggestion that the inclusion of student native culture as content in the English language classroom should be an integral part of an overall balanced curriculum. However, the BLULCC course was offered as an extra course for the students in the sample group. They had chances to learn other culture in the core English subject they took as well.

To sum up, the students felt more comfortable to learn English through the content which they were familiar with like content about local culture, and using such content brought them a lot of knowledge about their local community which they considered useful. Thus, they developed positive attitude toward the use of local culture content.

2.3 Overall satisfaction with the course

The results on the overall satisfaction with the BLULCC course indicated that majority of the students were satisfied with it, with the grand mean score of 4.55. According to the interviews, the reasons given were that 1) the course was useful for them since they had never taken a course that focused on English writing before; 2) the course was good due to the new way of learning; 3) the course let them use computer technology in a useful way, and 4) the content about Ayutthaya local content was close to their real life. Only two students, though accepting that the course was useful, revealed that they disliked the course due to the difficulty of writing skill.

The results confirmed the findings that the students had positive attitudes toward blended learning and the use of local culture content as discussed earlier. Most students reported that they found the course useful for them because they never took any English course which focused on writing skill in particular before. This course provided them opportunity to learn how to write English paragraph properly, so they considered it very useful and felt satisfied with it. An interesting point to discuss is that the students mentioned that this course encouraged them to use computer technology in a useful way. Students reflected that they usually use computer and surf the Internet, but most of time, they do it for entertaining purposes. They rarely or never use it for studying. This reflected that blended learning might be a good start to encourage students to use the computer technology for academic purpose. This finding supports Srirakul (2009) who said integrating technology into an English course might be the first step of introducing learner to independent leaning. Learners will feel exciting and see importance of English language as a tool for acquiring

information. They will also learn to select and synthesize the information they are interested in.

Lastly, the results on the overall satisfaction with the BLULCC course revealed that some students found this course very difficult for them, thus they disliked it. As the students reported, subject preference and level of English proficiency affected their satisfaction with the course. As this course is an English writing course, which seems to be the most complex skill (Sai-udom, 1998), the students with low English proficiency will surely find it difficult. Therefore, it is suggested that the students who take this course should possess basic English writing ability. At least they should be able to write in sentence level.

To sum up, overall, majority of the students were satisfied with this course. They viewed the course as a useful course. The delivery mode and the content of the course also made them satisfied. However, low-proficiency students might find this writing course difficult making the course unsatisfactory for them.

Pedagogical Implications

The findings of this study bring some suggestions for English teachers as follows.

First, based on the research results, the blended learning is an effective way of learning. The students reflected that the combination of the two modes of delivery bring a better result than face-to-face-only or web-based-only course. The integration of the computer technology into the course can also encourage learners to use the technology in a useful way. Therefore, it is suggested that teachers use blended learning as a delivery mode in English subject and other subjects if possible.

Secondly, this research confirms the positive effects of having students look at other students' writings. Though the students do not leave or get any comments from their friends, having seen others' writings make them compare their own writing with their friends' writing and think about how to improve their paragraph. Doing this, the students have a chance to share their ideas with others and can edit their writing more effectively. Teacher should add this activity to writing class. One way to do this is to use a weblog. It is very convenient because the students can see their friends' writing using only an Internet service. The weblog service is also available free of charge.

Thirdly, it is revealed in this study that some students experienced difficulties when studying with the web-based lessons: they could not understand the lessons. This problem is likely to be found especially in low-proficiency students. Thus, it is suggested that the teacher give face-to-face instruction first, and follow by web-based instruction. The web-based lessons should serve as a supplementary to the face-to-face lessons. The students will not feel that the web-based lessons are too difficult to understand, since they have already learnt them once from the class meeting.

Finally, the use of local culture content in English course is very useful for students. It makes the lesson less difficult, as they do not have to try to understand concepts they are not familiar with. They can focused on the language feature taught in the lesson. Therefore, they can learn the lesson more quickly and effectively. So, teacher should develop English lessons using local culture content for students in different communities. However, the inclusion of local culture content in the curriculum should be in an appropriate proportion to make sure that the students learn target language culture sufficiently.

Recommendations for Further Research

Based on the findings of this study, the following are some areas that could be investigated in further studies:

1. This study investigated effects of blended learning using local culture content on English writing ability and attitudes of tenth-grade students in Ayutthaya province. Similar study could be conducted to investigate effects of the treatment on writing ability and attitudes of students in other level of education and/or students in other province to confirm the effectiveness of the treatment.

2. This study employed one-group, pretest-posttest design. Further study could add more groups for the comparison of the results; for example, they could have one group that receives face-to-face delivery mode, one group that receives web-based delivery mode, and one group that receives blended delivery mode. The findings will bring better understanding about how delivery mode of instruction affects students' writing ability and attitudes toward the delivery mode.

3. All the participants in this study are female, as the research was conducted in a girl school. Similar study might be conducted with male students to see whether difference in gender brings different results.

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APPENDICES

Appendix A

Needs analysis interview questions (English version)

Part I: Information about the interviewee

Name of interviewee: _____

Profession (for local scholars): _____

Number of years you have taught English (for teachers): _____

Your hometown (Province): _____

Your current address (Amphur and Province): _____

Part II: Preferred topics of local culture

1. Do you think content about Ayutthaya's local culture should be mentioned in English language instruction? Why or why not?
2. If you have to choose five local culture themes of Ayutthaya as content of an English course, what will they be?
3. If you have to choose five **events or festivals** in Ayutthaya as content of an English course, what will they be?
4. If you have to choose five **tourist attractions** in Ayutthaya as content of an English course, what will they be?
5. If you have to choose five **local artifacts** of Ayutthaya as content of an English course, what will they be?
6. If you have to choose five **problems or issues** in Ayutthaya as content of an English course, what will they be?

Appendix B

Evaluation form for needs analysis interview questions

The interview questions are developed by Miss Monticha Pongto for research on “Effects of Blended Learning Using Local Culture Content on English Writing Ability of Tenth Grade Students in Ayutthaya Province”

Please give your comments regarding each part of the interview form in the space provided.

1. Part I: Information about the interviewee

- Appropriate
- Should be revised by

Part II: Preferred topics of local culture

1.1 Interview question no. 1

- Appropriate
- Should be revised by

2.2 Interview question no. 2

- Appropriate
- Should be revised by

2.3. Interview questions no. 3

- Appropriate
 - Should be revised by
-
-

2.4 Interview question no. 4

- Appropriate
 - Should be revised by
-
-

2.5 Interview question no. 5

- Appropriate
 - Should be revised by
-
-

2.6 Interview question no. 6

- Appropriate
 - Should be revised by
-
-

Thank you very much for your comments

Appendix C

Needs analysis questionnaire (English version)

Directions: The respondents of this questionnaire are Matthayomsuksa 4 students at Chomsurang Upatham School. Your answers will be used for academic purpose only and will not affect your grade in any way.

Please read the following statements and put ✓ in the box that best describes your opinion about each of it.

1 = Strongly Disagree

2 = Disagree

3 = Not sure

4 = Agree

5 = Strongly Agree

Statements	1	2	3	4	5
1. The following events of Ayutthaya should be mentioned in English lessons.					
The cooking of holy rice					
Ayutthaya World Heritage Fair					
Long-boat racing					
Loy Krathong festival at Bang Sai Royal Folk Arts and Craft Centre					
The worship ceremony of the rice in the field					
The ceremony at the Elephant Kraal Pavilion					
The sacred ceremony for the master of knife making					

Statements	1	2	3	4	5
2. The following tourist attractions in Ayutthaya should be mentioned in English lessons.					
Viharn Phra Mongkol Bopitah					
Bang Pa-in Palace					
Wat Phananchong					
Wat Yai Chaimongkol					
Wat Chaiwattanaram					
Chao Sam Phraya National Museum					
Chantharakasem Palace					
3. The following local artifacts of Ayutthaya should be mentioned in English lessons.					
Palm leaf fish mobile					
Palm leaf hat					
Bamboo-woven fan					
Aranyik knife					
Roti Sai Mai					
Artificial Flowers from Sesbania					
Clay pot					
4. The following issues in Ayutthaya should be mentioned in English lessons.					
The unawareness of local people about the province as a World Heritage					
The lack of proper management to the area as a World Heritage					

Statements	1	2	3	4	5
The fading of local wisdom					
The improper behaviors of people visiting historical sites					
The lack of morality and Thai-ness					

Appendix D

Evaluation form for needs analysis questionnaire

The questionnaire is developed by Miss Monticha Pongto for research on “Effects of Blended Learning Using Local Culture Content on English Writing Ability of Tenth Grade Students in Ayutthaya Province”

Please give your comments regarding each part of the needs analysis questionnaire in the space provided.

1. The directions of the questionnaire

- Appropriate
- Should be revised by

Preferred topics of local culture

Please put ✓ in the box that best describes your opinion about each of the statement.

-1 = The statement is NOT valid for eliciting information about preferred topics of local culture.

0 = Not sure

1 = The statement is valid for eliciting information about preferred topics of local culture.

Statement no.	-1	0	1	Comments
1				
2				
3				
4				

Other comments:

Appendix E

Sample Lesson Plan

Title: Lesson 3, Let's get around the town.

Class: Matthayomsuksa 4

Time: 100 minutes (for face-to-face sessions)

Terminal Objective:

Students will successfully write a paragraph of 100-150 words to describe a tourist attraction in Ayutthaya.

Enabling objectives:

1. Students will be able to name some tourist attractions in Ayutthaya.
2. Students will be able to give sense details about places or things they are going to describe.
3. Students will be able to do descriptive word or phrase exercise 80% correctly.
4. Students will be able to do preposition of location exercise 80% correctly.
5. Students will be able to use descriptive words or phrases and prepositions of location to describe a tourist attraction in Ayutthaya appropriately.

Background knowledge:

The students had already learnt elements of a good paragraph and how to use present simple tense.

Materials:

1. Copies of supplementary sheets and exercises

Procedure:**I. Face-to-face session (50 minutes)**

Teaching stage	Activities		Time (min)
	Teacher	Students	
Warm-up activity	<ul style="list-style-type: none"> - Greet Ss. - Ask the Ss to think about tourist attractions in the Amphur of Ayutthaya that they live in and share with class. - Inform Ss the objectives of the lesson. 	<ul style="list-style-type: none"> - Greet T. - Share their ideas with class. - Listen to T. 	3
Awareness-raising stage	<ul style="list-style-type: none"> - Talk about the five senses which can help to generate ideas when we describe something. <i>“Do you know what the five senses or physical abilities to recognize something are? They are sight, hearing, smell, taste, and touch. The senses will help us when we would like to describe something.”</i> - Show several pictures of Wat Phananchong and ask whether they know the name of the temple. - Let the Ss pair up and imagine they were at the temple. Distribute a supplementary sheet for all pairs. Let them make a list of sense details. <i>“Now, close your eyes and imagine you were at Wat Phananchong. Think about things you can see, hear, smell, taste or touch. Most of the time, we describe something in term of how we see it, because sight is the strongest sense. However, try to think about the other senses as well. Then, list them down in the second column in the sheet provided.”</i> 	<ul style="list-style-type: none"> - Share their idea with class. - Share their idea with class. - Pair up and make a list of the sense details that they may recognize at Wat Phananchong in the sheet provided. 	15

Teaching stage	Activities		Time (min)
	Teacher	Students	
	<ul style="list-style-type: none"> - Select one pair of Ss to present their list to the class. - Distribute a supplementary sheet which has a paragraph about Wat Phananchoenng to all Ss. Let them read. - Ask the Ss to list the sense details found in the paragraph in the sheet provided. <i>“Now, list the words or phrases which show sense details in the paragraph you have read in the sheet provided. Compare this list with your own list. Does the writer include all five sense details in this paragraph about Wat Phananchoenng?”</i> <i>“You do not need to include all five sense details in your paragraph. You can choose ones which are outstanding. In many paragraph, the writer only describes what he/she sees.”</i> [Feedback] Summarize the senses details that the writer included in the paragraph. 	<ul style="list-style-type: none"> -The selected pair presents their list to the class. - Read the paragraph. - In pair, make a list of the sense details found in the paragraph and compare the list to their own list which was done previously. - Listen and ask questions if they wish. 	
Support stage	<ul style="list-style-type: none"> - Introduce the writing task to Ss by explaining that they are going to write a paragraph to describe a tourist attraction in Ayutthaya to their friend who has never been there before. - Distribute a supplementary sheet which is a form that will help the Ss to organize their ideas for their paragraph. - Ask the Ss to write down the name of the tourist attraction they would like to describe in the space provided. - Ask them to make a list of sense 	<ul style="list-style-type: none"> - Listen and ask questions if they wish. - Get the supplementary sheet. - Make a decision about the tourist attraction they are going to describe and write the name of the place down. - Make a list of sense details of 	25

Teaching stage	Activities		Time (min)
	Teacher	Students	
	<p>details of the place as many details as they can think of in the space provided.</p> <p>[Feedback] Give comments on the Ss' list. Provide help if they need.</p> <p>- Ask the Ss to think about the topic sentence of their paragraph. Remind them that a good topic sentence should have a clear focus and present a particular idea, feeling or opinion of the writer about the topic. Let them write the topic sentence of their paragraph in the space provided and ask for comments from a friend.</p> <p>[Feedback] Give comments on the Ss' topic sentence. Provide help if they need.</p>	<p>the place they are going to describe.</p> <p>- Ask for help if they need.</p> <p>- Think about the topic sentence and write it down. Ask for comments from a friend.</p> <p>[Feedback] Give comments to their friends' topic sentence</p> <p>- Ask questions if they wish.</p>	
Guiding to online session	<p>- Assign the Ss to study "Lesson 3" on the website to see more examples of paragraphs and practice with exercises on descriptive words and phrases. They will also learn how to use prepositions of location to describe a place. Then they have to write their first draft of the writing assignment and submit it to the T by e-mail within a deadline. Finally, they have to post their first draft on their weblog, so that their friends can also give comments.</p> <p>- Inform Ss that the first draft will be checked and returned to them before next class. They can check their e-mail to see the feedback from the T.</p>	<p>- Listen and ask questions if they wish.</p>	5
Closing	<p>→ "I hope you enjoy the class today Don't forget to study the lesson on the web. Is there any</p>	<p>- Ask questions and/or give comments if they wish</p>	2

Teaching stage	Activities		Time (min)
	Teacher	Students	
	question or comment?" "See you next time"		
	END OF CLASS		

II. Online session (self-paced learning)

Teaching stage	Activities		Time
	Teacher	Students	
Warm-up activity		<ul style="list-style-type: none"> - Go to the website - Read the objectives of the lessons. 	self-paced learning
Practice stage (focused practice)	<p>[Feedback] The web-based lesson provides immediate feedback to Ss' answers.</p> <p>[Feedback] Answer questions from Ss via e-mail and weblog.</p>	<ul style="list-style-type: none"> - Study the online lesson and do exercises on descriptive words and phrases and prepositions of location. - Check their answers. - Send an e-mail to T or post their questions on weblog if they have questions about the lessons or assignment. 	
Practice stage (global practice)	<p>[Feedback] Check the first draft. Mark the errors found using correction code. Give comments on the Ss' paragraphs. Then, return the first draft to the Ss via e-mail</p>	<ul style="list-style-type: none"> - Read the directions of the writing assignment and use ideas they developed in class to write the first draft. The topic is "<i>Ayutthaya's tourist attraction that you recommend it to your friend</i>" - Submit the first draft to T via e-mail and post it on own weblog for peer assessment. <p>[Feedback] Give comments on their friends' paragraphs. They must give comments to a friend at least.</p>	

Teaching stage	Activities		Time
	Teacher	Students	
		- Read comments from the T and friends and think of how to improve their paragraph.	

III. Face-to-face session (50 minutes)

Teaching stage	Activities		Time
	Teacher	Students	
Warm-up activity	<ul style="list-style-type: none"> - Greet Ss. - Ask them whether they enjoy learning online and whether they experience any difficulty. 	<ul style="list-style-type: none"> - Greet T. - Share their opinions with class. 	3
Awareness-raising stage	<ul style="list-style-type: none"> - Show some examples of good paragraphs from the Ss on the topic "<i>Ayutthaya's tourist attraction that you recommend it to your friend</i>" and identify/discuss major errors found in students' paragraphs submitted. [Feedback] Explain how to correct such errors [Feedback] Ask Ss if they have any question about the feedback given by the T. Explain and clarify points in feedback given to students' paragraphs if students need. 	<ul style="list-style-type: none"> - Listen and ask questions if they need. - Ask for help if they wish. 	20
Support stage	<ul style="list-style-type: none"> - Divide the Ss into groups of three. Let them brainstorm how to edit the first draft of each member in the group. [Feedback] Observe the Ss working in group for editing their first drafts. Give suggestions and explanations if Ss need. 	<ul style="list-style-type: none"> - Help one another to edit the first draft. [Feedback] Give suggestions for their friends to edit the first draft. 	20

Teaching stage	Activities		Time
	Teacher	Students	
Guiding to online session	<ul style="list-style-type: none"> - Ask the Ss to finish editing the first draft of “<i>Ayutthaya’s tourist attraction that you recommend it to your friend</i>” and submit the final draft to the T within a deadline. - Inform the Ss about the date they will have their final drafts with score back. - Inform the Ss that once they have finished the final draft, they finish Lesson 3 completely. If there are any points they do not understand, they should study the web-based lesson again or ask the T. The next week will be about Lesson 4. 	<ul style="list-style-type: none"> - Listen to T. - Listen and ask questions if they wish. 	5
Closing	<p>→ “I hope you enjoy the class today. Is there any other question or comment?” “See you next time”</p> <p>END OF CLASS</p>	<ul style="list-style-type: none"> - Ask questions and/or give comments if they wish. 	2

IV. Online session (self-paced learning)

Teaching stage	Activities		Time
	Teacher	Students	
Practice stage (global practice)	<p>[Feedback] Check and score the final draft then return it to Ss.</p> <p>[Feedback] Answer Ss’ questions via e-mail and weblog.</p> <p>END OF LESSON 3</p>	<ul style="list-style-type: none"> - Go to the website. - Edit the first draft of “<i>Ayutthaya’s tourist attraction that you recommend it to your friend</i>” and submit the final draft to T via e-mail. - Read the final draft returned with score and comments from the T. - Ask questions via e-mail and weblog if they wish. 	self-paced learning

Appendix F

Evaluation form for lesson plan

Lesson 3: Let's get around the town

Please put a tick (✓) in the box that best describes your opinion about each of the item.

-1 = Disagree *or* the item is NOT appropriate.

0 = Not sure

1 = Agree *or* the item is appropriate.

Statement	-1	0	1	Comment
1. Terminal Objective				
1.1 Students will successfully write a paragraph of 100-150 words to describe a tourist attraction in Ayutthaya.				
2. Enabling objectives				
2.1 Students will be able to name some tourist attractions in Ayutthaya.				
2.2 Students will be able to give sense details about places or things they are going to describe.				
2.3 Students will be able to do descriptive word or phrase exercise 80% correctly.				
2.4 Students will be able to do preposition of location exercise 80% correctly.				
2.5 Students will be able to use descriptive words or phrases and prepositions of location to describe a tourist attraction in Ayutthaya appropriately.				

Statement	-1	0	1	Comment
3. Teaching procedure				
<i>I. Face-to-face session</i>				
3.1 Awareness-raising stage				
3.2 Feedback in awareness-raising stage				
3.3 Support stage				
3.4 Feedback in support stage				
<i>II. Online session</i>				
3.5 Focused practice stage				
3.6 Feedback in focused practice stage				
3.7 Global practice stage				
3.8 Feedback in global practice stage				
<i>III. Face-to-face session</i>				
3.9 Awareness-raising stage				
3.10 Feedback in awareness-raising stage				
3.11 Support stage				
3.12 Feedback in support stage				
<i>IV. Online session</i>				
3.13 Global practice stage				
3.14 Feedback in global practice stage				
4. Teaching and learning activities				
4.1 The activities are well-matched with the objectives.				
4.2 The activities can promote learners' writing skill.				
4.3 The activities can motivate and challenge learners to participate in.				
4.4 The activities represent a progression from simple to more complex.				
5. Materials				
5.1 Materials are well-matched with the activities and the objectives.				

Statement	-1	0	1	Comment
5.2 The content difficulty and language level are appropriate for the target group of learners.				
5.3 Materials accurately describe what they are and how they are used.				
6. Time allocation				
6.1 Time allocation is appropriate				
7. Assessment				
7.1 The assessment reflects a variety of assessment strategies in diverse formats.				

Other comments

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Thank you very much for your comments

Appendix G

Sample Web Pages

Paragraph Writing - Blended Learning Using Local Culture Content

www.blulcc.com/system/index.php?pgid=5

Save your session Welcome 26005 Last login time: 2012-04-23 21:17:31

Menu

- » Home
- » Lessons
- » Student's blog
- » Send e-mails
- » Online Dictionary
- » Change password
- » Logout

« BACK

Lesson 3: Let's get around the town

Objectives of the Lesson

Terminal Objective:

Students will successfully write a paragraph of 100 -150 words to describe a tourist attraction in Ayutthaya.

Enabling Objectives:

1. Students will be able to name some tourist attractions in Ayutthaya.
2. Students will be able to give sense details about places or things they are going to describe.
3. Students will be able to use descriptive words and phrases to describe a tourist attraction in Ayutthaya appropriately.
4. Students will be able to use prepositions of place to describe a tourist attraction in Ayutthaya appropriately.

« BACK START

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Menu

- » Home
- » Lessons
- » Student's blog
- » Send e-mails
- » Online Dictionary
- » Change password
- » Logout


« BACK

Lesson 3: Let's get around the town

Ayutthaya is a popular place for both Thai and foreign tourists due to its historical importance. There are many tourist attractions people can enjoy visiting especially historical sites. How many tourist sites in Ayutthaya have you been to? Do you know the name of the tourist attractions in the pictures below?

Click to choose the answer.

a. Wat Phanchoeng
 b. Wat Ratchaburana
 c. Wat Yai Chamongkon



Picture taken from:
<http://www.bloggang.com/data/a/amdepp/picture/1252290269.jpg>

The page at www.blulcc.com says:
 Your answer is not correct. The correct answer is "Wat Yai Chamongkon".

« BACK Click to check your answer

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Menu

- » Home
- » Lessons
- » Student's blog
- » Send e-mails
- » Online Dictionary
- » Change password
- » Logout

Save your session Welcome 26005 Last login time: 2012-04-23 21:17:31

« BACK

Lesson 3: Let's get around the town



Picture taken from:
<http://www.coj.go.th/museum/malao/images/piman.jpg>

- a. Chantharakasem Palace
- b. Bang Pa-in Palace
- c. Wham Phra Mongkon Bophit

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The page at www.blulcc.com says:
Your answer is correct !

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Menu

- » Home
- » Lessons
- » Student's blog
- » Send e-mails
- » Online Dictionary
- » Change password
- » Logout

Save your session Welcome 26005 Last login time: 2012-04-23 21:17:31

« BACK

Lesson 3: Let's get around the town

Picture taken from: <http://www.pakpon.com/Ayutthaya/sampaya/sampaya.gif> (left) and <http://www.northtravelthai.com/travel/image/2008117129161.jpg> (right)

- a. Chantharakasem National Museum
- b. Chao Sam Phraya National Museum
- c. Ayutthaya Historical Study Center

« BACK Click to check your answer

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Your answer is correct !

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« BACK


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a. Wat Na Phra Main
 b. Wat Phnanchoeng
 c. Wat Maha That

The page at www.blulcc.com says:

Your answer is correct !

OK



Picture taken from:
http://www.fotovibe.com/forum/album_showpage.php?pic_id=119

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« BACK NEXT »

Lesson 3: Let's get around the town

In this unit, you will learn how to write a descriptive paragraph. In fact, you use description frequently in daily life. You might describe to your friends how someone looks like. You might tell your parents how you feel in a situation. You might describe a special dish that you had for dinner to your friends. At the end of this lesson, you are going to describe a tourist attraction in Ayutthaya to your friend.

What is a descriptive paragraph?

A descriptive paragraph talks about how something or someone looks or feels. It gives an impression of something. It always includes the writer's feelings toward the thing or the person he/she describes. To summarize, a descriptive paragraph...

- ⇒ something or someone
- ⇒ gives impressions
- ⇒ creates an image in the reader's mind

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« BACK NEXT »

Lesson 3: Let's get around the town

Giving sense details

A descriptive paragraph includes details about some or all of the five senses: **sight, sound, smell, taste and touch**. Here are some examples of what the senses offer.

Sense	Examples
Sight	an <u>old</u> piece of painting in a <u>brown round wooden</u> frame
Sound	a <u>loud</u> noise of a tour group / a <u>beautiful</u> voice
Smell	a <u>strong</u> smell of joss stick/ a <u>sweet</u> smell of flowers
Taste	the coffee's <u>bitter</u> taste/ the <u>delicious</u> local dish
Touch	the <u>cold</u> holy water/ a <u>smooth</u> surface of marble floor



Picture taken from: http://farm2.static.flickr.com/1124/1259288710_cbd1e5b1e5_o.jpg

The five senses help you to generate ideas when you would like to describe something. Supposing you are going to describe Chao Phrom Market, what sense details will you include in your paragraph?

« BACK NEXT »

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« BACK NEXT »

Lesson 3: Let's get around the town

Exercise 1:

Think about Chao Phrom Market. Which of the five senses will you use to describe the place? Click in the box and type some examples of what the senses might offer if you were in Chao Phrom Market.



Picture taken from: <http://www.bloggang.com/data/b/bookee-book/picture/126283370.jpg>

Chao Phrom Market

What I can see: _____

What I can hear: _____

What I can smell: _____

What I can taste: _____

What I can touch: _____

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1

Sense details you may include if you describe 'Chao Phrom Market'

Senses	Your ideas	Some more examples
Sight (What I can see)	1	a lot of people, stalls, shops/ various kinds of goods/ bus terminal/Tuk Tuk/ range of buildings/ vendor trying to sell things
Sound (What I can hear)	1	a loud noise of people talking and shouting/ noises of vehicles' engine/ a sound from the public broadcasting/ a sound from a radio
Smell (What I can smell)	1	The smell of fresh food, cooked food, flowers, smoke from vehicles, joss sticks. Bad smell from the garbage.
Taste (What I can taste)	1	good/bad tastes of various kinds of food and drinks sold at the market
Touch (What I can touch)	1	hot smoke from food stalls/ the crowd passing by



Pictures taken from: (left to right)
http://www.blulcc.com/Uploads/20100210200_02.jpg

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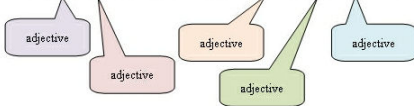
« BACK Save your session Welcome 26005 Last login time: 2012-04-23 21:17:31 NEXT »

Lesson 3: Let's get around the town

Using adjectives to describe

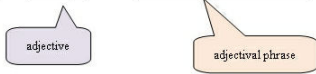
Adjectives are important in a descriptive paragraph. They can make the scene come alive in the reader's mind. Compare these two sentences. The underlined words in the second sentence are adjectives.

a) Art and crafts as well as appliances are shown in this area.
 b) Local Thai art and crafts as well as ancient Thai daily-life appliances are shown in this area.



You often use adjectival phrases in description. Study the following example.

c) The third building is a group of houses.
 d) The third building is a group of Thai-style houses in the central part of Thailand.



You will see that the first sentence of both sets does not give a vivid picture to the reader.

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- » Student's blog
- » Send e-mails
- » Online Dictionary
- » Change password
- » Logout

An adjective generally comes before the noun it modifies or follows verb to be (is/am/are); while an adjectival phrase is generally placed after the noun it modifies. Here are some more examples. The circled words are the nouns which are modified.

adjective adjectival phrase adjective adjectival phrase

'Highlight (antiques) displayed at Chao Sam Phraya Museum are royal sword with gold scabbard and crystal handle and the caparisoned crouching (elephant) encrusted with precious stones.'

adjective adjective adjectival phrase

Pictures taken from: http://www.thailandmuseum.com/thaimuseum_eng/chaosamphraya/highlight.html

< BACK NEXT >

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- » HOME
- » Lessons
- » Student's blog
- » Send e-mails
- » Online Dictionary
- » Change password
- » Logout

Lesson 3: Let's get around the town

Exercise 2:

Read the following paragraph about 'Aisawan Thiphya-Art Pavilion' and list the adjectives and adjectival phrases that give descriptive details. (Type them in the box provided below.)

Aisawan Thiphya-Art Pavilion



Picture taken from: <http://www.bangkokpost.com/media/content/20100225/117911.jpg>

Aisawan Thiphya-Art Pavilion is the unique Thai-style building in Bang Pa-In Palace. The original one was constructed by King Prasart Thong during the late Ayuthaya period. The pavilion is situated in the middle of a man-made pond. The spectacular charm of this pavilion has to do with its style, character, decoration, and most of all, its location. The pavilion presents a classic Thai wooden structure, with a four-faced pavilion. The roof is multi-colored tiled, and has five elevations of decoration, topped by five auspicious ornamental figures in the middle of the roof. In the middle of the pavilion stands a bronze statue of King Chulalongkorn in army officer dress which was placed by King Vajiravudh (Rama VI). Aisawan Thiphya-Art Pavilion is one of the finest pavilion in Thailand.

Adapted from: Palinya Sritanyaratth Ambuef. Ayuthaya: A World Heritage. Tourism Authority of Thailand, 2006.

Type your answer here.

< BACK Click to check your answer


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www.blulcc.com/system/index.php?pgid=501

The underlined words are adjectives and adjectival phrases that give descriptive details in the paragraph. It helps the reader create a vivid picture of the pavilion.

Aisawan Thiphya-Art Pavilion is the unique Thai-style building in Bang Pa-In Palace. The original one was constructed by King Prasart Thong during the late Ayutthaya period. The pavilion is situated in the middle of a man-made pond. The spectacular charm of this pavilion has to do with its style, character, decoration, and most of all, its location. The pavilion presents a classic Thai wooden structure, with a four-faced pavilion. The roof is multi-colored tiled, and has five elevations of decoration, topped by five auspicious ornamental figures in the middle of the roof. In the middle of the pavilion stands a bronze statue of King Chulalongkorn in army officer dress which was placed by King Vajravudh (Rama VI). Aisawan Thiphya-Art Pavilion is one of the finest pavilion in Thailand.



Picture taken from:
http://i15.ggihit.com/_yzIEOCpeMq0/S9ZvF3DLZUJ/AAAAAQAQSk/aw9DZrjx1Sc/bangpain04.jpg

« BACK NEXT »

start Paragraph Writing - B... Appendices.docx - M... 1:36 PM

Paragraph Writing - Blended L... มหามงคลวิทยาลัย
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Paragraph Writing
Blended Learning Using Local Culture Content

Menu

- » Home
- » Lessons
- » Student's blog
- » Send e-mails
- » Online Dictionary
- » Change password
- » Logout

Save your session Welcome 26005 Last login time: 2012-04-23 21:17:31

« BACK

Lesson 3: Let's get around the town

Exercise 3:

Choose the correct answer.

1. Which sentence has adjectives in the correct place?

- a. Wiham Phra Mongkon Bophit is an impressive building that houses a large bronze cast Buddha image.
- b. Wiham Phra Mongkon Bophit is a building impressive that houses a large bronze cast Buddha image.
- c. Wiham Phra Mongkon Bophit is an impressive that houses a large bronze cast Buddha image building.

« BACK Click to check your answer

The page at www.blulcc.com says:

Your answer is correct !
'building' is the noun that is modified.
'impressive' is an adjective.
'that houses a large bronze cast Buddha image' is an adjectival phrase.

OK

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Save your session Welcome 26005 Last login time: 2012-04-23 21:17:31

« BACK

Lesson 3: Let's get around the town



Picture taken from:
http://build.boi.go.th/build/temp_html_newsletter/2.jpg

« BACK

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2. Which sentence has adjectives in the correct place?

- a. Chedi Phra Si Suriyothai is a Chedi white and gold colored built as memorial to a previous queen.
- b. Chedi Phra Si Suriyothai is a white and gold colored Chedi built as memorial to a previous queen.
- c. Chedi Phra Si Suriyothai is a Chedi built as memorial to a previous queen white and gold colored.

The page at www.blulcc.com says:

Your answer is correct!
'Chedi' is the noun that is modified.
'white and gold colored' is an adjective.
'built as memorial to a previous queen' is an adjectival phrase.

OK

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« BACK

Lesson 3: Let's get around the town

3. Which sentence uses adjectives in the correct place?

- a. Wat Yai Chaimongkon features a reclining Buddha in saffron robes large.
- b. Wat Yai Chaimongkon features a large reclining Buddha in saffron robes.
- c. Wat Yai Chaimongkon features a large reclining in saffron robes Buddha.

The page at www.blulcc.com says:

Your answer is not correct. The correct answer is 'b'.
'Buddha' is the noun that is modified.
'large' and 'reclining' are adjectives.
'in saffron robes' is an adjectival phrase

OK

« BACK

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Menu

- » Home
- » Lessons
- » Student's blog
- » Send e-mails
- » Online Dictionary
- » Change password
- » Logout

Save your session Welcome 26005 Last login time: 2012-04-23 21:17:31

« BACK NEXT »

Lesson 3: Let's get around the town

Writing a topic sentence

Now that you have learnt how to generate ideas for your descriptive paragraph and how to give details using adjectives and adjectival phrases, you can do the next step that is writing a topic sentence.

You have learnt that the topic sentence expresses the main idea of the paragraph. It is often the first sentence and presents a particular idea, feeling or opinion about the topic. **The topic sentence of a descriptive paragraph is also the same. It should mention the writer's feeling or opinion which needs to be supported with clear details.**

From the paragraph about Aisawan Thiphya-Art Pavilion, the topic sentence is:

'Aisawan Thiphya-Art Pavilion is the unique Thai-style building in Bang Pa-In Palace.'

The writer gives his/her opinion about the place—it is a unique building. The other sentences in the paragraph thus tell how unique the building is.

« BACK NEXT »

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Paragraph Writing
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Menu

- » Home
- » Lessons
- » Student's blog
- » Send e-mails
- » Online Dictionary
- » Change password
- » Logout


Save your session Welcome 26005 Last login time: 2012-04-23 21:17:31

« BACK NEXT »

Lesson 3: Let's get around the town

Exercise 4:

Which sentence can be a good topic sentence of a descriptive paragraph about the following topics? Think about the reason why the others are not.



1. Topic: Wat Chai Watthanaram

- a. Wat Chai Watthanaram is located to the southwest of the island.
- b. Wat Chai Watthanaram has a central Chedi that tourists can climb from all sides.
- c. Wat Chai Watthanaram is a very photogenic place in Ayutthaya that you must see.

Picture taken from:
http://phasathai.212cafe.com/user_blog/phasathai/picture/1191767077.jpg

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« BACK

Lesson 3: Let's get around the town

2. Topic: Ayutthaya Historical Study Center

- a. Ayutthaya Historical Study Center is very interesting.
- b. Ayutthaya Historical Study Center is a major museum for studying the history of Ayutthaya.
- c. Ayutthaya Historical Study Center is both a research institute and a museum.

Picture taken from:
http://www.holidaythai.com/images/attraction/00417_ayutthaya-historical1.jpg

« BACK

Click to check your answer

The page at www.blulcc.com says:

Your answer is correct !
 'a' is too broad. You need to focus on some aspect of Ayutthaya Historical Study Center that you would like to describe.
 'c' is a fact. It should be a supporting detail, not the topic sentence.

OK

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« BACK

Lesson 3: Let's get around the town

3. Topic: Pom Phet (Phet Fortress)

- a. Pom Phet is a good place to visit because you can see the remaining Ayutthaya's most important fortress.
- b. Pom Phet was originally built of wood.
- c. Pom Phet was Ayutthaya's most important defensive structure in the 15th century.

Picture taken from:
http://www.holidaythai.com/images/attraction/00417_ayutthaya-historical1.jpg

« BACK

Click to check your answer

The page at www.blulcc.com says:

Your answer is not correct. The correct answer is 'a'.
 'b' and 'c' are facts and they are too specific. They should be supporting details, not the topic sentence.

OK

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« BACK

Lesson 3: Let's get around the town

Answer the following questions.

1. How many buildings does Chantharakasem National Museum have? [See the paragraph](#)

a. 3 buildings
 b. 5 buildings
 c. 6 buildings

The page at www.blulcc.com says:
 Your answer is correct !
 OK

« BACK [Click to check your answer](#)

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Save your session Welcome 26005 Last login time: 2012-04-23 21:17:31

« BACK

Lesson 3: Let's get around the town

2. Which building is the furthest one from the entrance? [See the paragraph](#)

a. Chaturamuk Pavilion
 b. Deputy Government building
 c. Pimranrathaya Pavilion

The page at www.blulcc.com says:
 Your answer is correct !
 OK

« BACK [Click to check your answer](#)

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Paragraph Writing - Blended Learning Using Local Culture Content

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Save your session Welcome 26005 Last login time: 2012-04-23 21:17:31

« BACK

Lesson 3: Let's get around the town

Exercise 6:
Look at the map of Wat Yai Chaimonkon below and choose an appropriate preposition of location to fill in the blank.

start Paragraph Writing - B... Appendices.docx - M... TH 1:45 PM

Paragraph Writing - Blended Learning Using Local Culture Content

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Wat Yai Chai Mongkon is an interesting place to visit with its relics from Ayutthaya period. Located to the Southeast of the island, this temple's lofty Chedi is visible from most of the town. The present name of the temple was given by King Naresuan to commemorate a battle fought against the Crown Prince of Burma in 1592. His momentous victory in the combat on the elephant back brought independence to Ayutthaya after 15 years as a Burmese dependent. ___1___ the temple is a huge image of a reclining Buddha in brick and stucco which is ___2___ when you enter the main gate. You can see the Ubosot or ordination hall straight ahead. It is windowless but ventilated by pierced holes stretching down the roof on both walls. ___3___ the Ubosot is the bell-shaped Chedi, about 60 meters high, constructed on a mound of raised ground with steps going up to the Buddha image placed midway to the top. The chedi itself now has a distinct tilt, but still can be entered via the stairs. ___4___ the Ubosot ___5___ a canal is King Naresuan's statue, which is highly revered by Thais. It is one of the temples that you cannot miss when you visit Ayutthaya.

1. a. Behind b. On c. Within
2. a. on the left b. on the right c. on the top
3. a. In b. Behind c. Around
4. a. Behind b. Next to c. Opposite
5. a. on b. across c. near

« BACK [Click to check your answer](#)

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Paragraph Writing - Blended Learning - ...

www.blulcc.com/system/index.php?pgid=516

4. a. Behind b. Next to c. Opposite
 5. a. on b. across c. near


YOUR SCORE IS 2 OUT OF 5!

Here is the answer key.

Wat Yai Chaimongkon

Wat Yai Chai Mongkon is an interesting place to visit with its relics from Ayutthaya period. Located to the Southeast of the island, this temple's lofty Chedi is visible from most of the town. The present name of the temple was given by King Naresuan to commemorate a battle fought against the Crown Prince of Burma in 1592. His momentous victory in the combat on the elephant back brought independence to Ayutthaya after 15 years as a Burmese dependent. **1) Within** the temple is a huge image of a reclining Buddha in brick and stucco which is **2) on the left** when you enter the main gate. You can see the Ubosot or ordination hall straight ahead. It is windowless but ventilated by pierced holes stretching down the roof on both walls. **3) Behind** the Ubosot is the bell-shaped Chedi, about 60 meters high, constructed on a mound of raised ground with steps going up to the Buddha image placed midway to the top. The chedi itself now has a distinct tilt, but still can be entered via the stairs. **4) Opposite** the Ubosot **5) across** a canal is King Naresuan's statue, which is highly revered by Thais. It is one of the temples that you cannot miss when you visit Ayutthaya.

Adapted from: Wat Yai Chai Mongkhon from <http://www.avisthailand.com/EN/city/phranakhonsiyutthaya.php>



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Paragraph Writing - Blended Learning - ...

www.blulcc.com/system/index.php?pgid=517

Paragraph Writing
 Blended Learning Using Local Culture Content

Menu

- » Home
- » Lessons
- » Student's blog
- » Send e-mails
- » Online Dictionary
- » Change password
- » Logout

Save your session Welcome 26005 Last login time: 2012-04-23 21:17:31

« BACK NEXT »

Lesson 3: Let's get around the town

Writing Assignment

Write a paragraph to describe a tourist attraction in Ayutthaya that you would recommend to your foreign friend. Your paragraph should be 100-150 words.

1. Type your first draft using MS Word program. Then attach the file to an e-mail and send it to p_monticha@hotmail.com within Wednesday.
2. Post your paragraph on your web log and invite comments from your friends.
3. Visit your friends' web logs and give comments on their works.
4. Your first draft with the teacher's comment will be returned before we meet in class in the following week.

« BACK NEXT »

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The screenshot shows a web browser window with the following elements:

- Browser Tab:** Paragraph Writing - Blended Learning Using Local Culture Content
- Address Bar:** www.blulcc.com/system/index.php?pgid=518
- Page Header:** Paragraph Writing
Blended Learning Using Local Culture Content
- Menu (Left Sidebar):**
 - » Home
 - » Lessons
 - » Student's blog
 - » Send e-mails
 - » Online Dictionary
 - » Change password
 - » Logout
- User Information (Top Right):** Save your session | Welcome 26005 | Last login time: 2012-04-23 21:17:31
- Navigation:** « BACK
- Section Header:** Lesson 3: Let's get around the town
- Section Header:** Summary of Lesson 3
- List-Group:**
 1. A descriptive paragraph describes how something or someone looks or feels. It creates a picture in the reader's mind.
 2. In descriptive paragraphs, writers use words that appeal to some or all of the five senses to describe a thing or a person.
 3. It is important to use adjectives in descriptive paragraphs because they give a clearer picture of the thing or the person you describe.
 4. When describing a place, you can use prepositions of location to help you organize your idea in logical order.
- Text:** Congratulations!
- Text:** You have finished lesson 3.
- Text:** Go to homepage
- Navigation:** « BACK
- Taskbar (Bottom):** start, Paragraph Writing - B..., Appendices.docx - M..., TH, 1:47 PM

Appendix H

Evaluation form for web-based lesson

Lesson 3: Let's get around the town

Guideline for evaluation

Please go to www.blulcc.com to see the web-based lesson.

Please use I.D. *admin* and password *12345* to login as a teacher.

Please use I.D. *123* and password *123* to login as a student.

Please put a tick (✓) in the box that best describes your opinion about each of the item.

-1 = Disagree

0 = Not sure

1 = Agree

Statement	-1	0	1	Comment
1. Teaching Procedure				
1.1 The sequence of the instruction in the web-based lesson is appropriate.				
1.2 The feedback given is accurate and sufficient.				
2. Learning activities				
2.1 The activities in the web-based lesson is well-matched with the objectives.				
2.2 The activities can promote learners' writing skill.				

Statement	-1	0	1	Comment
2.3 The activities can motivate and challenge learners to participate in.				
2.4 The activities represent a progression from simple to more complex.				
3. Design and Interface				
3.1 The screen design is appropriate.				
3.2 The quality of the text (font size and color) is appropriate.				
3.3 The navigation aids are appropriate.				
3.4 The design of the web pages in the lessons is consistent.				
3.5 The graphics used are well-matched with the content.				
3.6 The format of the feedback given is appropriate.				
3.7 Record of data in the web-based lesson is appropriate.				
3.8 The web-based lesson is user-friendly.				

Additional comments

.....

.....

.....

.....

.....

.....

.....

Thank you very much for your comments

Appendix I

Writing ability test

Directions: There are two parts in this test:

- 1) multiple-choice items (15 points)
- 2) paragraph writing (30 points)

You have 60 minutes to finish the test.

Part 1 : Choose the most appropriate answer for each item (a, b, c, or d) and mark ✕ in the answer sheet provided.

1. Which element of a paragraph summarizes the ideas presented in the paragraph or provide additional comments about the topic?

- a. supporting details
- b. topic sentence
- c. topic of the paragraph
- d. concluding sentence

2. Which of the following can be a good topic sentence of a paragraph?

- a. Ayothaya Floating Market opened in May 2010.
- b. Ayothaya Floating Market is situated to the east of the city.
- c. Ayothaya Floating Market provides various kinds of fun activities for visitors.
- d. There is no entrance fee to visit Ayothaya Floating Market.

3. Which of the following can be a good topic sentence of a paragraph?

- a. People used woven fans in kitchens to stoke a cooking fire or to cool off in the summer heat.
- b. Woven fans of Ban Prack District are well-known and unique.
- c. Most people produce fans during their free time.
- d. Woven fans have been produced for 40 years.

Item 4-5: Find the most suitable topic sentence of the paragraph.

4. _____ . Thai people in ancient times regarded Thai barb as an auspicious fish that would help to attract wealth, so a palm leaf fish mobile would be hung in front of the house. Some believed that by hanging the fish mobile would help to enhance the growth as well as number of their children. It was also believed that a fish mobile should be hung at the right position easily visible for the baby, neither toward the head nor the feet or else the baby would be disturbed by the guardian spirit. In fact, that would cause defective eyes.

- a. There is a historical reason why Thais think of Ayutthaya as a place of fish dishes.
- b. Making a fish mobile is not difficult.
- c. The fish mobile is usually made of palm leaves.
- d. There are some beliefs relating to the fish mobile.

5. _____ . This is reflected in the number of historical and cultural attractions seen in the area. Ayutthaya is a province of museums, temples, palaces and historical sites. Some of the highlights of the area include The Chao Sam Phraya National Museum, Wat Phra Si Sanphet and Ancient Palace, Bang Pa-In Palace and Ayutthaya Historical Study Centre. Ayutthaya is green and pleasant with excellent waterways that take you around the province and its sites. If you are going to spend any time in Thailand, a visit to Ayutthaya would be well worth the effort.

- a. During the period when Ayutthaya was a capital, 33 kings ruled the kingdom.
- b. Ayutthaya is a relatively small province.
- c. Ayutthaya is an extremely important province as far as the history and culture of Thailand is concerned.
- d. Tourists with a limited time frame can approach Ayutthaya as a day trip.

Item 6-7: Read the topic sentence provided and decide which sentence is irrelevant to the topic.

6. Topic sentence:

At Bang Sai Royal Folk Arts and Craft Centre, you will have a glimpse of how farmers in the four regions live and work and how their products of arts and crafts are produced.

- a. Products and activities which can be seen here are Weaving Basketry, Artificial Flowers, Hand-Woven Silk and Cotton, Silk Dyeing, Wood Carving, Miniature Hand-Modeled Thai Dolls, etc.
- b. Farmers from Ayutthaya as well as from other provinces undergo training in folk arts and crafts here.
- c. All the products are sold at the Centre and in every branch of Chitralada Store.
- d. This temple can be reached by boat from the pier at Chao Phrom market.

7. Topic sentence:

Weaving a palm leaf hat requires no less craftsmanship than any other kinds of basketwork.

- a. Palms are also widely used in landscaping for their beautiful appearance.
- b. The hat crown is made by weaving palm leaves in a triangular shape with a curved base.
- c. The hat will have to undergo a number of weaving steps.
- d. The weavers have to be skilled and patient.

8. Choose appropriate transitional words to complete the following paragraph.

Last weekend I went to Wat Yai Chaimongkhon with my friends. Firstly, we went to King Naresuan's statue at the back of the temple. There were a lot of people there because the king was one of the most famous kings of Ayutthaya. Next, we crossed the bridge to the ordination hall or Ubosot to pay homage to the main Buddha image of the temple. _____ we visited the Chedi which is very big and can be seen from many parts of the city. Finally, we took a lot of photo before we leave the temple.

- Before
- After that
- Second
- Lastly

9. Mary felt _____ when she saw a beautiful golden rice field in front of her.

- fascinating
- fascinate
- fascinated
- fascinates

10. Which sentence is correct?

- Aisawan Thiphya-Art is a teak Thai pavilion exquisite in the middle of the lake.
- Aisawan Thiphya-Art is in the middle of the lake an exquisite teak Thai pavilion.
- Aisawan Thiphya-Art is an exquisite Thai teak pavilion in the middle of the lake.
- Aisawan Thiphya-Art is an exquisite Thai teak in the middle of the lake pavilion.

11. Choose appropriate preposition of locations to complete the following paragraph.



- Chaturamuk Pavilion
- Phimanrathaya Pavilion
- A house of Royal horse stable
- Pisaisallak Bld.
- Scout assembly hall
- Deputy Government Bld.

Chantharakasem National Museum is situated _____ the area of Chantharakasem Palace. The museum is comprised of 3 buildings. Chaturamuk Pavilion is on your left when you enter the gate. In the past, it was a conference hall.

When you go further, you will see Phimanrathaya Pavillion which was a residence of the King in Ayutthaya period on your left. If you cut diagonally across the yard on the right, you will reach an L-shaped building which is called Deputy government building. This building was once used as a government office building.

- a. on
- b. in
- c. at
- d. by

12. Which of the following is correct?

- a. Woven fans are made in different shapes and patterns depending on the use *such as* Pad San Ha Liam is mostly used to stoke a cooking fire.
- b. When the water in rivers was muddy, many kinds of fish *such as* Pla Soy, Pla Khao, Pla Nuea Awn, and Pla Daeng left it for a rice fields.
- c. There are some palaces outside the city of Ayutthaya; *for example*, Bang Pa-In palace and Prasat Nakhon Luang.
- d. The Ayutthaya kings would be given a name after a Hindu god; *for example*, Rama, the god Vishnu's reincarnation.

13. Which of the following is correct?

- a. Candy rice is used as an offering in a ceremony carried out after the harvest season, *whose* usually falls in late September.
- b. Candy rice is used as an offering in a ceremony carried out after the harvest season, *where* usually falls in late September.
- c. Candy rice is used as an offering in a ceremony carried out after the harvest season, *when* usually falls in late September.
- d. Candy rice is used as an offering in a ceremony carried out after the harvest season, *which* usually falls in late September.

14. Everyone should _____ to preserve the ancient site for future generations.

- a. trying
- b. tries
- c. try
- d. to try

15. Which of the following is a statement of opinion?

- a. Ayutthaya is facing lots of environmental problems.
- b. Ayutthaya plans to use 1,440 rai of land in Bang Sai district to hold the World Expo if it is selected as the host.
- c. Ayutthaya should have not been listed as a potential host of World Expo 2020.
- d. Ayutthaya has to fight Chon Buri and Chiang Mai, the two other Thai candidates.

Appendix J

The Item-Objective Congruence Index of the multiple-choice test items written

Item no.	Evaluation			IOC	Meaning
	Expert A	Expert B	Expert C		
1	1	1	1	1	Valid
2	1	1	1	1	Valid
3	1	0	1	0.66	Valid
4	1	1	0	0.66	Valid
5	1	1	1	1	Valid
6	1	1	0	0.66	Valid
7	1	1	0	0.66	Valid
8	1	1	0	0.66	Valid
9	1	1	0	0.66	Valid
10	1	1	0	0.66	Valid
11	1	1	0	0.66	Valid
12	1	1	0	0.66	Valid
13	1	1	1	1	Valid
14	1	1	0	0.66	Valid
15	1	1	0	0.66	Valid
16	1	1	0	0.66	Valid
17	1	1	0	0.66	Valid
18	1	1	0	0.66	Valid
19	1	1	1	1	Valid

Item no.	Evaluation			IOC	Meaning
	Expert A	Expert B	Expert C		
20	1	1	1	1	Valid
21	0	1	1	0.66	Valid
22	0	1	1	0.66	Valid
23	0	1	1	0.66	Valid
24	1	1	0	0.66	Valid
25	1	1	0	0.66	Valid
26	-1	0	1	0	Should be improved
27	-1	1	1	0.33	Should be improved
28	0	1	1	0.66	Valid
29	0	1	1	0.66	Valid
30	1	1	1	1	Valid
31	1	1	1	1	Valid
32	1	1	1	1	Valid
33	0	-1	1	0	Should be improved
34	1	1	1	1	Valid
35	1	1	1	1	Valid

Appendix K

The difficulty index (p) and the discrimination power (r) of the multiple-choice test items written

Item no.	Difficulty Index		Discrimination Power		Action*
	p	Meaning	r	Meaning	
1	0.4	Acceptable	0.6	Acceptable	Reserved
2	0.4	Acceptable	0.2	Acceptable	Discarded
3	0.45	Acceptable	0.7	Acceptable	Reserved
4	0.15	Not acceptable	0.30	Acceptable	Discarded
5	0.5	Acceptable	0.2	Acceptable	Reserved
6	0.4	Acceptable	0.6	Acceptable	Reserved
7	0.6	Acceptable	0.0	Not acceptable	Discarded
8	0.4	Acceptable	0.0	Not acceptable	Discarded
9	0.4	Acceptable	0.8	Acceptable	Reserved
10	0.5	Acceptable	0.1	Not acceptable	Discarded
11	0.3	Acceptable	0.0	Not acceptable	Discarded
12	0.25	Acceptable	0.5	Acceptable	Reserved
13	0.25	Acceptable	0.1	Not acceptable	Discarded
14	0.2	Acceptable	0.0	Not acceptable	Discarded
15	0.35	Acceptable	0.5	Acceptable	Reserved
16	0.5	Acceptable	-0.2	Not acceptable	Discarded
17	0.6	Acceptable	0.8	Acceptable	Reserved
18	0.45	Acceptable	0.7	Acceptable	Discarded

Item no.	Difficulty Index		Discrimination Power		Action*
	p	Meaning	r	Meaning	
19	0.25	Acceptable	0.1	Not acceptable	Discarded
20	0.4	Acceptable	0.4	Acceptable	Reserved
21	0.4	Acceptable	0.6	Acceptable	Reserved
22	0.15	Not acceptable	0.1	Not acceptable	Discarded
23	0.35	Acceptable	0.3	Acceptable	Discarded
24	0.5	Acceptable	0.6	Acceptable	Reserved
25	0.3	Acceptable	0.2	Acceptable	Discarded
26	0.4	Acceptable	0.6	Acceptable	Reserved
28	0.1	Not acceptable	0.2	Acceptable	Discarded
29	0.4	Acceptable	0.6	Acceptable	Reserved
30	0.3	Acceptable	0.2	Acceptable	Discarded
31	0.4	Acceptable	0.6	Acceptable	Reserved
32	0.5	Acceptable	0.4	Acceptable	Discarded
33	0.45	Acceptable	0.5	Acceptable	Reserved
34	0.35	Acceptable	0.5	Acceptable	Discarded
35	0.75	Acceptable	0.3	Acceptable	Discarded
Average	0.37	Acceptable	0.38	Acceptable	

* The item(s) of each test objective that showed the best quality in terms of difficulty and discrimination power was selected to be used for the main study.

Appendix L

Details of the number of items picked for data collection

Content	Number of test items written	Number of test items to be picked for data collection	Item no. picked*
1. Explaining the features of elements of a good paragraph	5 (item no. 1-5)	3	1,3,5
2. Finding the most suitable topic sentence of a paragraph	5 (item no. 6-10)	2	6,9
3. Identifying irrelevant detail in a paragraph	5 (item no. 11-15)	2	12,15
4. Grammar in Lesson 2 (transitional words)	3 (item no. 16-18)	1	17
5. Grammar in Lesson 2 (verbal adjective)	2 (item no. 19-20)	1	20
6. Grammar in Lesson 3 (descriptive words)	3 (item no. 21-23)	1	21
7. Grammar in Lesson 3 (prepositions of location)	2 (item no. 24-25)	1	24
8. Grammar in Lesson 4 (giving examples)	2 (item no. 26-27)	1	26
9. Grammar in Lesson 4 (adjective clauses)	3 (item no. 28-30)	1	29

Content	Number of test items written	Number of test items to be picked for data collection	Item no. picked*
10. Grammar in Lesson 5 (stating opinions)	2 (item no. 31-32)	1	31
11. Grammar in Lesson 5 (differentiating facts and opinions)	3 (item no. 33-35)	1	33
Total	35	15	

* The items were selected based on the result of the item analysis. The item(s) of each test objective that showed the best quality in terms of difficulty and discrimination power was selected to be used for the main study.

Appendix M

Scoring Rubric

(Adapted from Oregon Department of Education's Official Scoring Guide, Writing
2010-2011)

Ideas and Content	
<p>6</p> <p>The writing is exceptionally clear, focused, and interesting. It holds the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ clarity, focus, and control. ✓ main idea(s) that stand out. ✓ supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. ✓ a thorough, balanced, in-depth explanation / exploration of the topic; the writing make connections and shares insights. ✓ content and selected details that are well-suited to audience and purpose. 	<p>5</p> <p>The writing is clear, focused and interesting. It holds thereader's attention. Main ideas stand out and are developed by supporting details suitable to audience andpurpose. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ clarity, focus, and control. ✓ main idea(s) that stand out. ✓ supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. ✓ a thorough, balanced explanation / exploration of the topic; the writing makes connections and shares insights. ✓ content and selected details that are well-suited to audience and purpose.
<p>4</p> <p>The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ an easily identifiable purpose. ✓ clear main idea(s). ✓ supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support. ✓ a topic that is explored / explained, although developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present. ✓ content and selected details that are relevant, but perhaps not consistently well-chosen for audience and purpose. 	<p>3</p> <p>The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly general, or occasionally slightly offtopic. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ an easily identifiable purpose and main idea(s). ✓ predictable or overly-obvious main ideas; or points that echo observations heard elsewhere; or a close retelling of another work. ✓ support that is attempted, but developmental details are often limited, uneven, somewhat off-topic, predictable, or too general (e.g., a list of underdeveloped points). ✓ details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information. ✓ difficulties when moving from general observations to specifics

<p>2</p> <p>Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ a purpose and main idea(s) that may require extensive inferences by the reader. ✓ minimal development; insufficient details. ✓ irrelevant details that clutter the text. ✓ extensive repetition of detail. 	<p>1</p> <p>The writing lacks a central idea or purpose. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ ideas that are extremely limited or simply unclear. ✓ attempts at development that are minimal or nonexistent; the paper is too short to demonstrate the development of an idea.
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Organization	
<p>6</p> <p>The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is easy to follow. ✓ a strong, inviting beginning that draws the reader in and a strong, satisfying sense of resolution or closure. ✓ smooth, effective transitions among all elements (sentences and ideas). ✓ details that fit where placed. 	<p>5</p> <p>The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ effective sequencing; the organizational structure fits the topic, and the writing is easy to follow. ✓ an inviting beginning that draws the reader in and a satisfying sense of resolution or closure. ✓ smooth, effective transitions among all elements (sentences and ideas). ✓ details that fit where placed.
<p>4</p> <p>Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ clear sequencing. ✓ an organization that may be predictable. ✓ a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety. ✓ a body that is easy to follow with details that fit where placed. ✓ transitions that may be stilted or formulaic. ✓ organization which helps the reader, despite some weaknesses. 	<p>3</p> <p>An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ attempts at sequencing, but the order or the relationship among ideas may occasionally be unclear. ✓ a beginning and an ending which, although present, are either undeveloped or too obvious (e.g., “My topic is...”; “These are all the reasons that...”). ✓ transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused. ✓ placement of details that may not always be effective. ✓ organization which lapses in some places, but helps the reader in others.

<p>2</p> <p>The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ some attempts at sequencing, but the order or the relationship among ideas is frequently unclear. ✓ a missing or extremely undeveloped beginning, body, and/or ending. ✓ a lack of transitions, or when present, ineffective or overused. ✓ a lack of an effective organizational structure. ✓ details that seem to be randomly placed, leaving the reader frequently confused. 	<p>1</p> <p>The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ a lack of effective sequencing. ✓ a failure to provide an identifiable beginning, body and/or ending. ✓ a lack of transitions. ✓ pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly. ✓ a lack of organization which ultimately obscures or distorts the main point.
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Word Choice	
<p>6</p> <p>Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ accurate, strong, specific words; powerful words energize the writing. ✓ fresh, original expression; slang, if used, seems purposeful and is effective. ✓ vocabulary that is striking and varied, but that is natural and not overdone. ✓ ordinary words used in an unusual way. ✓ words that evoke strong images; figurative language may be used. 	<p>5</p> <p>Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ accurate, specific words; word choices energize the writing. ✓ fresh, vivid expression; slang, if used, seems purposeful and is effective. ✓ vocabulary that may be striking and varied, but that is natural and not overdone. ✓ ordinary words used in an unusual way.

<p>4</p> <p>Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ words that work but do not particularly energize the writing. ✓ expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective. ✓ attempts at colorful language that may occasionally seem overdone. ✓ occasional overuse of technical language or jargon. ✓ rare experiments with language; however, the writing may have some fine moments and generally avoids clichés. 	<p>3</p> <p>Language lacks precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of “generic” paper filled with familiar words and phrases. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ words that work, but that rarely capture the reader’s interest. ✓ expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective. ✓ attempts at colorful language that seem overdone or forced. ✓ words that are accurate for the most part, although misused words may occasionally appear; technical language or jargon may be overused or inappropriately used. ✓ text that is too short to demonstrate variety.
<p>2</p> <p>Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ words that are colorless, flat or imprecise. ✓ monotonous repetition or overwhelming reliance on worn expressions that repeatedly detract from the message. ✓ images that are fuzzy or absent altogether. 	<p>1</p> <p>The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ general, vague words that fail to communicate. ✓ an extremely limited range of words. ✓ words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong.

Sentence Fluency	
<p>6</p> <p>The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next. ✓ extensive variation in sentence structure, length, and beginnings that add interest to the text. ✓ sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas. ✓ varied sentence patterns that create an effective combination of power and grace. ✓ strong control over sentence structure; fragments, if used at all, work well. ✓ stylistic control; dialogue, if used, sounds natural. 	<p>5</p> <p>The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ a natural, fluent sound; it glides along with one sentence flowing into the next. ✓ variation in sentence structure, length, and beginnings that add interest to the text. ✓ sentence structure that enhances meaning. ✓ control over sentence structure; fragments, if used at all, work well. ✓ stylistic control; dialogue, if used, sounds natural.
<p>4</p> <p>The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace. ✓ some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact. ✓ strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective. ✓ occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural. 	<p>3</p> <p>The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ some passages that invite fluid oral reading; however, others do not. ✓ some variety in sentence structure, length, and beginnings, although the writer falls into repetitive sentence patterns. ✓ good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective. ✓ sentences which, although functional, lack energy. ✓ lapses in stylistic control; dialogue, if used, may sound stilted or unnatural. ✓ text that is too short to demonstrate variety and control.
<p>2</p> <p>The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ significant portions of the text that are difficult to follow or read aloud. ✓ sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object). ✓ a significant number of awkward, choppy, or rambling constructions. 	<p>1</p> <p>The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ text that does not invite—and may not even permit—smooth oral reading. ✓ confusing word order that is often jarring and irregular. ✓ sentence structure that frequently obscures meaning. ✓ sentences that are disjointed, confusing, or rambling.

Conventions	
<p>6</p> <p>The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ strong control of conventions; manipulation of conventions may occur for stylistic effect. ✓ strong, effective use of punctuation that guides the reader through the text. ✓ correct spelling, even of more difficult words. ✓ skill in using a wide range of conventions in a sufficiently long and complex piece. ✓ little or no need for editing. 	<p>5</p> <p>The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization) and uses them effectively to enhance communication. Errors are few and minor. Conventions support readability. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ strong control of conventions. ✓ effective use of punctuation that guides the reader through the text. ✓ correct spelling, even of more difficult words. ✓ correct capitalization; errors, if any, are minor. ✓ skill in using a wide range of conventions in a sufficiently long and complex piece. ✓ little need for editing.
<p>4</p> <p>The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization,). Significant errors do not occur frequently. Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ control over conventions used, although a wide range is not demonstrated. ✓ correct end-of-sentence punctuation; internal punctuation may sometimes be incorrect. ✓ spelling that is usually correct, especially on common words. ✓ correct capitalization; errors, if any, are minor. ✓ occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader. ✓ moderate need for editing. 	<p>3</p> <p>The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization). Errors begin to impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ some control over basic conventions; the text may be too simple or too short to reveal mastery. ✓ end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors. ✓ spelling errors that distract the reader; misspelling of common words occurs. ✓ capitalization errors. ✓ significant need for editing.
<p>2</p> <p>The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ little control over basic conventions. ✓ many end-of-sentence punctuation errors; internal punctuation contains frequent errors. ✓ spelling errors that frequently distract the reader; misspelling of common words often occurs. ✓ capitalization that is inconsistent or often incorrect. ✓ substantial need for editing. 	<p>1</p> <p>Numerous errors in spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by</p> <ul style="list-style-type: none"> ✓ very limited skill in using conventions. ✓ basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect. ✓ frequent spelling errors that significantly impair readability. ✓ capitalization that appears to be random. ✓ a need for extensive editing.

Appendix N

Attitude questionnaire (English version)

This questionnaire consists of three parts which are:

Part I: Attitudes toward the blended learning

Part II: Attitudes toward the use of local culture content

Part III: Overall satisfaction with the course

Your answers will be used for academic purpose only and will not affect your grade in any way.

Please read the following statements and put a ✓ in the box that best describes your opinion about each of it.

1 = Strongly Disagree

2 = Disagree

3 = Not sure

4 = Agree

5 = Strongly Agree

Part I: Attitudes toward the blended learning

Statements	1. Strongly disagree	2. Disagree	3. Not sure	4. Agree	5. Strongly agree
1.1 Blended learning are more individualized than traditional learning.					
1.2 Blended learning allows students to learn at their own pace.					

Statements	1. Strongly disagree	2. Disagree	3. Not sure	4. Agree	5. Strongly agree
1.3 Blended learning are more flexible with regard to the time of study.					
1.4 Blended learning provides me more opportunities to learn.					
1.5 Blended learning allows me to ask questions more than before.					
1.6 Blended learning makes me feel more comfortable when asking questions.					
1.7 Blended learning makes me feel more satisfied.					
1.8 I can contact or ask for help from the teacher more easily in blended learning.					
1.9 Blended learning makes me know the teacher better.					
1.10 Blended learning allows me to share knowledge with my classmates more than before.					
1.11 Blended learning makes me know my classmates better.					
1.12 Blended learning causes more problems than benefits.					
1.13 I will choose blended learning in other courses if available.					

.....continued on next page.....

Part II: Attitudes toward the use of local culture content

Statements	1. Strongly disagree	2. Disagree	3. Not sure	4. Agree	5. Strongly agree
2.1 I think the content about local culture is useful for me.					
2.2 I think I can use what I learnt in this course in my real life.					
2.3 Use of local culture content in English courses motivates me to learn.					
2.4 I feel that English is closer to me when the lessons are about local culture.					
2.5 It is fun to write about local culture.					
2.6 Writing about local culture makes it easier for me to think and plan what to write.					
2.7 Local culture should be conserved and promoted by people.					
2.8 It is good to use local culture content in teaching.					
2.9 I feel that I am part of the local community when I write about local culture.					
2.10 I love and feel proud of the local community more after I took this course.					
2.11 The content about local culture is boring.					

.....continued on next page.....

Part III: Overall satisfaction with the course

Statements	1. Strongly disagree	2. Disagree	3. Not sure	4. Agree	5. Strongly agree
3.1 Overall, I am satisfied with the blended learning using local culture content.					
3.2 I think I have improved my writing skill in this course.					
3.3 Overall, I am satisfied with the teacher.					
3.4 I would recommend this course to my friends.					
3.5 I think this course is boring.					

Please write down your comment about the course below.

Appendix O

Evaluation form for attitude questionnaire

The attitude questionnaire is developed by Miss Monticha Pongto for the research on “Effects of Blended Learning Using Local Culture Content on English Writing Ability of Tenth Grade Students in Ayutthaya Province”.

.....

Please give your comments regarding each part of the questionnaire in the space provided.

The directions of the questionnaire

- Appropriate
- Should be revised by

Part I: Attitudes toward the blended learning

Please put a ✓ in the box that best describes your opinion about each of the statement.

-1 = The statement is NOT valid

0 = Not sure

1 = The statement is valid

Statement no.	-1 not valid	0 not sure	1 valid	Comments
1.1				
1.2				
1.3				
1.4				
1.5				
1.6				
1.7				
1.8				
1.9				
1.10				
1.11				
1.12				
1.13				

Part II: Attitudes toward the use of local culture content

Statement no.	-1 not valid	0 not sure	1 valid	Comments
2.1				
2.2				
2.3				
2.4				
2.5				
2.6				
2.7				

Statement no.	-1 not valid	0 not sure	1 valid	Comments
2.8				
2.9				
2.10				
2.11				

Part III: Overall satisfaction with the course

Statement no.	-1 not valid	0 not sure	1 valid	Comments
3.1				
3.2				
3.3				
3.4				
3.5				

Other comments:

Thank you very much for your comment

Appendix P

Interview questions (English version)

1. Do you like the course? Why or why not?
2. Do you think the use of both face-to-face instruction and online instruction helps you improve your English writing skill? If yes, how? If not, what difficulties did you experience in the course?
3. Do you think the use of Ayutthaya local culture content help you improve your English writing skill? If yes, how? If not, what difficulties did you experience in the course?

Appendix Q

Evaluation form for interview questions

The interview questions are developed by Miss Monticha Pongto for the research on “Effects of Blended Learning Using Local Culture Content on English Writing Ability of Tenth Grade Students in Ayutthaya Province”.

.....

Please give your comments regarding the interview questions in the space provided.

1. Question no.1

Appropriate Should be revised by

2. Question no.2

Appropriate Should be revised by

3. Question no. 3

Appropriate Should be revised by

Other comments:

Thank you very much for your comments

Appendix R

Course syllabus

- 1. Course title:** English Paragraph Writing
- 2. Grade level:** Matthayomsuksa 4 (Grade 10)
- 3. Number of hours:** 1 period/week (for face-to-face session)
- 4. Semester/Academic year:** 2/2011
- 5. Instructor's name:** Monticha Pongto
- 6. Course description:**

Study of and practice in developing four types of English paragraphs namely narrative, descriptive, process analysis, and opinion paragraph through the use of Ayutthaya local culture content. The course is a blended course which students and teacher meet in class then students are assigned to study with a web-based lesson and submit their homework online in each week.

7. Course objectives:

1. Students will be able to identify elements of good paragraph and explain the features of each element correctly.
2. Students will successfully write a paragraph about Ayutthaya's festival that they attended last year. (Narrative paragraph)
3. Students will successfully write a paragraph to describe a tourist attraction in Ayutthaya. (Descriptive paragraph)
4. Students will successfully write a paragraph about how to produce a type of Ayutthaya's local product. (Process analysis paragraph)
5. Students will successfully write a paragraph about a change they would like to see in Ayutthaya. (Opinion paragraph)

8. Tentative schedule:

Week	Lesson/Content
1	Orientation and Pretest
2	Lesson 1: Getting to know our hometown, Ayutthaya (Introduction to paragraph writing) - understanding the elements of a good paragraph
3-4	Lesson 2: It was fun to join the festival! (Narrative paragraph) - using transitional words and phrases - using verbal adjectives
5-6	Lesson 3: Let's get around the town. (Descriptive paragraph) - giving sense details - using prepositions of place
7-8	Lesson 4: Our famous local products (Process analysis paragraph) - using relative clause - giving examples
9-10	Lesson 5: Ayutthaya needs a change! (Opinion paragraph) - understanding facts and opinions - stating opinions
11	Wrap-up and posttest

9. Course evaluation

Writing assignments (Four types of paragraphs)	60%
Final Exam (Posttest)	30%
Attendance and participation	10%

Appendix S

Writing correction code

Code	Meaning	Example
WW	Wrong word	WW She was amazed when she <u>watched</u> the Buddha image at Wat Na Phra Main. ✓She was amazed when she <u>saw</u> the Buddha image at Wat Na Phra Main.
WT	Wrong tense	WT She was amazed when she <u>sees</u> the Buddha image at Wat Na Phra Main. ✓She was amazed when she <u>saw</u> the Buddha image at Wat Na Phra Main.
WF	Wrong form	WF She was <u>amazing</u> when she saw the Buddha image at Wat Na Phra Main. ✓She was <u>amazed</u> when she saw the Buddha image at Wat Na Phra Main.
WO	Wrong order	WO She was amazed when the <u>Buddha image she saw</u> at Wat Na Phra Main. ✓She was amazed when <u>she saw the Buddha image</u> at Wat Na Phra Main.
SP	Spelling	SP She was amazed when she saw the Buddha <u>immagine</u> at Wat Na Phra Main. ✓She was amazed when she saw the Buddha <u>image</u> at Wat Na Phra Main.
C	Capitalization	C <u>she</u> was amazed when she saw the Buddha image at Wat Na Phra Main. ✓ <u>S</u> he was amazed when she saw the Buddha image at Wat Na Phra Main.
P	Punctuation	P She was amazed when she saw the Buddha image at Wat Na Phra Main. <u>She</u> took a lot of photos.

Code	Meaning	Example
		✓She was amazed when she saw the Buddha image at Wat Na Phra Main. She took a lot of photos.
X	Cut the word(s) off	X She was <u>felt</u> amazed when she saw the Buddha image at Wat Na Phra Main. ✓She was amazed when she saw the Buddha image at Wat Na Phra Main.
M ↓	Missing word(s)	M She was amazed she saw the Buddha image at Wat Na Phra Main. ✓She was amazed <u>when</u> she saw the Buddha image at Wat Na Phra Main.
RW	Try re-writing	RW <u>The Buddha image when she saw was amazed at Wat Na Phra Main.</u> ✓She was amazed when she saw the Buddha image at Wat Na Phra Main.
SVA	Subject-verb agreement	SVA There <u>is</u> a lot of old Buddha images at the temple. ✓There are a lot of old Buddha images at the temple.
PL	Plural	PL There are a lot of old Buddha <u>image</u> at the temple. ✓There are a lot of old Buddha <u>images</u> at the temple.
FU	Use full form	FU There <u>aren't</u> a lot of old Buddha images at the temple. ✓There <u>are not</u> a lot of old Buddha images at the temple.
N	New sentence	She was amazed when she saw the Buddha image at Wat Na Phra Main. <u>she</u> took a lot of photos. N ✓She was amazed when she saw the Buddha image at Wat Na Phra Main. She took a lot of photos.
COM	Combine the sentences	COM I went to the Historical Park very early. <u>So</u> there were a few tourists there.

Code	Meaning	Example
		✓ I went to the Historical Park very early, so there were a few tourists there.
AA ↓	Add an article	<p style="text-align: center;">AA</p> <p>Wat Yai Chaimongkhon is ^{AA}important temple in Ayutthaya, so ^{AA}temple is always crowded.</p> <p>✓ Wat Yai Chaimongkhon is <u>an</u> important temple in Ayutthaya, so <u>the</u> temple is always crowded.</p>
WA	Wrong Article	<p style="text-align: center;">WA</p> <p>Wat Yai Chaimongkhon is <u>the</u> important temple in Ayutthaya, so the temple is always crowded.</p> <p>✓ Wat Yai Chaimongkhon is <u>an</u> important temple in Ayutthaya, so the temple is always crowded.</p>

The final draft with score

Ayothaya Floating Market

Ayothaya Floating Market is the new market of the province of Ayutthaya. When you come you can see the wall of the market, a long, elegant and unique picture of the market. The market is divided into 23 zones, all named after the districts of Ayutthaya. Ayothaya Floating Market is a center of Thai culture and old art in Ayutthaya. You can buy many kinds of food and souvenirs at affordable rates. You can take a boat tour around the market for only 20 Baht. Sometimes you will see elephants bathing and splashing ^{water} in the water. And you can ride elephants ^{to} for visit Wat Mahayong which is near the market.

Ideas and content	5/6
Organization	4/6
Word choice	4/6
Sentence fluency	4/6
Convention	6/6
Total	23/30

Appendix U

List of experts

A. Experts validating needs analysis questionnaire and interview questions

1. Associate Professor Punchalee Wasanasomsithi, Ph.D.
(Language Institute, Chulalongkorn University)
2. Assistant Professor Chansongklod Gajaseni, Ph.D.
(Faculty of Education, Chulalongkorn University)
3. Assistant Professor Yuwadee Wongthon, Ph.D.
(Faculty of Humanities and Social Sciences, Phranakhon Si Ayutthaya
Rajabhat University)

B. Local scholars and English teachers interviewed

1. Mr. Chalerm Apiwath
(Vice President, Ayutthaya Provincial Cultural Council (2010))
2. Mr. Panya Nampet
(President, Phra Mongkhon Bophit Foundation)
3. Ms. Wipawan Tiemparn
(Officer, Ayutthaya Provincial Cultural Office)
4. Mr. Chalor Khanthapok
(Retired English Teacher, Ayutthaya Witthayalai School)
5. Ms. Pranee Chobthangsin
(English Teacher, Chomsurang Upatham School)
6. Ms. Anchalee Prawittranurak
(English Teacher, Chomsurang Upatham School)

C. Experts validating lesson plans

1. Assistant Professor Jintavee Khlaisang, Ph.D.
(Faculty of Education, Chulalongkorn University)
2. Jutarat Vibulphol, Ph.D.
(Faculty of Education, Chulalongkorn University)
3. Rungthip Rattanapanusorn, Ph.D.
(Faculty of Humanities and Social Sciences, Phranakhon Si Ayutthaya
Rajabhat University)

D. Experts validating web-based lessons

1. Assistant Professor Noawanit Songkram, Ph.D.
(Faculty of Education, Chulalongkorn University)
2. Assistant Professor Suwit Waiyakoon
(Faculty of Education, Phranakhon Si Ayutthaya Rajabhat University)
3. Wing Commander Surin Cortong, Ph.D.
(College of Teacher Education, Phranakhon Rajabhat University)

E. Experts validating writing ability test

1. Associate Professor Sumalee Chinokul, Ph.D.
(Faculty of Education, Chulalongkorn University)
2. Assistant Professor Nantavit Pornpibul, Ph.D.
(Faculty of Liberal Arts, Thammasat University)
3. Rungthip Rattanapanusorn, Ph.D.
(Faculty of Humanities and Social Sciences, Phranakhon Si Ayutthaya
Rajabhat University)

F. Experts validating attitude questionnaire and interview questions

1. Associate Professor Duangdueen Teswanich
(College of Teacher Education, Phranakhon Rajabhat University)
2. Assistant Professor Yuwadee Wongthon, Ph.D.
(Faculty of Humanities and Social Sciences, Phranakhon Si Ayutthaya
Rajabhat University)
3. Nawarat Siritaratn, Ph.D.
(Faculty of Humanities, Kasetsart University)

G. Inter rater

1. Ms. Leelaphan Pumpuang
(English Teacher, Chomsurang Upatham School)

BIOGRAPHY

Monticha Pongto was born on 13th February 1983. She obtained her Bachelor's Degree majoring in English from the Faculty of Liberal Arts, Thammasat University. In 2008, she continued her Master's Degree in Teaching English as a Foreign Language at the Faculty of Education, Chulalongkorn University. She is an English teacher at Chomsurang Upatham School, Ayutthaya.