WADINLADA THURATHAM

Khon Kaen University, Thailand

DARARAT KHAMPUSAEN

Khon Kaen University, Thailand

IMPROVING ASIAN STUDENTS' WRITING SKILLS THROUGH TELL ENVIRONMENT: WHAT MAKES THE DIFFERENCE?

Abstract:

Technology-enhanced language learning (TELL) has played an importantly integral tool in providing EFL students with valuable language experiences in language classrooms. Since the introduction of recording machine for pronunciation in 1970s', teaching and learning innovation has been advanced and moved forward with an interesting pace. It is however an unanswered question whether teaching innovation can make any true advantages to Asian students who have typically been familiar with a spoon-feeding learning approach. This study focuses on technology-enabled lessons as a supplemental teaching tool for teaching English writing to EFL university students in a Thai university. Additionally, a discussion is developed on the benefits found in using technology (e.g., web-based lessons, blogs, electronic feedback, and Microsoft Office Word) as a part of writing activities. The researcher is particularly interested in investigating on how Asian students harness technology when they have always been passive learners in schools. The paper thus further illustrates the importance of promoting learner autonomy in Asian EFL context and elaborates the main factors contributing to its development. The author also criticizes on the effectiveness of TELL in an Asian university for future advancement in EFL education.

Keywords:

TELL, learning autonomy, Asian students, writing

JEL Classification: I23, I29, Z00

1. Introduction

English language has played an important role as an international language. After the end of the Second World War in 1945, many people were aware of learning English as it was a universal language which could help them communicate and make contact with people from different nations. In particular, people have used English for international trades and IT exchanges (Hutchinson & Waters, 1987). Moreover, McArther (1998) mentioned that English has expanded through many countries in Asia because of the influence of Christianity which taught English in schools and the requests by parents for English teaching of their children. As a result, English has become the central language in Asia. Nowadays, the demand of learning English language is increasing. People learn English language for many purposes, and it is used in many fields and careers such as research and education, trade and investment, hotel and tourism, and technology and innovation.

According to the 11th Higher Education Development Plan, one of the Second 15-Year Long Range Plan frameworks on Higher Education of Thailand (2008-2022), English was considered as an essential language for Thai people in communication because of the influence of the global economy (Ministry of Education of Thailand, 2013). In other words, Thailand was developing itself to harmonize with the economic and social world. As a result, Thai students were required to learn English in order to communicate with people around the world, especially people from the countries in Southeast Asia or in the ASEAN Community. In other words, the Association of Southeast Asian Nations -- Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand and Vietnam -- will collaborate in culture, economy, politics, and social to build the "ASEAN Community" in 2015, which will provide opportunities for people to exchange cultures, education, and trade together. "English" has become an important language for people in these countries to communicate and make international relations, as ASEAN declared that "The working language of ASEAN shall be English" (Association of Southeast Asian Nations, 2008). Therefore, Thai students who know English will have better opportunities to get good jobs and receive high income. In this scenario, English is regarded as an indicator of life success for the current Thai students. With better English, it is likely that the quality of Thai people, economy and society will be fully developed.

However, in Thailand people still have a very low proficiency in English as shown in EF English Proficiency Index 2014 where Thailand was ranked 48th compared to the other 63 countries where English was not the first language. It was indicated that Thailand followed 10 countries in Asia and 3 countries in Southeast Asia including Malaysia, Singapore, Indonesia, and Vietnam respectively (Education First, 2014). These problems not only reflect the educational standards of Thailand, but also the quality of Thai students. For these reasons, Thai students are in need of developing their English basic skills including listening, speaking, reading, and writing in order to enhance the quality of Thai education and to be ready to support ASEAN community and encounter the global changes. Moreover, the English proficiency of Thai students would reach a level that meets international standards.

In Thailand, English has been taught in elementary to university levels as a compulsory or free elective subject in the Thai curriculum, but Thai students still had problems with English skills, especially writing. Even though Thai students were good at speaking, they were unable to complete their essays and academic writings accurately and with grammatical correctness (Pawapatcharaudom, 2007). Moreover, Bennui (2008)

postulated that Thai students had encountered writing problems because they were accustomed to their own style of Thai writing. There are some differences between English and Thai languages in terms of structures, vocabulary uses, and verbal expression in various patterns of writing such as comparison or contrast, description, and narration (Watcharapunyawong & Usaha, 2013). Therefore, writing could be anticipated as the most difficult skill for Thai students (Tangpermpoon, 2008; Watcharapunyawong & Usaha, 2013; Wimolmas, 2013). If the students don't know how to convey the meaning of their communication through writing grammatically and systematically, the meaning of the message would be changed. As a result, misunderstandings between the writers and the readers would appear.

Recently, many researchers have become interested in conducting studies to investigate the outcome of writing in technology-enhanced language learning or TELL contexts. For example, the researches in Asian countries such as the Web 2.0 with blended learning (Shih, 2011), social networking services (SNSs) (Yanus, Salehi, & Chenzi, 2012), digital technology (Razali, 2013), blogs (Yunus, Tuan, & Salehi, 2013), and Intelligent Computer-Assisted Language Learning (ICALL) (Cowan, Choo, & Lee, 2014). In the same way, Thai researches also presented the collaborative blogging, web-based lessons, and electronic feedback (Khampusean, 2012), the web-based lesson on conjunctions (Chomchiawchan, 2012), blog (Kitchakarn, 2012), web-based instruction in English paragraph writing (Woottipong, 2013), and the web-based concordancers on English collocations (Chatpunnarangsee, 2013) as these tools reflect many positive outcomes for the development of the students' writing skills. Therefore, TELL could be considered as one of the most essential factors that could bring Thai students to a competent level of EFL writing.

In response to the future needs of TELL environment, this study aims to construct e-learning and employ weblogs to broaden students' knowledge in elements of writing and enhance their writing skills. The participants in this study were EFL students in Business English Major, Faculty of Humanities and Social Sciences, Khon Kaen University (KKU). After the students were centered in learning, they had good interaction with the teacher and peers. In other words, TELL tools helpfully optimized the roles of the teacher and the students in collaborative learning, so the students had more responsibility in their language learning which could change their behaviors from passive learners to active learners. Moreover, TELL tools supported the students' autonomous learning and explore the significant factors that affected to their writing development in the future. Therefore, the result of this study not only developed the students' writing ability but also explored the effectiveness of TELL tools which will be useful for EFL language learners in future studies.

2. Literature Review

2.1 Technology-Enhanced Language Learning

Technology had played an important role in language learning since the 19th century, and it enriched EFL students in language development increasingly as many studies had positive perspectives on technology-enhanced language learning (TELL) both inside and outside classrooms. TELL was defined as any technological medium that teachers provided to the students for their educational development such as computer assisted instruction (CAI), computer-based multimedia (CBM), and computer mediated communication (CMC) (Wang, 2008). Actually, the term "TELL" evolved from computer-

assisted language learning (CALL) as there were many types of technology based on computer that were employed in learning environment in different purposes. Therefore, CALL was changed into TELL in order to cover all technologies that could enhance the students' language learning (Oxford, 2004). Moreover, the project report for Independent Schools Queensland revealed that technological media were beneficial for language learning because the media offered chances for the students to experience a diversity of technology, and the media could persuade students to take part in classroom activities. Also, the instructional media met the demand of their language learning, so the students were engaged and able to enhance their skills appropriately. As a result, the schools called for technologies in language learning (Levy, 2012). Yang and Chen (2007) added that the more the students experienced TELL, the more their communicative skills were strengthened in response to "the 5 Cs" goals, namely communication, cultures, connections, comparisons, and communities under the Standards for Foreign Language Learning which were considerably concerned with "Language" and "Communication" in the current century (Theisen, 2011). Obviously, multiple technologies were helpful for EFL students, as the media could challenge their skills, increase motivation, provide various learning experiences, and support distance and autonomy learning. Thus, the roles of the teacher and students would be optimized in EFL learning, and student skills would be developed effectively.

In this study, the researcher employed e-learning and weblogs to study the roles of the teacher and the students for improving writing skills of EFL students under learners-centered approach. These integrated technologies will be described specifically as follow.

2.1.1 E-learning

E-learning has been popular for many years, and it seems like many institutions and organizations around the globe are increasingly requiring e-learning. People in the new generation may know what the word "e-learning" means, as technology has inevitably become a crucial part of their lives. Many scholars have given the definitions of e-learning in various ways. Basically, e-learning refers to all kinds of technology that are used to support learning such as computer, website, and digital media. In other words, it has been known generally as "technology-based learning" (Bachman, 2000). Moreover, the Joint Information System Committee (2004) gave the definition of E-learning as any technologies containing various kinds of learning activities which supported learners to be integrated in blended learning (Pearson & Trinidad, 2005), and e-learning was considered as supplemental material that reinforced and helped the practitioners develop their skills in several fields (Jorgensen, 2006).

Have you ever wondered why e-learning was required extensively around the globe? Basically, there were many advantages of e-learning. First, e-learning integrated with multiple learning which was designed to enhance learners' skills, so it could be considered as a qualitative tool which ably supported language learning. Second, e-learning was an online learning resource, so the learners could access the learning environment without the limits of place, time, or a number of participants. Therefore, e-learning brought opportunities to people in different countries to learn new cultures and experiences, as it was one way for the learners to keep pace with the world (Chambers, Gnida, Messaros, Ilott, & Dawson, 2011). Third, the learners could save time from travel expenses. In other words, they didn't need to pay for the oil or transportation fees in order to attend in the class together. Even though learners were in different places, they could

interact with the lessons on e-learning at the same time (Paper, 2000; Elearnframe, 2000). Next, e-learning was a convenient media because the teacher could adapt any information in the web-based lessons all the time as it was on the internet network. It was a valuable tool that provided life-long learning for the students. Finally, e-learning could extend the learners' experiences in active learning because the students could spend time individually to learn, practice, and consult among themselves on the lessons via e-learning. As a result, the students' knowledge was broadened, and their skills became better (Elearnframe, 2000). Therefore, it was undeniable that e-learning was useful for second language learners because it was educational technology that provided valuable knowledge and experiences in language learning not only in classroom but also in global online networks.

2.1.2 Weblog

In 1991, weblogs or "blogs" appeared initially in the internet (Sujud & Rahim, 2013), and the weblogs received more attention in 1999 after the website "Blogger.com" was spread to online networking (Pinkman, 2005). Since then, blogs had rapidly grown and implemented into education. Many scholars defined the meaning of blogs in the same direction. McIntosh (2005) mentioned that blogs were free personal spaces for writing on online websites created by a writer or "bloggers", and many online users on the Internet could post any comments to the blogs written by the bloggers (in Blackstone, Spiri, & Naganuma, 2007). In addition, Sujud and Rahim (2013) added that the bloggers could tell stories, share experiences, or distribute any information through weblogs both official or unofficial ways, as the weblogs were harnessed and updated regularly by the bloggers. Moreover, Godwin-Jones (2003) described that the teachers could support EFL students in language learning by integrating the weblogs as communicative media within instructions in order to provide opportunities for EFL students to practice and enhance their writing skills gradually. As a result, their writing skills were developed, and the students could write meaningful passages effectively (Yang, 2009). Additionally, Yang pointed out that the relationship between teacher and the students could also develop and prosper.

Many studies indicated that weblogs were essential media for EFL students because the weblogs had positively affected the development of their writing skills. Moreover, the weblogs were also beneficial for teachers who were the key persons that facilitated the students in language learning. Wu (2005) mentioned that the weblogs were convenient media for the users because they could control the weblogs by themselves without requiring more technological applications. Wu also explained that the weblogs could support teachers in language teaching for many purposes. First, the weblogs provided opportunities for teachers to operate technological media for the students. Second, the teachers could employ the weblogs to share new information in other websites to their students. Third, it was convenient for teachers and students to look for their previous information, as the weblogs offered the search channel. Next, the users could register and create their own weblogs individually, so the users could write their entries cautiously before they post their blogs to social networking on the internet. Finally, the weblogs could make the students have interaction collaboratively in language learning as the students could give comments to their peers' blogs. Moreover, Nardi et al. (2004) added that weblogs could also develop the users' critical thinking and make them feel relaxed when they wrote their own weblogs personally (in Bakardjieva & Gradinarova, 2012). In addition, Godwin-Jones (2006) stated that weblogs could not only support the students' reading skill, but the students were also mainly focused through the weblogs (in Vurdien, 2011). The

study conducted by Vurdien also showed that the students at a language school in Spain could develop their writing skills through various assignments on weblogs, and the comments in particular with grammatical structures and vocabulary given by their friends could lead the students to have better development in writing. In other words, the weblogs could influence the interaction between the students (bloggers) and their peers (commentators), so the students could collaborate with each other in EFL learning. Therefore, it could be measured that weblog was one of the most beneficial TELL tools that helpfully extended and reinforced the students' knowledge and their writing skills considerably.

Consequently, it was undeniable that technology-enhanced language learning (TELL) had been an essential facilitator in world education, especially writing skills which were considered as problematic skills for EFL students, and many researchers and educators seemed to conduct various studies to find suitable and effective instructional mediums for the students to develop their skills successfully. Therefore, e-learning and weblogs were used as supplemental tools in this study to facilitate the students in writing class.

2.3 Student-Centered Learning

The students-centered learning (SCL) was a well-known approach that had been employed in many educational institutes around the world. Actually, SCL was brought extensively to educational fields by Carl Rogers (Burnard, 1999; Rogoff, 1999 cited in O'Neill & McMahon, 2005) concerning to the effective and autonomous learning embedded in the constructivism theory of Piaget (Attard, Di Iorio, Geven, & Santa, 2010). This was a crucial approach that facilitated EFL students and teachers collaboratively in language learning and teaching. According to the student-centered approach, the teachers would play important roles in classrooms such as investigators, finders, and guides. In other words, the teachers would investigate the students' learning needs, find appropriate learning tools for them, and guide the students in education for their future careers. In other words, the teachers would create learning environment which focused on the students as the center of learning in the classrooms, so this approach could extend their creative ability, explore their tacit knowledge, and increase their responsibility in EFL learning and teaching indirectly (Rodolfo Ang, et.al., 2001). In addition, Schooley (2012) mentioned that SCL was the way in which teachers opened opportunities to EFL students to question their misunderstanding and search for new knowledge collaboratively with their friends, so the students would become active learners. Thus, SCL was different from the traditional learning style with teachers spoon-feeding the students, and the students were only receivers, which made the students into passive learners. Additionally, the SCL survey revealed that the teachers should bring autonomous learning to the students because it could help the students have their individual spaces to learn, think, create, and adapt themselves in their learning environment. As a result, the students would have more responsibility in their learning which would adapt to the future positively (Geven & Santa, 2010). Consequently, SCL was the approach where the learners were centered in language learning, and the teachers would be the facilitators in every possible ways of language teaching both inside and outside the classroom in order to support the students'

autonomous learning, drive them to the better development in EFL learning, and be ready for working in the global society internationally as qualified EFL students.

2.4 Autonomous Learning

The definition of autonomous learning had been defined since the 19th century by Henri Holec who presented this term in the Council of Europe concerning developed and continuing education. Holec mentioned that autonomous learning was the way in which learners could go through difficulties that were in the midpoint of learning and living (in Ming & Alias, 2007). Additionally, Holec emphasized that the students could practice autonomous learning if the teachers gave opportunities for them to make their own decisions in classrooms so that the students would have responsibility in their learning (Rungwaraphong, 2012). Moreover, Benson (1997) divided autonomous learning into three significant aspects: technical, psychological, and political aspects (Ming & Alias, 2007; Ming, 2009). For the 'technical' aspect, it was viewed as a productive learning consisting of many tactics in particular with cognitive, metacognitive, and social strategies (Oxford, 1990). Second, psychological aspect shed the light on a cognitive strategy aiming to assist the learners in their learning process including planning, producing, and assessing, so the learners would have accountability for their own studies (Holec, 1981). Finally, Benson addressed to the political aspect, claiming that autonomous learning had independent and manageable roles for what the learners studied and performed in their learning process. In addition, Swatevacharkul (2011) referred to Benson (2001) that autonomous learning was the learners' responsibility that must be occupied within the learners themselves so that the learners would be able to be successful in their learning. Swatevacharkul explained more that the teachers were also essential supporters who drove the learners towards their autonomous learning by searching for suitable teaching approaches and offering opportunities for them. (Chan, 2003) showed that the English teachers in Bangkok were likely prompt for creating autonomous learning environment for their students. However, the learning would only be successful if the teachers designed appropriate and conducted effective materials for the students. In addition, the study conducted by Rungwaraphong (2012) revealed that Thai students were still accustomed to their own learning style, as the students had always been spoon-fed by the teachers, and most students preferred teachers-centered learning in the classrooms, which meant that the students were not focused on the learning process and were, instead, largely guided by the teachers. Also, the learners were not active to find new strategies for the development of their learning. To sum up, it could be summarized that autonomous learning has not been successful in Thai educational system yet. Therefore, many scholars are still searching for ways to reinforce autonomous learning both inside and outside schools in order to make students take responsibility of their own learning, which could significantly influence their future careers by employing technology-enhanced language learning (TELL) in classrooms.

3. Methodology

The target group of this study was Business English Major Students of the Faculty of Humanities and Social Sciences, Khon Kaen University. The participants were selected from a purposive sampling method as writing skills are covered within their course outline. The participants were assigned to write essays to investigate their errors in elements of

writing. Also, they participated in online lesson activities to enhance their writing knowledge and develop their writing skills.

3.1 The research design

In the study, the research used the one-group pre-test-posttest design to investigate the writing improvement of the students, as this design could measure the previous knowledge and skills of the students. Moreover, it was convenient for the researchers to compare the results of the data from the pre-test with the post-test obviously (Russ-Eft & Preskill, 2009). The design could be exemplified as same as Russ-Eft and Preskills (2009) had introduced below.
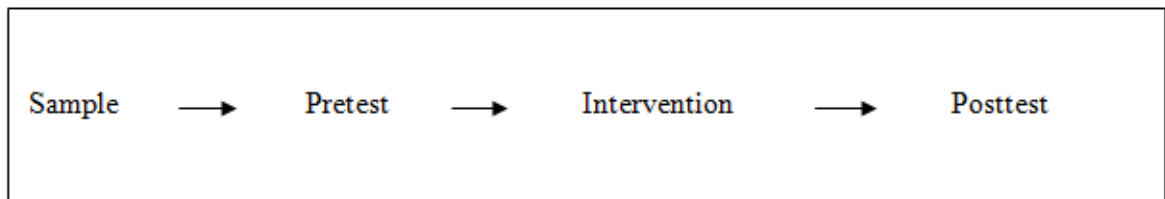
Sample ⟶ Pretest ⟶ Intervention ⟶ Posttest

Figure 1: The one-group pre-test-post-test design   (Russ-Eft & Preskill, 2009)

There were four steps for designing the research including the pre-analysis of the students' errors in essay writings and exercises, the construction of e-learning, the weblog activities, the post- analysis of the writing development by essay writings and exercises, and the investigation of the effectiveness of TELL tools by semi-structured interview with the teacher and questionnaire with the students.
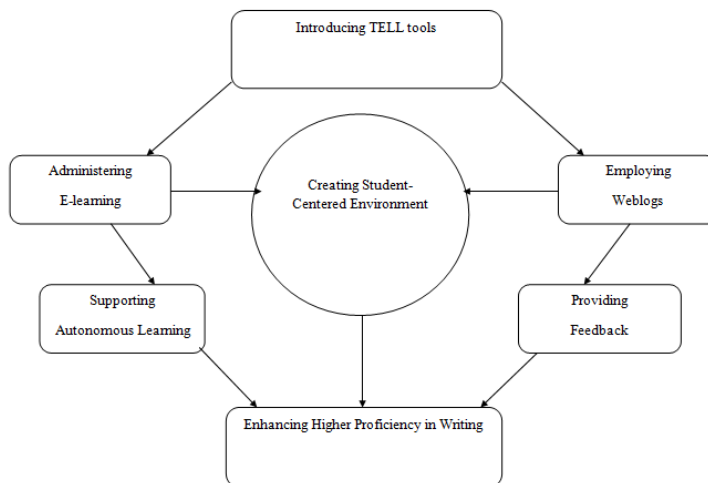
Introducing TELL tools

Administering E-learning → Creating Student-Centered Environment ← Employing Weblogs

Supporting Autonomous Learning

Providing Feedback

Enhancing Higher Proficiency in Writing

Figure 2: My conceptual framework

3.2 The research instruments

Six main instruments were used in this study including pre-post essays, pre-post exercises, e-learning, weblogs, questionnaires, and semi-structured interview, respectively.

First, the students were assigned to write an essay before they accessed the lessons on e-learning to study the pre-elements of writing. After the students finished their learning and practice in TELL activities, they were assigned to write the post-test essay to examine their writing progress. Second, the students were assigned to do pre-exercises of writing skills to double investigate their writing problems and support the result of the essay writing in the pre-test. Similarly, the students were assigned to administer the post-test exercises after e-learning was studied in order to recheck the improvement of their writing skills in each part of exercises and support the result of the essay writing in the post-test. Third, the students were guided and facilitated by the teacher to learn e-learning lessons both in and out class activities for four weeks in order to check the ongoing progress of the students' writing development, and the lesson topics were derived from the four most frequent errors found in the pre-test of essay writing. Forth, the students were assigned to write two essays in order to review their understanding of what they had learned from each lesson on e-learning and check their integrated skills whether they could apply their new knowledge from e-learning lessons in essay writings via weblogs or not. Next, the questionnaire was employed to investigate the students' attitude towards writing activities integrated by TELL tools referring to e-learning and weblogs. Finally, the researcher administered the semi-structured interview to investigate the teacher's attitudes towards the students in TELL activities whether e-learning and weblogs could minimize their problems in writing skills and their learning behaviors were changed into positive ways or not.

3.3 Data Collection

The data was collected from various instruments. First, the topics of the essay writings and exercises were relevant to healthcare issues. Second, the researcher collected the data for e-learning from different sources such as websites, books, articles, and web documents in order to give opportunities for students to learn EFL writing skills in diverse sources. Third, the researcher assigned the students to write two essays via weblogs on the topics related to healthcare issues in the course book, "English for Healthcare Business 422333" organized by the teacher. Forth, the data of questionnaires was collected from the students' attitude towards writing activities integrated by TELL tools referring to e-learning and weblogs. Finally, the teacher was interviewed about the students' behaviors in TELL environment, specifically whether their learning behaviors were changed into positive ways or not.

3.4 Data Analysis

For the data analysis, the researcher used the four criteria -- organization, vocabulary, accuracy, and grammar -- to measure the students' writing performance in essay writing. These components were adapted from the summary of the agreement on the important features in essay writing supported by the directors of the Intensive English Programs (IEPS) from many universities in the United States (Becker, 2011). Moreover, the writing rubrics also were adapted from the Eleventh-Twelfth Grade English Language Arts Standards by Dynamic Learning Maps Consortium (2013) to score student points in essay writing. In addition, the attitude of the students towards writing activities integrated by e-learning and weblogs was rated in five degrees of agreement, and the degrees were described by the Likert scale (Likert, 1932). Also the data from teacher's attitudes towards the students in TELL activities was analyzed and coded into papers, so the effectiveness of TELL tools would be explored. Hence, the Statistical Package for the Social Sciences or

SPSS computer program was used in this study to analyze the data for mean and standard deviation in the research.

4. Result and Discussion

The volunteers were the students in Business English major, the Faculty of Humanities and Social Sciences, Khon Kaen University who attended in an English course, and writing skills were covered within the course outline. At the beginning, the students were assigned to write essays to investigate their errors in elements of writing, and the result revealed that the four most urgent errors in their writing were types of sentence, connectors, paragraph structures, and plagiarism. Then, these elements were chosen to construct e-learning lessons to assist the students in their writing development. After e-learning lessons were studied, the students were assigned to administer the post-test essay in order to check the students' skill application and investigate the advancement of their writing skills.

The result of essay revealed that the mean score in the post-test was higher than in the pre-test essays. The students improved their writing skills in all elements. The highest score was in the element of paragraph structures, followed by types of sentence and connectors (equal results) and plagiarism, respectively, and the result also showed that the element of paragraph structures was improved the most. However, the students could not pass the mean score in the element of plagiarism, so it could be concluded that "plagiarism" was the weakest element of the students' writing skills. Thus, the students should learn and practice their writing skills in this element more, and this result could be beneficial for further studies to construct or develop TELL tools to enrich the students' writing skills in language learning.

In the same way, the result of exercises showed that the mean score in the post-test was higher than in the pre-test exercises. The students could get higher scores and pass the mean scores of four chapters in the post-test exercise including types of sentence, connectors, paragraph structures, and plagiarism, and the highest score was in the chapter 3 "paragraph structures." However, the students could not pass the mean score of chapter 4 "plagiarism" in the pre-test exercise, and the mean score of chapter 4 in the post-test was lowest compared with the other three chapters. Also, the results of the essay and exercises revealed that the weakest element of the students in writing skills was "plagiarism". Therefore, it could be rechecked that TELL activities could increase the students' knowledge in writing elements (e-learning) and develop the students' writing skills (weblog).

In addition, the result of the questionnaire showed that the roles between the teacher and the students were optimized appropriately by the development of their behavior and collaboration through TELL activities referring to e-learning and weblogs. In e-learning activity, the students had more time to learn, think, and practice their writing skills in e-learning activities with the support from the teacher as the guide. This also supported the autonomous learning of the students. Similarly, the students had more responsibility to follow their tasks assigned by the teacher, and they had more time to write their stories related to healthcare business issues guided by the teacher, so it could change their behavior from passive learners to active learners.

However, the students were uncertain whether TELL activities could give them more chance to discuss or consult about writing skills and problems with the teacher or not, so

further studies could find or develop technological tools which give more opportunities for the students and the teacher to interact with each other, both directly and indirectly.

Additionally, the interview with the teacher indicated that there was the collaborative interaction between the teacher and the students and the student with their peers in TELL activities. During learning activities, the teacher played the important roles as the investigator, facilitator, and guide both inside and outside the classroom. In other words, the teacher assigned the students to work individually, in pairs, and groups so that the students had opportunities to consult with the teacher about writing skills in TELL activities. Also, the students could share and exchange their knowledge or information about writing skills and TELL activities with their peers. For these reasons, the TELL activities could build up the collaborative teaching and learning between the teacher and the students effectively.

Nevertheless, it was found that the students encountered with some technical problems in TELL activities such as file uploading and cloud embedment, so further studies may find ways to prevent unpredictable problems that can occur during learning, allowing students ti gain knowledge and practice their writing skills effectively.

Consequently, it was no doubt that TELL tools could support EFL students in language learning in writing contexts and build up collaborative learning between the teacher and the students in TELL environment. Even though the students failed the part of "plagiarism", the scores of their post-test were higher than in the pre-test, which indicated that the student still gained knowledge and developed their skills from TELL tools. Moreover, if there were many channels in TELL tools for the teacher and the students to consult and discuss writing skills or problems, the students would get more useful suggestions and could be guided more effectively. Even though TELL tools were used extensively in education, there were possible ways for the technical problems to occur, so it would be better to find ways to prevent these problems so that EFL students could develop their writing skills successfully. For better development, the students should search for more knowledge or find more time to practice their writing skills by themselves, which could build up autonomous learning and change their own behavior from passive to active learners. These factors could drive the students to achieve their goal in language learning.

5. Conclusion

In conclusion, technology-enhanced language learning (TELL) tools referring to e-learning and weblogs are essential and supplemental tools that could broaden students' knowledge and develop their writing skills. In other words, e-learning could increase student knowledge in all elements of writing, and students could apply the knowledge learned from the lessons on e-learning to essay writing via weblog activities. Also, the students enhanced a variety of writing skills, and the word length of the essays was increased in weblog activities. Moreover, it could be mentioned that TELL activities could not only support the students' collaborative learning with the teacher who was investigator, facilitator, and guide in language teaching and extend autonomous learning by providing chance for them to learn and search for knowledge by themselves, but the activities also developed student responsibility in learning. As a result, the students changed their behaviors from passive to active learning, which was helpfully in developing student writing skills in language learning.

However, there are still some issues with writing accuracy. Most students still showed plenty of errors in essay writing, so further studies should focus more on the development of their writing accuracy and the weakest element of writing skills so that the

student skills would be developed directly and effectively. As a result, the students would have better English writing skills which could make them perform at higher levels of English.

6. References

Association of Southeast Asian Nations. (2008). *The ASEAN charter.* Jakarta: ASEAN Secretariat.
Education First. (2014). EF EPI English Proficiency Index.
Attard, A., Di loio, E., Geven, K., & Santa, R. (2010). *Student centered learning:* An Insight into Theory and Practice. Bucharest: European Students' Union.
Bachman, K. (2000). *Cooperate e-learning:* Exploring a New Frontier. WR Hambrecht + Co.
Bakardjieva, T. & Gradinarova, B. (2012). *Methodologies, tools and new developments for e-learning*: Wikis and Blogs in E-Learning Context. Croatia: InTech.
Becker, A. (2011). Examining rubrics used to measure writing performance in U.S. intensive English programs. *The CATESOL Journal, 22*(1), 113-130.
Bennui, P. (2008). A study of L1 interference in the writing of Thai EFL students. *Malaysian Journal of ELT Research, 4*, 72-102.
Blackstone, B., Spiri, J., & Naganuma, N. (2007). Blogging in English teaching and learning: Pedagogical uses and student response. *Reflections on English Language Teaching, 6*(2), 1-20.
Chambers, W., Gnida, S., Messaros C., Ilott, W., & Dawson, K. (2011). ATESL adult ESL curriculum framework. Alberta Teachers of English as a Second Language.
Chatpunnarangsee, K. (2013). Incorporating corpus technology to facilitate learning of English collocations in Thai university EFL writing course. Parkway: PreQuest LLC.
Chomchiachan, N., & Khampusean, D. (2012). The effectiveness of web-based lesson in teaching conjunctions. *2012 International Conference on Education and Management Innovation IPEDR, 30*, 150-155.
Cowan, R., Choo, J., & Lee, G. S. (2014). ICALL for improving Korean L2 writers' ability to edit grammatical errors. *Language Learning & Technology, 18*(3), 193-207.
Dynamic Learning Maps Consortium (2013). *Dynamic learning maps essential elements for English language arts.* Lawrence, KS: University of Kansas.
Elearnframe. (2000). Facts, figures & forces behind e-learning.
Gliem, J. A., & Gliem, R. R. (2003). Calculating, interpreting, and reporting Cronbach's alpha reliability coefficient for Likert-type scales. *The Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education*, 82-88.
Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A Learning-Centred Approach.* New York: Cambridge University Press.
Jorgensen, R. (2006). *Best practices for creating e-learning.* Florida: OutStart, Inc.
Kamehameha Schools (2007). *The writing process:* An Overview of Research on Teaching Writing as Process. Hawai: Kamehameha Schools.
Khampusean, D. (2012). Principles and practices of collaborative blogging, web-based lessons and electronic feedback in EFL classroom: Issues for Tomorrow's EFL. *The Ninth International Conference on eLearning for Knowledge-Based Society*, 14.1-14.9.
Kitchakarn, O. (2012). Using blogs to improve students' summary writing abilities. *Turkish Online Journal of Distance Education (TOJDE), 13*(4), 209-219.
Levy, M. (2012). *Technology in the classroom.* The Cambridge guide to pedagogy and practice in second language teaching, (pp.279-286). New York: Cambridge University Press.
McArthur, T. (1998). *The English language.* Cambridge: Cambridge University Press.
Ming, T. S., & Alias, A. (2007). Investigating readiness for autonomy: A Comparison of Malaysian ESL Undergraduates of Three Public Universities. *Reflections on English Language Teaching, 6*(1), 1-18.
Ming, T. S. (2009). Investigating autonomy of Malaysian ESL learners: A Comparison between Public and Private Universities. *3L: The Southeast Asian Journal of English Studies, 15*, 97-124.
Ministry of Education of Thailand. (2013). Office of the Higher Education Commission. Retrieved from file:///F:/OHEC_Booklet4.pdf.

O'Neill, G., & McMahon, T. (2005). Student-centered learning: What Does It Mean for Students and Lecturers? In G. O'Neill, S. Moore, & B. McMullin, *Emerging issues in the practice of university learning and teaching,* 27-36. Retrieved from http://www.jfn.ac.lk/OBESCL/MOHE/SCL-articles/Academic-articles/14.SCL-2.pdf.

Oxford, R. M. N. (2004). Effects of technology-enhanced language learning on second language composition of university-level intermediate Spanish students. *USA*: University of North Texas.

Paper, W. (2000). *E-learning:* the Future of Learning. Cirencester, GL: ELearnity Ltd.

Pawapatcharaudom, R. (2007). An investigation of Thai students' English language problems and their learning strategies in the international program at Mahidol University. King Mongkut's Institute of Technology North Bangkok.

Pearson, J., & Trinidad, S. (2005). OLES: An Instrument for Refining the Design of E-Learning Environments. *Journal of Computer Assisted Learning, 21*(6), 396-404.

Pinkman, K. (2005). Using blogs in the foreign language classroom: Encouraging Learner Independence. *The JALT CALL Journal, 1*(1), 12-24.

Redolfo, P. Ang. (2001) Elements of Student Centred Learning. Loyola Schools Loyola Antenoe de Manila Uniersity, Office of Research and Publications.

Razali, A. B. M. (2013). Malaysian teachers' conceptions and uses of digital technology in English writing instruction: A Multiple Case Study. Parkway: PreQuest LLC.

Rungwaraphong, P. (2012). Student Readiness for Learner Autonomy: Case Study at a University in Thailand. *Asian Journal on Education and Learning, 3*(2), 28-40.

Russ-Eft, D., & Preskill, H. (2009). *Evaluation in organization*s: A Systematic Approach to Enhancing Learning, Performance, and Change. New York, NY: Basic Books.

Schooley, H. (2012). Student centered learning in the elementary classroom. *USA*: The Pennsylvania State University. Retrieved from file:///C:/Users/H_Notebook02/Downloads/SchooleyHeather-Student-Centered%20Classrooms%20(1).pdf.

Shih, R. C. (2011). Can Web 2.0 technology assist college students in learning English writing? Integrating Facebook and peer assessment with blended learning. *Australasian Journal of Educational Technology, 27*(5), 829-845.

Sujud, A., & Rahim, N. A. (2013). Learning through blogging. *Australian Journal of Basic and Applied Sciences, 7*(1), 191-198.

Swatevacharkul, R. (2011). Learner autonomy: Teachers' Perspectives and Implications. *Bangkok*: Dhurakij Pundit University.

Theisen, T. (2011). 21st century skills map. Retrieved from https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf.

Tangpermpoon, T. (2008). Integrated approaches to improve students writing skills for English major students. *ABAC Journal, 28*(2), 1-9.

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

Wang, Y. J. (2008). Collaborate to learn: A Case Study of Technology-Enhanced, Collaborative Language Learning. *Current Themes in Engineering Technologies,* 189-198.

Wimolmas, R. (2013). A survey study of motivation in English language learning of first year undergraduate students at Sirindhorn International Institute of Technology (SIIT), Thammasat University. *Bangkok*: Thammasat University.

Woottipong, K. (2013). The development of web-based instruction in English paragraph writing for undergraduate university students. *Malaysian Journal of ELT Research, 9*(2), 49-81.

Wu, C. (2006). Blogs in TEFL: A New Promising Vehicle. *US-China Education Review, 3*(5), 69-73

Yang, S. C., Chen, Y. J. (2007). Technology-enhanced language learning: A Case Study. *Computer in Human Behavior, 23,* 860-879.

Yang, S. H. (2009). Using blogs to enhance critical reflection and community of practice. *Educational Technology & Society, 12*(2), 11-21.

Vurdien, R. (2012). Enhancing writing skills through blogs in an EFL class. The EUROCALL Review. *Proceedings of the EUROCALL 2011 Conference, 20,* 155 – 158.

Yunus, M. M., Tuan, J. L. K., & Salehi, H. (2013). Using blogs to promote writing skill in ESL classroom. Cambridge: WSEAS Press.