

Research Article

EFFECTS OF THE GENRE-BASED WRITING INSTRUCTIONAL MODULE IN A BLENDED LEARNING ENVIRONMENT

Received: December 26, 2017

Revised: January 15, 2018

Accepted: January 24, 2018

Patricia Visser^{1*} and Pornpimol Sukavatee²

^{1,2}Chulalongkorn University, Bangkok 1330, Thailand

*Corresponding Author, E-mail: patriciavisser555@gmail.com

Abstract

Writing is considered as a challenging skill for Thai EFL university students. To overcome this challenge, integration of a genre-based approach into a blended learning environment has been considered as an alternative teaching approach to facilitate the students' authentic and interactive writing development. This study employed a genre-based writing instructional module in a blended learning environment (GWIMBLE) to enhance the Thai learners' English writing ability. The researchers designed 12 weeks of lesson plans, including procedural, descriptive, narrative, and persuasive genres. The sample of the study was 35 Thai EFL university students. Single-group experimental research was conducted using a pre-test and post-test. The results of the independent samples t-test revealed the positive effects of the GWIMBLE on the writing skills in the four genres focused on, and the quantitative data resulting from the attitude questionnaire and the qualitative data from the focus group interview indicated their satisfaction as well as their sense of achievement.

Keywords: Genre-based Writing, Blended Learning, Writing Ability

Introduction

Writing is one of the most problematic skills; it is a difficult activity for most people, both in their mother tongue and in a foreign language. The rationale behind its difficulty is that writing in a second language does not only use a process similar to writing in a first language, but also requires a certain level of language proficiency in order to master the writing (Silva, 1993, pp. 665-677; Weigle, 2002). English

writing is problematic in Thailand because it requires knowledge of grammatical rules, vocabulary and a writing structure (Ka-kan-dee & Kaur, 2014; Pawapatcharaudom, 2007; Pinyosunun, et al., 2009; Watcharapunyawong & Usaha, 2013, 67-78). Therefore, integration of the genre-based approach is implemented to solve the writing problem.

The genre-based approach could be an appropriate method to improve writing ability among the Thai students. According to Wongchareunsuk (2001), genre-based learning can foster the students' writing ability because the approach asks students to analyze the text's organization and the composition strategies. Also, the genre-teaching learning-cycle key stages - namely contextualizing, modeling, negotiating, constructing, and connecting - involve the process that helps the students complete the writing task (Feez, 1998; Hyland, 2003, 2014). The move in each genre of writing also serves as a significant tool that helps improve the writing ability of the students. The moves identify the textual regularities in each genre of writing and describe the functions the text realizes in relationship to the overall task (Connor, et al., 1995, pp. 457-476).

Blended learning is also believed to be another possible approach that could help improve writing ability. Blended learning is the learning which combines face-to-face instruction with online instruction (Bonk & Graham, 2006; Driscoll, 2002; Heinze & Proctor, 2004; Kers & De Witt, 2010, pp. 101-113; Oliver & Trigwell, 2005, pp. 17-26). Stein and Graham (2014) mention that blended learning should be implemented in language learning since it enhances pedagogy, can be accessed anywhere and anytime, and increases cost-effectiveness. Importantly, Dudeney and Hockly (2007) state that technology offered the learners chances to assess and practice their language through various authentic tasks and materials. Digital technology is definitely important in writing. Technology has the potential to support writing by providing the tools that help writers to plan, transcribe, edit, and revise. It also provides new sources of information and the means of obtaining it (e.g., the Internet, search engines), whilst enabling sharing, editing, and collaboration among writers, teachers, and peers (Peterson-Karlan, 2011, pp. 39-62; Walker & White, 2013). Also, Tangjitnusorn and Sukavatee (2016, pp. 14-28) mention that a form of blended learning known as hybrid learning was effective in terms of fostering the students' positive reflections on learning.

Literature Review

Writing is defined as the combination of letters that resemble the sound that people make, and the act of constructing the written text (Matsuda & Silva, 2010, pp. 232-246). Byrne (1991) states that writing is the act of forming the symbols which have to be arranged to form words and arranging

the words to form sentences. Furthermore, writing is a productive skill that involves a hierarchy of sub-skills that range from the mechanical through to the ability to organize a written text. Matsuda and Silva (2010, pp. 665-677) mention that the writing process involves a series of highly complex cognitive activities that take place in response to a rhetorical situation – a complex web of relationships between the elements of writing, including the writer, the reader, the text and reality.

In conclusion, writing is not just the skill of grouping the letters of the alphabet together, but it requires planning skills – outlining and organizing ideas – as well as writing abilities including grammar proficiency, discourse competence, sociolinguistic competence, and strategic competence. The writers should also be aware of the rhetorical situation which defines what to write, how to write it and who will read it.

In order to make writing become systematic, application of genre-based writing is the key. Genre-based writing has provided a powerful way of understanding situated language use since it is a way of grouping together texts that have similar purposes, structures, and contexts (Hyland, 2003). Swales (1990) also supports the fact that genre and community need to be together in order to exhibit how meanings are socially constructed in writing. In short, a genre-based writing approach is a way of writing that emphasizes the use of appropriate language in different types of written text and recurring situations, which are situations where the specific written communication takes place. This concept is important in teaching writing, in that the teacher should focus on teaching the students when, what, and how to write.

The teaching and learning cycle, therefore, enables the students to use genre flexibly and allows students to enter any stage of the genre. In this study, the teaching and learning cycle was applied as the instructional model of genre analysis (Hyland, 2013, pp. 426-427; Martin & Rose, 2005; Widodo, 2006, pp. 173-199), as presented in the following: (1) modeling the specific text: to explore the purpose and the language features of the text, (2) collaborative writing: to co-construct the text by imitating the model text and to prepare the students for writing individually, and (3) self-writing: to compose and monitor the text independently.

In order to expose students to various types of genre, the implementation of technology should be taken into consideration. Bonk and Graham (2006) state that the blended-learning classroom is a classroom that combines a face-to-face classroom with computer-mediated instruction. Kerrs and De Witt (2010, pp. 101-113) describe blended learning as all combinations of face-to-face learning with technology-based learning, with the belief that traditional education can be supplemented with the use

of technology. Stein and Graham (2014) define it as a combination of onsite and online experiences, with the aim of producing effective, efficient and flexible learning. It can be concluded that the term ‘blended learning’ can refer to a combination of the face-to-face classroom with the online classroom, to help learning become more successful.

The framework below shows the relationship between the blended-learning model and the instructional model of genre analysis, used in order to create the instructional framework for this study.

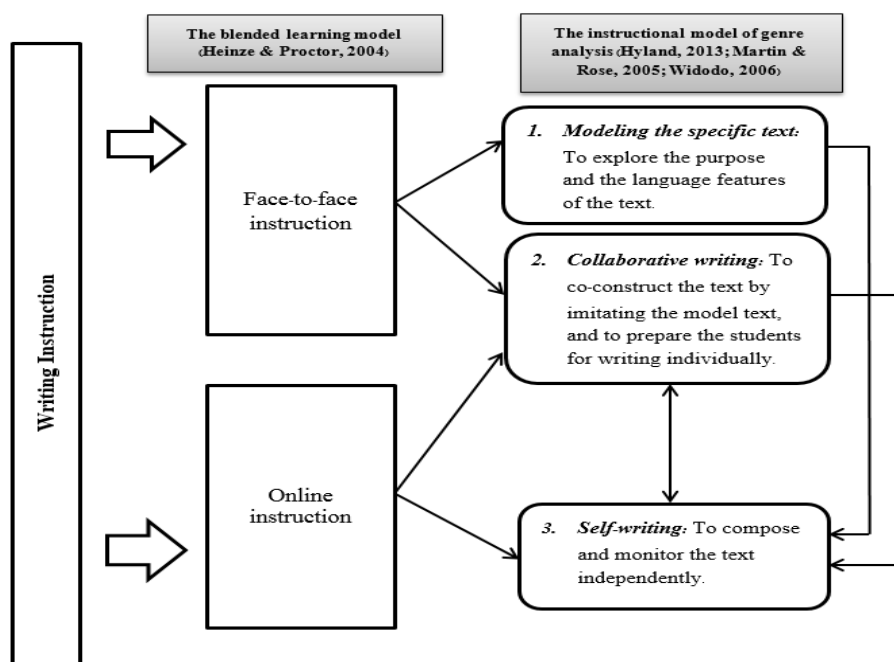


Figure 1: The Framework of the Genre-based Writing Instructional Module in a Blended Learning Environment (GWIMBLE)

Figure 1 shows the GWIMBLE framework, which is separated into face-to-face instruction and online instruction. To enhance the students writing ability, the students learn through the process of modeling the text, where the students can work individually or in a group to explore the language features and the purpose of the text in each genre, during the face-to-face instruction. Also, collaborative writing is employed to shape the draft of the paragraph. During the online session, students experience individual writing, where they are asked to compose one text for each genre and share it online. After that, the writers’ peers are encouraged to give some comments on the published work.

Objectives of the Study

1. To develop the genre-based writing instructional module in a blended learning environment.
2. To investigate the students' writing ability after implementing the genre-based writing instructional module in a blended learning environment.
3. To investigate the students' attitude toward using the genre-based writing instructional module in a blended learning environment.

Research Methodology

Participants

The population of this study was first-year undergraduate students at Srinakharinwirot University, Thailand, in the 2016 academic year. The representative sample of this study was one group of students who had enrolled in the EN 131 Basic Writing course (section B01) in the first semester of the 2016 academic year. The samples were purposively selected. They were 35 students majoring in English, from the Faculty of Humanities at Srinakharinwirot University.

Instructional plan of GWIMBLE

The Genre-based Writing Instruction Module in a Blended Learning Environment (GWIMBLE) is a series of four unit plans which aimed to teach the students writing using the genre-based approach in a blended learning environment. The contents of the unit plans covered procedural writing, descriptive writing, narrative writing, and persuasive writing. Each unit was conducted over three lessons: (Lesson 1) modeling the text, (Lesson 2) the writing process, and (Lesson 3) writing the final draft. The course lasted 15 weeks. In order to develop the students' writing ability, the teaching framework of the genre-based writing instruction in a blended learning environment was based on the teaching and learning cycle model (Hyland, 2013; Martin & Rose, 2005; Widodo, 2006), and the blended-learning model (Heinze & Proctor, 2004). The instructional plan of the GWIMBLE is presented in Table 1.

Table 1 Summary of the GWIMBLE instructional module

Unit	Genres (Hyland, 2014)	Learning outcomes/ Tasks	Teaching methods (Applied to every unit)	Time (minutes)
Unit 1 Procedural writing	Procedure	Students will be able to write a cooking recipe	Lesson 1: Modeling the text <u>Face-to-face</u> - Students analyze the sample essays. - Students compose a first draft of an essay.	90 90
		Tasks: Writing a secret recipe for the University's students	<u>Online</u> - Students compose a final draft of the paragraph and publish it on Facebook. - Students comment their peers' work on Facebook.	(within four days after the class)
Unit 2 Descriptive writing	Description	Students will be able to describe a place. Task: Describe a new place in the university	Lesson 2: Writing process <u>Face-to-face</u> - Students analyze their peers' essays. - Students work in groups to construct an essay. - Each group presents their paragraph to the class.	30 90 60
Unit 3 Narrative writing	Narrative	Students will be able to narrate an urban legend. Task: Tell the story of the university's urban legend	<u>Online</u> - Each student composes a first draft and shares it on Facebook. - Other students comment their peers' work on Facebook.	(within four days after the class)

Unit	Genres (Hyland, 2014)	Learning outcomes/ Tasks	Teaching methods (Applied to every unit)	Time (minutes)
Unit 4 Persuasive writing	Expository	Students will be able to give their opinion on the issue given.	<p>Lesson 3: Writing the final draft</p> <p><u>Face-to-face</u></p> <ul style="list-style-type: none"> - Students conduct the peer review. - Students edit and revise their essays. - Teacher presents the presentation creator program such as Prezi, Emaze, or Storybird to the students. Students select the one that is appropriate to their essay. 	<p>45</p> <p>90</p> <p>45</p>
		<p>Task: write a comment on the issue discussed in the discussion forum.</p>	<p><u>Online</u></p> <ul style="list-style-type: none"> - Students construct the online procedural writing via a presentation program and share it on Facebook. - Students comment on their peers' work and vote for the best essay of the unit. 	<p>(within four days after the class)</p>

Research instruments and data analysis

A combination of qualitative and quantitative approaches was used in this study. The details of the instruments and the data analysis are presented as follows.

1. The GWIMBLE tests (pretest/posttest)

The pretest and posttest of writing ability were given to all students at the beginning of the GWIMBLE and in the last week of the semester, respectively. In the test, the students were required to write three essays using given directions. The students were asked to compose 200-word paragraphs of procedural and descriptive writing, narrative writing, and persuasive writing. The scoring criteria used in this study were based on the written-communication, critical-thinking and creative-thinking value rubrics

(The Association of American Colleges and Universities, 2012), with the adaptation of the language function of the paragraph essay. The tests were evaluated by three raters who are English teachers. A paired-sample t-test was conducted to compare the pretest and posttest of writing ability.

2. The GWIMBLE attitude questionnaire

This questionnaire consists of 40 items which aim to investigate the attitude toward the genre-based instruction module in a blended learning environment (GWIMBLE). It is a five-point Likert scale questionnaire and an open-ended question. The scale is: strongly disagree (1), disagree (2), not sure (3), agree (4), and strongly agree (5). The students were asked to rate their agreement with the given statements. Additionally, the student attitude toward the genre-based instructional module in a blended learning environment (GWIMBLE) was determined by using the following scale: 1.00-1.50 = very negative, 1.51-2.49 = negative, 2.50-3.50 = neutral, 3.51-4.49 = positive, and 4.50-5.00 = very positive. The responses to the questionnaire were computed by Statistical Package for the Social Sciences (SPSS).

3. Focus group interview

The interview was conducted to obtain more in-depth information on the students' attitude toward the course. Six students, namely the students with the two highest scores, the two middle scores, and the two lowest scores in the class were invited to join an interview at the end of the course, where they were posed open-ended questions. The students' responses to the interview questions were analyzed by using verbal protocol analysis with the codes. The coding scheme was designed based on the components of positive attitude defined by Schau (2003, pp. 287-294). The components are affect, cognitive capability, value, difficulty, interest, and effort. The data was interpreted by two English teachers. The raters were the researcher and a non-native university lecturer who had at least five years of experience in teaching English to Thai undergraduate students.

Research Findings

The findings were based on the writing ability after learning through the genre-based writing instructional module in a blended learning environment (GWIMBLE).

1. The effects of the GWIMBLE on the learners' writing ability

The finding in this part corresponds with objective 2: To investigate the students' writing ability after implementing the genre-based writing instructional module in a blended learning environment. The results are presented as follows.

1.1 The overall scores

Table 2 Paired-sample t-test between the pre-test and post-test of writing ability

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

* $p < 0.05$ N=35

Table 2 shows that the mean score of the post-test of writing ability was higher than the pretest score. The mean score of the pre-test was 21.15, while the mean score of the posttest was 46.52. The results revealed that there was a significant difference between the pre-test and post-test mean scores of the students' writing ability, at a 0.05 level of significance ($p < 0.05$).

1.2 The scores of each genre

Table 3 Paired-sample t-test between the pre-test and post-test of writing ability

	Pre-test		Post-test		t-test
	Mean	S.D.	Mean	S.D.	
Procedural and Descriptive writing	6.84	1.15	15.74	1.46	28.52*
Narrative writing	7.12	1.03	15.25	1.12	36.44*
Persuasive writing	7.18	1.16	15.53	1.35	29.27*

* $p < 0.05$ N=35

Table 3 shows the comparisons of the pretest and posttest scores of each genre. The mean scores of the posttest were higher than the mean scores of the pretest. First, the mean score of the procedural and descriptive pretest was 6.84, while the mean score of the posttest was 15.74. Second, the mean score of the narrative pretest was 7.12, while the mean score of the posttest was 15.25. Lastly, the mean score of the persuasive writing pretest was 7.18, while the mean score of the posttest was 15.53. The results revealed that there was a significant difference between the mean scores of the pre-test and post-test of the students' writing ability in procedural writing and descriptive writing, narrative writing, and persuasive writing at a 0.05 level of significance ($p < 0.05$).

Therefore, it can be concluded that the GWIMBLE was effective in terms of improving the students writing ability because the posttest score was higher than the pretest score with a significant statistical difference.

2. Attitude toward the GWIMBLE

The finding in this part correlated with objective 3: To investigate the students' attitude toward using a genre-based writing instructional module in a blended learning environment. The results are presented as follows.

2.1 The results of the questionnaire

The students' attitude toward the learning stages in the genre-based instructional module in a blended learning environment is presented in four parts. The following table presents the overall mean scores of each part and the total scores of the questionnaire.

Table 4 Students' attitude toward GWIMBLE

Parts	Questionnaires' items	Mean	S.D.
Part 1	Items 1-6: Students' attitude toward the 'modeling the text' stage of the GWIMBLE	4.45	0.54
Part 2	Items 7-21: Students' attitude toward the 'writing process' stage of the GWIMBLE	4.34	0.67
Part 3	Items 22-29: Students' attitude toward the 'writing the final draft' stage of the GWIMBLE	4.47	0.60
Part 4	Items 30-40: Students' overall attitude toward the GWIMBLE	4.51	0.55
Total		4.44	0.59

Table 4 illustrates the students' positive attitude toward the GWIMBLE. The mean score of the overall questionnaire was 4.44 (S.D. = 0.59). The mean score of part 1 shows that students were satisfied with the 'modeling the text' stage of the GWIMBLE (mean = 4.45, S.D. = 0.54). The mean score of part 2 shows that students' were satisfied with the 'writing process' stage of the GWIMBLE (mean = 4.35, S.D. = 0.67). The mean score of part 3 shows that the students were satisfied with the 'writing the final draft' stage of the GWIMBLE (mean = 4.47, S.D. = 0.60). Lastly, the mean score of part 4 shows that the students have a very positive overall attitude toward the GWIMBLE (mean = 4.51, S.D. = 0.55).

2.2 The result of the interview

To obtain more in-depth information on the students' attitude toward the GWIMBLE, the six open-ended focus group interview questions were employed with six students. The students' responses were recorded and coded according to the elements of positive attitude: affective, cognitive

capability, value, difficulty, interest, and effort. The results showed that the most frequently mentioned positive attitude elements were cognitive capability and value.

2.2.1 Cognitive capability

Regarding cognitive ability, the students believe that the GWIMBLE improves their writing ability in the way that they can write the paragraph systematically and increase their aptitude for writing. The excerpts of the students' responses are as follows.

Students A: *"When I took this course, I learned the paragraph organization of each genre and how to order the important ideas. So, I could compose a systematic paragraph."*

Student B: *"When I compared my present work to the previous one in which I just wrote whatever I wanted, I found out that my work was more systematic."*

2.2.2 Value

The students affirmed that the writing practice in the GWIMBLE helped them improve their writing ability and styles, and that they wanted to write at a more advanced level. Also, the students could apply the knowledge from the technological tools in their paragraph and in other courses. The excerpts of the students' responses are as follows.

Student A: *"I want to write more than one paragraph essay."*

Student D: *"The more I practice, the more I improve my writing ability."*

The qualitative and quantitative results of the questionnaire and the focus group interview showed that the students had a positive attitude toward the genre-based writing instructional module in a blended learning environment (GWIMBLE).

Discussion

This study set out to assess the impact of the genre-based instructional module in a blended learning environment (GWIMBLE) on the students' writing ability. The study demonstrates that the students' writing ability was significantly enhanced by receiving the genre-based instructional module in a blended learning environment (GWIMBLE). The students gained higher scores on the posttest in all genres. The students also showed a positive attitude toward the GWIMBLE. The discussion is based on the two following aspects from the findings: 1) impact of the GWIMBLE on the students' writing ability and 2) the students' attitude toward the GWIMBLE.

1. Impact of the GWIMBLE on writing ability

The study demonstrates that the students' writing ability was significantly enhanced by receiving the genre-based instructional module in a blended-learning environment (GWIMBLE). The two

key components leading to the discussion are as follows: 1) the genre-based approach in the GWIMBLE, and 2) the blended-learning environment in the GWIMBLE.

The genre-based approach in the GWIMBLE

In this study, the GWIMBLE employed the principles of genre analysis study in the genre teaching and learning cycle of the GWIMBLE, which was developed based on the theory of the teaching and learning cycle proposed by Hyland (2013, pp. 426-427); Martin and Rose (2005) and Widodo (2006, pp. 173-199). The significant effects of the GWIMBLE on the students' writing ability are explained as follows:

Firstly, the students' writing ability enhancement is the result of knowledge of paragraph organization and language features of the paragraph in each genre, which was gained in the modeling stage of the GWIMBLE teaching and learning cycle. As mentioned by the students, the modeling stage helped them in realizing the paragraph and language features, so they could start and finish their paragraph easily and systematically. The findings correlated with Hyland (2013, pp. 426-427) in that the modeling stage helps the students to notice the purposes of the text, the grammar structure, and language features.

The second effect is that the collaborative learning in the GWIMBLE classroom influences the enhancement of the students' writing ability. In this study, the collaborative writing stage promoted the students to apply the knowledge of the previous stage, in the form of group work. In the focus group interview, the students addressed the fact that the team could help them develop their writing ability, so they could then compose a better paragraph individually. This finding with regards to the usefulness of collaborative writing is consistent with the study by Hirvela (1999, pp. 7-12), in that collaborative writing provides opportunities for the students to become members of a community where they can use each other for guidance and support. In the present study, the teacher trained the students in carrying out the peer review and it was conducted in both the face-to-face and online class, so the students realized the effectiveness of doing it. As can be seen from what the students mentioned in the focus group interview, in that the students preferred the peer review activity since the peers' comments enabled them to improve their paragraphs.

The individual writing stage is the last aspect which demonstrates the effectiveness of this study. The self-writing stage is the last stage in the teaching and learning cycle of the GWIMBLE; it facilitated the students to compose and monitor the text independently. The aim of this stage was to allow the students to apply and integrate all the information and ideas that they could retrieve from

the previous steps to compose their own paragraph individually and share it online. The focus group interview showed that the more they practice, the better they can write the paragraph by themselves. Additionally, the final draft stage of the GWIMBLE could build the students' confidence in writing. In the qualitative part of the questionnaire, the students mentioned that they could write easily and systematically.

The blended-learning environment in the GWIMBLE

The three factors that impact the students' writing ability, related to the blended-learning environment, are the technological tools, the flexible learning in terms of time, and the work sharing platform. It could be explained that the positive influence of the technological tools throughout the writing course facilitated the students to write conveniently, and the outcomes of the writing turned out to be successful. The technological tools also affected the students' improvement in writing. When they were asked to compose the story of the SWU urban legend, the students' searched online for a sample of an urban legend in order to study the text. Then, the students applied what they had learned to narrate the story about the urban legend of SWU. The results are consistent with the study by Hussin, et al. (2015, pp. 167-172) in that the students could gather information from the internet and share knowledge and experience through online discussion via the use of an online environment.

The second factor is related to flexibility in terms of time in learning. According to Obiedat, et al. (2014, pp. 37-44), flexibility and time management of blended learning has been noticed as one of the main advantages of blended learning. In this study, blended learning was able to create a flexible time and place of learning. The students mentioned in the interview that they felt more relaxed in terms of writing time, and as such, they could compose a better paragraph. Additionally, the flexibility in terms of time in the blended-learning environment was able to improve the students' ideas for writing. According to the data from the focus group interview, the students believed that the GWIMBLE provided them with time flexibility. The students mentioned that they could compose a paragraph for their assignment anytime and anywhere.

In addition, the students improved their writing ability through their peers' immediate feedback and from what they had seen of their peers' writing that had been published in the Facebook group called EN131 GWIMBLE. It appeared that Facebook had become a suitable alternative channel of teaching and learning English writing in the GWIMBLE. Shih (2011, pp. 829-845) mentioned that "integrating Facebook in blended-learning in higher education seems to be a feasible means for teachers to enhance learning." Regarding the effectiveness of the online peer review, the study showed that the students

were able to make use of their peers' reviews in order to edit and revise their paragraphs. The students mentioned that submitting the assignment through Facebook helped them to see other peers' work and they could give their peers some feedback as well as receive feedback for their further improvement. Additionally, the data also correlated with the study by Hussin, et al. (2015, pp 167-172) in that blended learning might provide benefits from the way that the students can get writing support during the revision and editing stage in the form of feedback or comments from the classmates and teacher.

2. The students' attitude towards the GWIMBLE

The results of the attitude questionnaire uncovered the positive attitudes of the participants toward the GWIMBLE. Thus, the two highest elements of the positive attitude, namely cognitive capability and value, are discussed.

The most mentioned component of the positive attitude, in both the attitude questionnaire and the focus group interview, was cognitive capability. The qualitative data proved that the GWIMBLE helped improve the paragraph writing of the students, since it guided the students to use the grammar correctly as well as understand the paragraph moves. Thus, the students could produce a systematic paragraph. The students believed that they have ability and skill in writing a paragraph in English. The students mentioned that by comparing the present work with the previous one, they could write better in terms of paragraph organization and idea. Importantly, the students mentioned that they were less stressed when they had to write, unlike before. The findings concurred with the study by Challob, et al. (2016, pp. 229-241) in that the collaborative blended-learning environment helped the students to reduce their writing apprehension and improve their writing performance in both the micro and macro aspects of writing.

The peer review acted as another factor related to the students' positive attitude in cognitive capability. The students stated that the peer review was useful for them in terms of hearing the voices of others. They reported that the aforementioned type of feedback and comments from their peers helped them to revise their paragraphs in an effective way. It concurred with the study by Min (2006, pp. 118-141) in that peer review feedback had a positive impact on the EFL students' draft revision and the quality of the writing text.

The second highest element is value. The value of the course was mentioned in relation to the peer feedback and the technological tools. In terms of the students' awareness in terms of the usefulness of the peer feedback for improving their writing ability, the students claimed that this activity helped them to compose a better quality paragraph. The finding is consistent with Wen and Tsai

(2006, pp. 27-44), who affirmed that using online peer assessment in the form of feedback could enhance the effectiveness of learning and could promote the students' positive attitude and perception of the peer assessment and the course.

In this study, it also appeared that the students could see the usefulness of applying technological tools in learning English writing. The students applied digital tools for many purposes, such as searching - by using WWW, YouTube, and Pantip, creating - by using Emaze and Storybird, sharing - through the application of Facebook, and peer-evaluating - through the Facebook comment box. The findings also correlate with the research studies by Larsen (2012); Miyazoe and Anderson (2012, pp. 146-152), who explored ESL/EFL students' perception of the effectiveness of using a blended learning approach in enhancing writing skills. The studies found that students have a positive awareness of the practicality of blended learning in improving their writing ability.

Suggestions

The following are some areas that could be investigated for further studies, according to this research study.

First, it is recommended that other researchers who intend to enhance their students' writing ability use genre-based instruction in a blended learning environment to conduct future experiments in other settings, such as with non-English majors, secondary or high school students, or in other universities. Second, this study used a one-group pre-test and post-test design. It is recommended that researchers add more groups to other studies, namely a control group and a treatment group, in order to compare the results of the effects on writing ability.

Lastly, it is recommended that teachers who intend to apply the GWIMBLE to the English writing classroom apply this module with students who at least have the ability to write in sentences. However, if the teacher would prefer to apply the GWIMBLE in the writing classroom with elementary students, modifications in terms of the number of tasks, choice of genres, writing time, and teacher support are important concerns.

References

- Bonk, J. C., & Graham, R. C. (2006). *The handbook of blended learning: Global perspectives, local designs*. UK: Pfeiffer.
- Byrne, D. (1991). *Teaching writing skills*. London: Longman.
- Challob, A. I., Bakar, N. A., & Latif, H. (2016). Collaborative blended learning writing environment: Effects on EFL students' writing apprehension and writing performance. *English Language Teaching*, 9(6), 229-241.
- Connor, U., Davis, K., & De Rycker, T. (1995). Correctness and clarity in applying for overseas jobs: A cross cultural analysis of U.S. and Flemish applications. *Text*, 15(4), 457-476.
- Driscoll, M. (2002). *Blended learning: Let's get beyond the hype*. Retrieved January 14, 2015, from http://www-07.ibm.com/services/pdf/blended_learning.pdf
- Dudeny, G., & Hockly, N. (2007). *How to teach English with technology*. Harlow: Pearson Longman.
- Feez, S. (1998). *Text-based syllabus design*. Sydney: NCELTR-Macquarie University.
- Heinze, A., & Proctor, C. (2004). Reflections on the use of blended learning. In *Proceeding of the Education in a Changing Environment Conference*. Salford, UK: University of Salford.
- Hirvela, A. (1999). Collaborative writing instruction and communities of readers and writers. *TESOL Journal of Applied Social Psychology*, 8(2), 7-12.
- Hussin, S., Abdullah, M. Y., Ismail, N., & Yoke, S. K. (2015). The effects of CMC applications on ESL writing anxiety among postgraduate students. *English Language Teaching*, 8(9), 167-172.
- Hyland, K. (2003). *Second language writing*. Cambridge: Cambridge University Press.
- Hyland, K. (2013). Second language writing: The manufacture of a social fact. *Journal of Second Language Writing*, 22, 426-427.
- Hyland, K. (2014). *Genre and second language writing*. USA: The University of Michigan Press.
- Ka-kan-dee, M., & Kaur, S. (2014). *Argumentative writing difficulties of Thai English major students*. Retrieved September 27, 2014, from <http://www.westeastinstitute.com/wp-content/uploads/2014/06/Maleerat-Ka-kan-dee.pdf>
- Kerrs, M., & De Witt, C. (2010). A didactical framework for the design of blended learning arrangement. *Journal of Educational Media*, 28(2-3), 101-113.
- Larsen, L. J. E. (2012). *Teacher and student perspectives on a blended learning intensive English program writing course* (Doctoral dissertation). Ames, IA: Iowa State University.

- Martin, J. R., & Rose, D. (2005). Designing literacy pedagogy: Scaffolding democracy in the classroom. In Hasan, R., Matthiessen, C., & Webster, J. (Eds.). *Continuing discourse on language*. London: Equinox.
- Matsuda, P. K., & Silva, T. (2010). Writing. *An Introduction to Applied Linguistics*, 232-246.
- Min, H. (2006). The effects of trained peer review on EFL students' revision types and writing quality. *Journal of Second Language Writing*, 15(2), 118-141.
- Miyazoe, T., & Anderson, T. (2012). Discuss, reflect, and collaborate: A qualitative analysis of forum, blog, and wiki use in an EFL blended learning course. *Procedia-Social and Behavioral Sciences*, 34, 146-152.
- Obiedat, R., Eddeen, L. M. N., Harfoushi, O., Koury, A. H. M., AL-Hamarsheh, M. J., & AlAssaf, N. M. (2014). Effect of Blended-Learning on Academic Achievement of Students in the University of Jordan. *IJET*, 9(2), 37-44.
- Oliver, M., & Trigwell, K. (2005). Can "Blended Learning" be redeemed? *E-learning*, 2(1), 17-26.
- Pawapatcharandom, R. (2007). *An Investigation of Thai students' English language problems and their learning strategies in the international program at Mahidol University* (Master thesis). Bangkok: King Mongkut's Institute of Technology North Bangkok.
- Peterson-Karlan, G. R. (2011). Technology to support writing by students with learning and academic disabilities: Recent research trends and findings. *Assistive Technology Outcomes and Benefits Focused Issue: Assistive Technology and Writing*, 7(1), 39-62.
- Pinyosunun, A., Jivaketu, T. N., & Sittiprapaporn, W. (2009). *Problems in using English of international graduate students of private universities in Thailand*. Retrieved October 11, 2014, from <http://journal.hcu.ac.th/pdf/jn9182.pdf>
- Schau, C. (2003). Survey of attitudes toward statistics. *Procedia Social and Behavioral Science*, 18, 287-294.
- Shih, R. (2011). Can Web 2.0 technology assist college students in learning English writing? Integrating Facebook and peer assessment with blended learning. *Australia Journal of Educational Technology*, 27(5), 829-845.
- Silva, T. (1993). Toward an understanding of the distinct nature of L2 writing: the ESL research and its implications. *TESOL Quarterly*, 27, 665-677.
- Stein, J., & Graham, C. R. (2014). *Essentials for blended learning*. New York: Routledge.

Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.

Tangitnusorn, K., & Sukavatee, P. (2016). The effects of community-based instruction using hybrid learning on English oral communication for tourism industry of undergraduate students. *Journal of Education Naresuan University*, 18(4), 14-28.

The Association of American Colleges and Universities. (2012). *Value*. Retrieved September 29, 2015, from <http://www.aacu.org/value>

Walker, A., & White, G. (2013). *Technology-enhanced language learning*. Oxford: Oxford University Press.

Watcharapunyawong, S., & Usaha, S. (2013). Thai EFL students' writing errors in different text types: The interference of the first language. *English Language Teaching with Technology Today*, 6(1), 67-78.

Weigle, S. C. (2002). *Assessing writing*. Cambridge: Cambridge University Press.

Wen, M. L., & Tsai, C. C. (2006). University students' perceptions of and attitudes toward (Online) peer assessment. *Higher Education*, 51(1), 27-44.

Widodo, H. P. (2006). Designing a genre-based lesson plan for an academic writing course. *English Teaching: Practice and Critique*, 5(3), 173-199.

Wongchareunsuk, K. (2001). *Analytical thinking*. Bangkok: Success Media.