

Development of E-Learning Courseware to Enhance English Writing Skills during the Covid-19 Pandemic

Panidnad Chulerk

Rangsit English Language Institute, Rangsit University

Corresponding author: panidnadc@hotmail.com

Received May 20, 2022 ■ Revised September 9, 2022 ■ Accepted September 13, 2022 ■ Published April 20, 2023

Abstract

The objectives of this research were 1) to develop e-learning courseware to support English writing skills of undergraduate students, 2) to study students' writing ability after using the e-learning courseware and the use of e-learning courseware by teachers and students, and 3) to study their satisfaction with the e-learning courseware. By means of random sampling, the sample was 233 undergraduate students and six teachers from six universities. The research tools were the e-learning courseware supporting English writing skills, the pre-test and post-test, and the e-learning courseware satisfaction questionnaire and in-depth interview questions. A pair simple t-test was used to assess the significance between students' pre-test and post-test results. Descriptive statistics (mean and *SD*) were generated from the participants' responses to a questionnaire to investigate their attitudes toward the e-learning courseware. Meanwhile, descriptive analysis was performed to investigate how the participants use the e-learning courseware. The findings revealed that the e-learning courseware was significantly effective and had a significant influence on English writing skill, as evidenced by the mean score of the post-test total score of 16.04 with a standard deviation of 1.95, which was significantly higher than the pre-test total score (a mean score of 11.21 with a standard deviation of 1.76) at $t = 87.63, p < 0.05$. Additionally, the data indicated that all teachers strongly liked the e-learning courseware in all aspects: content, teaching and learning, and the design of the teaching and learning system with an average score of 3.84. According to the ratings from the students, the e-learning courseware received high ratings for both its content and design system, with an average score of 3.86.

Keywords: English writing skill, e-Learning courseware, English teaching

Introduction

It cannot be denied that writing skills are recognized as the most difficult of four skills in learning English as a foreign language. Since, apart from requiring a precise grammar foundation, writing skills are rather complicated; they need planning, revising, and editing. Writers are unable to convey their message through body language, facial expressions, or verbal expressions (Hedge, 1998). For the reason that writing leads to systematic and creative thinking skills to transfer the writer's knowledge, experience, opinions, emotions, and imagination, which are very critical for language learning and development, it has become crucial for English-language learners to emphasize and develop this skill.

Obviously, in Thailand, English writing skills have been a huge obstacle for Thai learners. At the present, teaching and learning in Thailand have been emphasizing communicative skills, and students are taught four language skills simultaneously: listening, speaking, reading, and writing. Considering that writing skills are the pain point for both learners and teachers, writing skills have been placed in the latest chronological order. Due to the difficulty of writing skills composed of knowledge and information as to their basis, students

need to get through complex thinking skills and it takes quite a long time to teach. The problem with teaching writing was fewer writing practice hours since teachers had to spend too much time teaching content and there was not enough time practicing, resulting in students having less writing ability (Tipsuk, 2009; Lupkosa, 2010). Besides, current writing instruction focuses solely on sentence writing to practice grammar, structure, and imitate sample sentences instead of strategically thinking and writing to convey the message. As a result, English writing skills and writing strategies need to be taken seriously as important fundamentals that students must master and practice.

Face-to-face education and the development of writing skills via books or paper-based methods have dominated in Thailand. However, in the era where the internet plays an increasingly important role around the world, the development of e-learning courseware has become an appropriate, updated, and adaptive teaching style for the new normal lifestyle of people in the borderless communication era and also in the learning society due to its flexibility, variance, and reachability with no limitation of time and place for all learners (The National Scheme of Education of Thailand BE 2560–2579).

Meanwhile, all nations in the world have seriously faced the pandemic crisis, Corona Virus Disease 2019: COVID-19, which has affected all around us, including education. The unexpected impact of the crisis caused the prolonged closure of schools and universities. Time limitation caused the inevitable reduction of contents. The challenge of this problem was how to manage to completely teach all the contents of the course syllabus and still be an effective teacher.

In the 21st century educational aim, educators are student intellectual builders to enlighten students' abilities to access knowledge resources via technology. Studying completely face-to-face with the teachers for the whole subject becomes less necessary, whilst students will gain more content, knowledge, and experience. Both teachers and students will accept and adapt themselves to better educational technology and media, which will be developed, implemented, applied widely, then uploaded online and shared with everyone causing more intercollegiate, exchanging experiences and educational progress. The necessary lessons prepared for the next generation are to educate citizens to survive in the connected world. (Winthrop, 2020; Luthra and Mackenzie, 2020).

According to all of the preceding, the development of e-learning courseware supporting English writing skills, which has yet to be discovered in Thailand, becomes an essential medium. Apart from obtaining effective courseware to solve problems during the COVID-19 pandemic, it is a knowledge development guideline for the creation and development of e-learning courseware, including the improvement of English writing skills. This can also be a hugely beneficial guideline for teachers' teaching and learning methods and management of English writing skills and also serve the needs of learners in the current society. As such, this study sought to address the following research questions:

1. What characteristics of e-learning courseware should promote English writing skills?
2. Do the students' writing abilities improve after using the courseware? And, how do the teachers and students utilize the e-learning courseware?
3. What should the teachers' and students' attitudes toward the e-learning courseware be?"

■ Objectives

1. To develop e-learning courseware to support English writing skills in composition writing of the

undergraduate students

2. To study students' writing ability after using e-learning courseware and the use of e-learning courseware by teachers and students

3. To study participant's satisfaction with the e-learning courseware supporting English writing skills

■ Theories and Related Literature

Writing Process

Writing skills are characterized as productive skills in which the writer's ability to transmit ideas, feelings, and experiences is extremely important. Furthermore, organizing the idea process through letters in a way that the readers can understand is definitely the most essential and significant factor that enables writers to successfully communicate their ideas. As Lunsford and Connors (1992) mentioned, writing was an ability of art that had to be encouraged and they classified the writing process into seven steps: Considering purpose and audience, exploring, planning, drafting, revising, editing and proofreading, and taking inventory of your own writing. Writing, in accordance with Hughey et al. (1983), was a reverse circle of reshaping, redefining, and reevaluating. To create a complete piece of writing, the writing process could be categorized into five reversible parts: Getting started, invention, and discovery –self-inquiry: why and what to write, what aspect to writing about, whether the writer had sufficient knowledge or information to write, what writing style to use and to whom the writers wrote; generation – blending opinion and fact; and shaping. In addition to what Eldredge (1995) mentioned, these five processes led to an effective writer: Pre-writing, drafting, revising, editing, and publishing. According to the aforementioned, the researcher studied and utilized the concept to develop the contents of the writing process to be included in the e-learning courseware in five chronological order yet reversible steps:

1. Brainstorming: allowing all scattered ideas, including facts and opinions, to flow together without any grammatically correct checking.
2. Organizing: selecting relevant information, then collecting, classifying, rearranging, and writing them into the correct and appropriate sequence.
3. Draft Writing: starting writing by utilizing all ideas after organizing them, then compiling them more systematically with both semantic and syntactic accuracy in sentence structure and paragraph structure as well.
4. Revising: rearranging, modifying, deleting all

irrelevant information, as well as editing, adding, and improving writing style to produce a better piece of writing.

5. Editing: verifying all components of language use such as spelling, grammar, and structure in order to produce a smooth and flawless piece of work.

Figure 1
Writing Process



e-learning Courseware Development

E-learning is a teaching and learning medium designed and developed that allows students to access diverse and thorough recorded sources of knowledge. According to Yucel (2006), the advantages of learning through e-learning courseware over traditional classroom teaching gave students more options for determining the duration of their studies; additionally, they could plan for their self-learning, causing them to increase their own responsibility in their learning. To create effective e-learning courseware to support English writing skills, the researcher studied various sources of e-learning courseware development process and finally applied them and fixed out into seven steps as followed and shown in the diagram below.

1. The Content Analysis Stage: creating a course, selecting practical, appropriate, and required content, and designing exercises to support English writing skills.

2. The Setting Unit Objectives Stage: defining goals for each unit and categorizing prepared content and activities into appropriate unit sections.

3. The Lesson Design Stage: selecting appropriate computer programs or software to develop the e-learning courseware, such as colors, pictures, graphics, fonts, and slide presentations to appeal to learners of their age, as well as filming and recording voice and video

4. The Creating a Framework Stage: organizing all contents, exercises, and activities and presenting them in the form of a storyboard fully equipped with the entire menu and windows virtually linked promptly to be constructed.

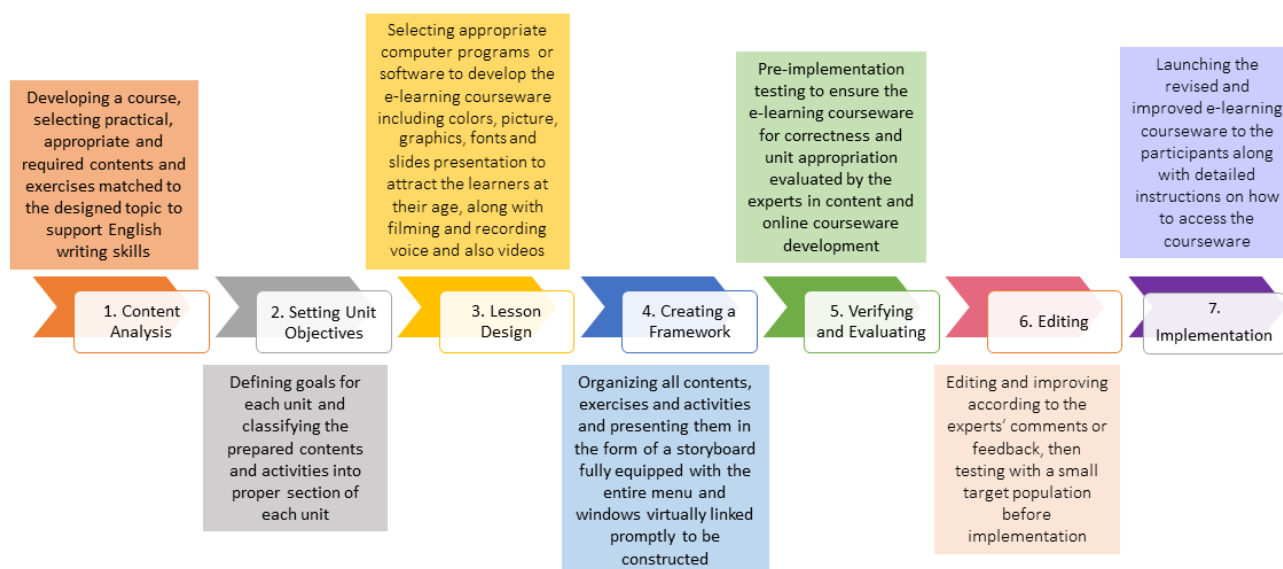
5. The Verifying and Evaluating Stage: pre-implementation testing to ensure the e-learning courseware for the correctness and unit appropriates on evaluated by the experts in content and online courseware development.

6. The Editing Stage: editing and improving according to the experts' comments or feedback, then testing with a small target population before implementation.

7. The Implementation stage: launching the revised and improved e-learning courseware to the participants along with detailed instructions on how to access the courseware.

Figure 2

E-learning Courseware Development Process



The consensus has been that prior research generally confirms that teaching English writing skills through the writing process method could enhance students' English writing ability. According to Tilawat (2004), after the trial, the students' scores increased significantly. In accordance with Tantayanusorn and Sermsongsawat (2011), who conducted research to investigate the best practices for teaching English writing skills, they confirmed that the writing process method was the most effective method and the students had a positive attitude toward this teaching approach. Meesri (2016) concluded her findings by stating that because the writing was a challenging skill, students needed to be taught and practiced enough in the writing process, as well as assigned enough work to be well-prepared to write on their own. Furthermore, Shafiee et al. (2013) studied to identify the effectiveness of the pre-writing process of ESL students by dividing students into four groups: the control group, the in-classroom experimental group, the online study experimental group, and the blended learning experimental group. It was identified that the blended learning group had much more potential than the in-classroom group and the online group by a significant margin. In accordance with Tachel, et al. (2015), investigated ICT and the opportunities for applying e-learning. It was revealed that e-learning could be applied in different schools and countries as e-learning was crucial in allowing students to learn and enjoy their lives in school as well as enhancing students to

acquire more knowledge, be more comprehensible, and practice more in new situations. Their result totally agreed with the findings of Jitbunyapinit and Praneet-polgrang (2016) which confirmed that the students' achievement exceeded higher when learning through e-learning courseware in Technology Information subject. However, only a few research studies have been undertaken on the development of writing skills, especially about e-learning courseware development in the entire course, not only in specific sections. According to the research survey, the researcher received a slew of proposals for designing e-learning courseware in order to be beneficial for students thoroughly not only in terms of supporting their various learning styles but also in terms of enhancing their ability to prepare for their self-learning effectively. Moreover, the advantages were extended to the teachers. It not only allowed the teachers to spend less time on content teaching but instead, more time precious on classroom activities that were most beneficial for the students. Furthermore, it could also be one of the most potent free resources for all English teachers and students.

Research Methodology

This study was a research and development design that used both quantitative and qualitative methods. The quantitative method was applied to collect the data for the pre-test and post-test as well as the applicants' satisfaction with the e-learning courseware. Meanwhile,

the qualitative method was applied to analyze the in-depth interview data.

■ Sample Group

Cluster sampling was used to choose the sample group, two from public universities, one from private universities, Rajabhat Universities, King Mongkut's Institutes of Technology, and nursing colleges. After that, by means of purposive sampling, one section of English Foundation courses at each university, which had around 40 students, was selected. 233 undergraduate students and 6 teachers from 6 universities were the participants in this study. For the purpose of conducting in-depth interviews, a convenient sample of about 10 students from each section was chosen.

■ Research Instruments

The e-learning courseware supporting English Writing skills

According to the study, the process writing approach was recognized as the most crucial and beneficial method for students to develop their writing skills. Therefore, the writing process was adapted and applied into five processes: brainstorming, organizing, draft writing, revising, and editing. The appropriate contents of the steps and process of writing development were summarized and categorized into 10 units, with practical exercises in each unit. Meanwhile, the e-learning courseware framework was designed on infographic websites and Google Slide since they were easier to create and update. All the required, essential content and exercises were uploaded. Afterward, the e-learning courseware was created with links virtually using Adobe Presenter, and reviewed by two experts: one in English writing skills and the other in e-learning courseware

development. The evaluation forms were separated into two sets: one for English writing content, and the other for online course development. The topics of evaluation were contents, language use, the design of teaching and learning systems, and multimedia components. The English writing skills content result was 3.75 out of 4, and online course development was 3.8 out of 4. After that, the e-learning courseware was tried out with 20 students who studied in the English Foundation course and eventually used by the participants through Moodle Software.

The pre-test and post-test

The pre-test and post-test were written exams composed of two given topics of writing composition with 150-200 words each within 90 minutes. One is expository about using online language translation apps, and the other is narrative and descriptive about their most memorable day.

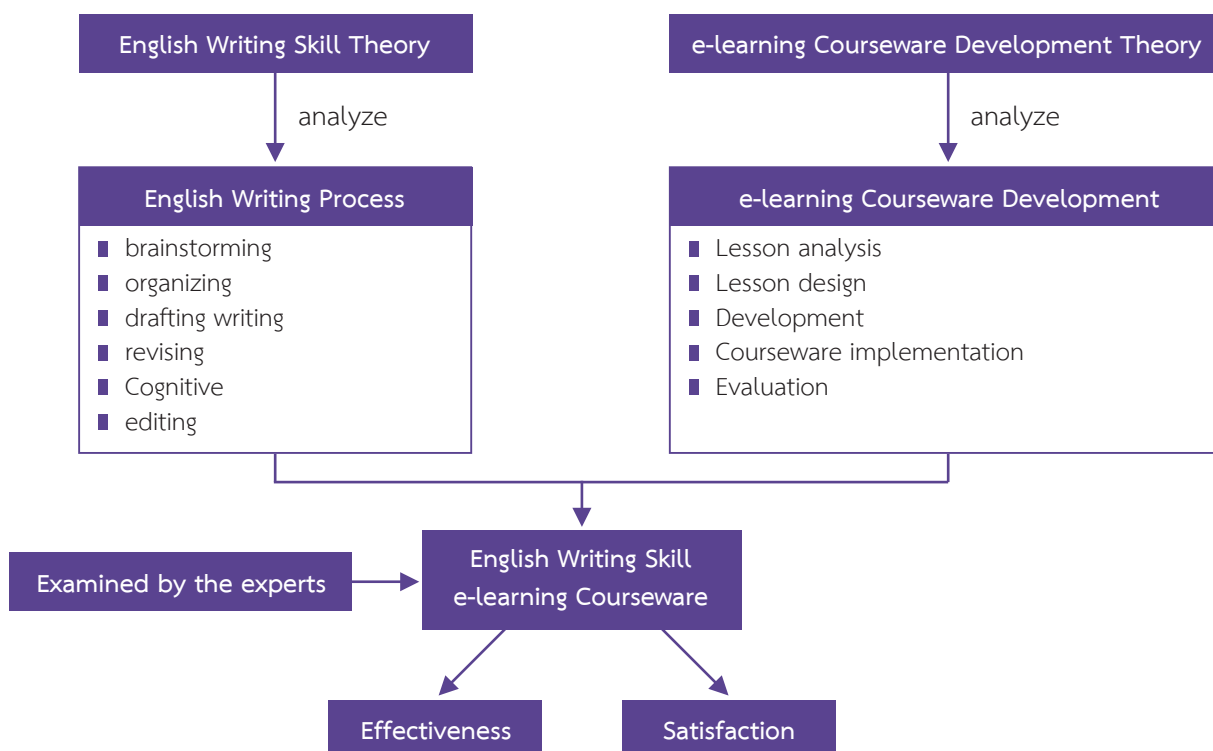
The e-learning courseware satisfaction questionnaire, and in-depth interview questions

The questionnaire was divided into four parts: demographic information, content, the design of teaching and learning systems, and multimedia components. All satisfaction questionnaires were to be rated by all participants on the Likert scale on a 4-point scale (1 = poor, 2 = average, 3 = good, and 4 = excellent). Additionally, a set of in-depth interview questions were applied to all teachers, whereas the students were conveniently sampled of about 10 students from each section in order to learn more about the participants' attitudes toward the e-learning courseware, their experience using technology in teaching and learning English writing skills, obstacles or problems they encountered, as well as any comments or suggestions.

Research Procedure

Conceptual Framework

Figure 3
Conceptual Framework



Data Collection

The online learning invitation and instruction, consisting of the pre-studying process, the pre-test, the steps of how to access the lessons through the provided link, and the post-studying process, were first delivered to all participants. Once the pre-test written exam was completed and submitted, the URL and password were distributed to the participants (the 233 undergraduate students, including 6 teachers from 6 universities). The participants could study online for 8 lessons and 3 appendices at their leisure, in any location of their convenience, and at any time within 12 weeks. However, the teacher could design the implementation style of the e-learning courseware as blended learning, flipped classroom, activities, or as a guideline for teachers. Every lesson was divided into several sections of English writing skills content in the form of a video presentation recorded and voiced by the researcher, along with essential exercises. Each part of the lesson could be repeated as many times as necessary at the learners' convenience. After finishing

their exercise, learners could correct their work on their own with an explanation from the researcher in the presentation. After the experimental phase, the post-test, the questionnaire, and the in-depth interview about their satisfaction and how they used the e-learning course were processed.

The information gathered was evaluated to determine the students' writing ability after using e-learning courseware. To assess the significance between students' pre-test and post-test results, a pair simple t-test was used. In addition, descriptive statistics (mean and SD) were generated on the participants' responses to their questionnaire to investigate their attitudes toward e-learning courseware. Meanwhile, descriptive analysis was performed on the results of the investigation into how teachers use e-learning courseware.

Results and Discussion

Findings and discussions are provided in the following order to answer the research questions.

The first research objective, it is to develop e-learning courseware to support English writing skills in composition writing for undergraduate students. The results are divided into two parts:

The outcome of the e-learning courseware preparation stage

According to the research on e-learning courseware, it was found that the framework had to be developed on the appropriate platform – Google Slide and Infographic Website since they were more convenient and attractive, as in accordance with the research result of Kankaew (2021) who studied using infographics for the new generation of online learning which revealed that students had positive review toward infographic presentation because its effectiveness attracted their attention and motivation to learn, which lead to and effective online learning. Whereas the suitable program to construct the e-learning courseware was Adobe Presenter through Moodle platform.

Meanwhile, the result of the English writing skills process concept was applied and summarized in order to be contained in the e-learning courseware. It revealed that effective writing required five steps through the thinking process and the writing process: brainstorming, organizing, drafting writing, revising, and editing.

The result of the e-learning courseware designing and development stage

As illustrated in Figure 4, the framework was designed as a guideline. The content was categorized into three parts:

1) Part I: The Writing Skills consisted of five units each covering all the necessary content, starting from the basic level to the advanced level. The first unit illustrated the structure of sentences, clauses, and phrases. The second unit emphasized the structure of the paragraph. The techniques of strengthening the

topic of a paragraph were described in the third unit. Supporting and concluding sentences, as well as paraphrasing techniques, were described gradually up to the fourth unit. Last but not least, the fifth unit strongly revealed aspects of the writing process.

2) Part II: The Types of Writing was composed of three units – from unit six to unit eight-- which demonstrated all essential knowledge, and examples, including practical exercises of three basic types of writing: descriptive, narrative, and expository. The sixth unit's sections included all the essential components, such as descriptive words and how to describe places and people, as well as useful exercises. The next step was the seventh unit which was the narrative and demonstrated how to get started in writing a narrative, planning the story, writing the first draft, and editing the story respectively. Lastly, the eighth unit presented the concept of expository writing which introduced various helpful contents: useful order words and phrases, how to write an advantage and disadvantage essay, and how to organize and elaborate an expository.

3) Part III: The third part was appendices that illustrated all the supportive tools for writing. The first appendix focused on useful grammar for writing: parts of speech and transition words. Whereas, the second appendix presented the evaluation checklist consisting of five sections: introduction, body, conclusion, overall structure as well as grammar. This evaluation checklist form could be a helpful guideline for students to evaluate their pieces of work by themselves before submitting them to be graded by the teachers. The last appendix was the list of editing symbols along with the explanation. These symbols were delivered by the teachers when grading the paper to identify mistakes and also state the needed correction, which could help students understand and polish their final manuscript.

Figure 4

Illustration of the e-learning courseware framework

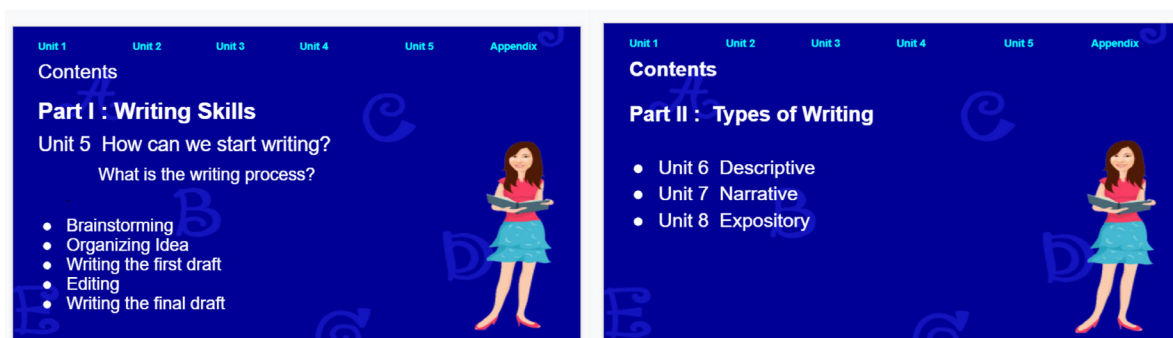


Afterward, the framework had been designed, and the webpage was developed with a virtual link and

promptly to be evaluated by the experts, as shown in Figure 5.

Figure 5

Illustration of the e-learning courseware webpage

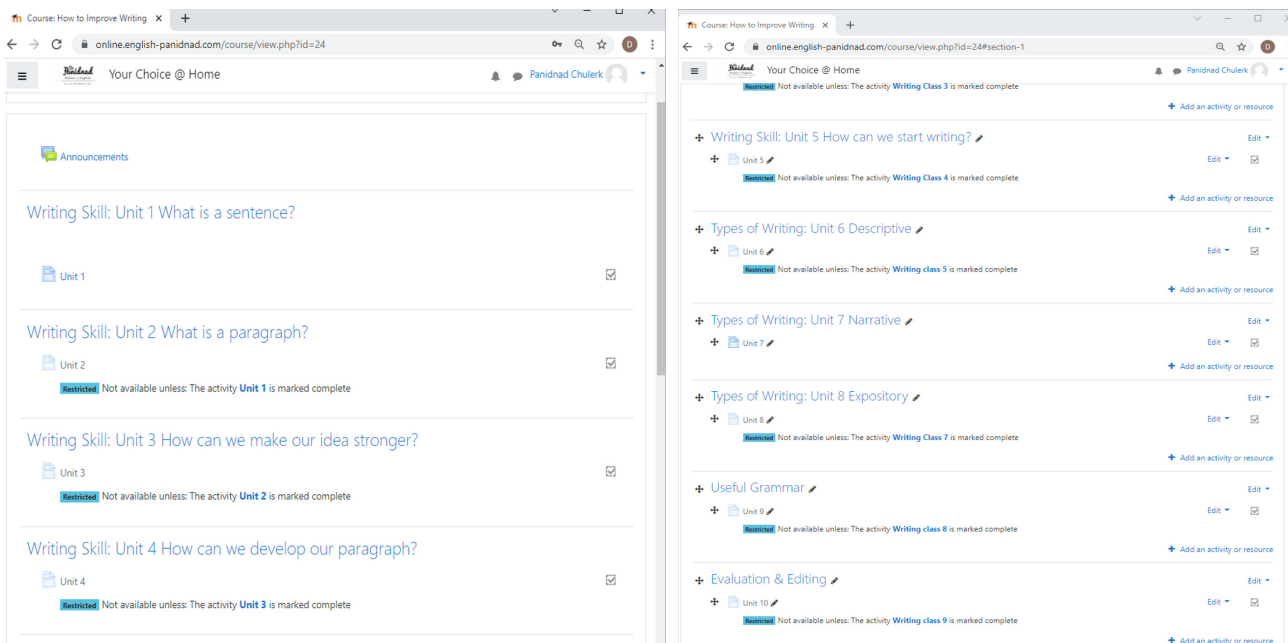


Finally, as seen in Figure 6, the approved webpage was constructed in the Moodle program. After that,

the link and the instructions were distributed to the participants.

Figure 6

Illustration of the e-learning courseware webpage constructed in the Moodle program



Regarding the second research objective. To study students' writing ability after using e-learning courseware and the use of e-learning courseware by teachers and students. The result was divided into two parts:

Students' writing ability after using e-learning courseware

To summarize, the students' writing ability after using e-learning courseware increased significantly,

as shown in Table 1, where the mean score of the post-test total score is 16.04 with a standard deviation of 1.95, which is significantly higher than the pre-test total score (a mean score of 11.21 with a standard deviation of 1.76) at $t = 87.63, p < 0.05$, implying that the e-learning courseware has a significant influence and has a significant impact on the English writing skill test.

Table 1

Mean Scores of the Writing Test before and after the experiment

Writing Test Total Score	N	M	SD	df	t	p
Pre-test	233	11.21	1.76	232	87.63	<.001
Post-test	233	16.04	1.95			

The teachers' and students' utilization of the e-learning courseware

The results of the e-learning courseware utilized by the teachers can be classified into four categories. Firstly, it was used as a flipped classroom, blended learning, and extraordinary learning. Before studying in class, the students were assigned to do self-study via the e-learning courseware, which they then discussed, answered questions, and participated in other activities

in class. Secondly, it was compiled as the students' resources for their own self-learning or extra-curriculum activities at their own pace and at their convenience. Thirdly, it was used as an adjunct, a supplement to the lessons, in-class exercises, documents for teaching, and additional examples, including writing journals and mind-mapping. Lastly, the teachers used it as a resource for their own self-development in both teaching approaches, techniques, and content, as

well as a guideline to help them with their classroom management and also conduct research or projects. In accordance with the teachers, the students used the e-learning courseware as their English writing resources, both in their own interest and as assigned by the teachers.

Due to the third research objective, to study participant's satisfaction with the e-learning courseware supporting English writing skills, the obtained data, as shown in Table 2, strongly indicates that all teachers from six institutions rated the e-learning courseware as excellent in all aspects. In the aspect of content, the third-highest scores that most teachers have are: explaining the content in an easy-to-understand step; systematic teaching of writing, and useful in teaching and learning English writing skills ($M = 4.0$, $SD = 0.00$). For teaching and learning, a guideline to develop teaching material in other lessons or English language

skills receives the lowest score ($M = 3.5$, $SD = 0.84$). This e-learning courseware it is rarely adaptable to the other skills because it focuses on only writing skill and some grammar points. In the aspect of the design of the teaching and learning system, they almost receive full score ($M = 4.0$, $SD = 0.00$) except easy access to lessons, easy to use and uncomplicated, and interactive design of teaching materials. Moreover, every teacher commented that using the e-learning courseware in teaching and learning is beneficial since it allows the teachers to utilize it as a supplementary apart from the text. It helps them save time in preparing content and creating exercises. In addition, the students can set their own schedules and review the lessons according to their needs. Furthermore, the e-learning courseware makes teaching and learning more engaging, and they suggest that the e-learning courseware should be developed for the intermediate and advanced levels.

Table 2
Teachers' Attitude (N = 6)

Statement	Level of preference				M	SD	Average Level of preference
	Excellent	Good	Average	Poor			
Section 1: Content							
1. Explaining the content in an easy-to-understand step	100	00	0	0	4.0	0.00	Excellent
2. Beneficial to improve English writing skills	67	16.7	16.7	0	3.5	0.84	Excellent
3. Appropriate division of content in each unit	67	33.3	0	0	3.7	0.52	Excellent
4. Appropriate content length in each unit	83.3	16.7	0	0	3.8	0.63	Excellent
5. Sufficient and enough content for self-learning	83.3	16.7	0	0	3.8	0.63	Excellent
6. Systematic teaching of writing	100	0	0	0	4.0	0.00	Excellent
7. Up-to-date content	67	16.7	16.7	0	3.5	0.84	Excellent
8. Suitable content for use in teaching and learning	67	16.7	16.7	0	3.5	0.84	Excellent
9. Suitable and enough information for the student’s further study	83.3	16.7	0	0	3.8	0.63	Excellent
10.Enabling learners to develop their English writing skills	83.3	16.7	0	0	3.8	0.63	Excellent
11.Applicable content to their real lives	83.3	16.7	0	0	3.8	0.63	Excellent
12.Promoting and developing the thinking process and creativity of students	83.3	16.7	0	0	3.8	0.63	Excellent
13.In conformity with the course description of your institution	67	16.7	16.7	0	3.5	0.84	Excellent
14.Applicable to your institution’s teaching and learning	67	16.7	16.7	0	3.5	0.84	Excellent
15.Useful in teaching and learning English writing skills	100	0	0	0	4.0	0.00	Excellent
Section 2: Teaching and Learning							
16.More additional learning options for both teachers and students	100	0	0	0	4.0	0.00	Excellent
17.Supporting more effective teaching	83.3	16.7	0	0	3.8	0.63	Excellent

Table 2
(continued)

Statement	Level of preference				M	SD	Average Level of preference
	Excellent	Good	Average	Poor			
18. Providing more opportunities for students to research or self-study at their own convenience	100	0	0	0	4.0	0.00	Excellent
19. Saving your time in preparing activities and teaching materials	100	0	0	0	4.0	0.00	Excellent
20. A guideline to develop teaching material in other lessons or English language skills	67	16.7	16.7	0	3.5	0.84	Excellent
Section 3: The design of Teaching and Learning System							
21. Clear, attractive and easy to understand	100	0	0	0	4.0	0.00	Excellent
22. Appropriate tone and character to emphasize the important content	100	0	0	0	4.0	0.00	Excellent
23. Appropriate and clear format and font size	100	0	0	0	4.0	0.00	Excellent
24. Convenient control menu button to quick access to the lesson	100	0	0	0	4.0	0.00	Excellent
25. Well-structured and composed main menu	100	0	0	0	4.0	0.00	Excellent
26. At-all-time available for self-study	100	0	0	0	4.0	0.00	Excellent
27. Convenient for self-revision	100	0	0	0	4.0	0.00	Excellent
28. Easy access to lessons	83.3	16.7	0	0	3.8	0.63	Excellent
29. Easy to use and uncomplicated	83.3	16.7	0	0	3.8	0.63	Excellent
30. Interactive design of teaching materials	83.3	16.7	0	0	3.8	0.63	Excellent

In terms of students' attitudes toward the use of the e-learning courseware, the data in Table 3 show that 233 students from six universities rated the e-learning courseware as excellent in terms of both content and design system. In the aspect of content, the third-highest scores that most students have are an appropriate division of content in each unit; explaining the content in an easy-to-understand step ($M = 3.9$, $SD = 0.37$) and applicable content to their real lives; appropriate content length in each unit respectively ($M = 3.9$,

$SD = 0.41$). The design the of teaching and learning system indicates that most students are most satisfied with at-all-time available for self-study ($M = 4$, $SD = 0.48$); convenience for self-revision ($M = 3.9$, $SD = 0.43$); and appropriate tone and character to emphasize the important content ($M = 3.9$, $SD = 0.41$), respectively. Additionally, some students also suggest that the e-learning courseware be enhanced with more time-control functions for exercises and composition writing to limit the time in the exam.

Table 3
Students' Attitude (N = 233)

Statement	Level of preference				M	SD	Average Level of preference
	Excellent	Good	Average	Poor			
Section 1: Content							
1. Explaining the content in an easy-to-understand step	88.4	10.3	1.3	0	3.9	0.37	Excellent
2. Beneficial to improve English writing skills	88.4	8.2	3.4	0	3.8	0.44	Excellent
3. Appropriate division of content in each unit	89.7	9.1	1.3	0	3.9	0.36	Excellent
4. Appropriate content length in each unit	89.7	9.1	1.3	0	3.9	0.36	Excellent
5. Sufficient and enough content for self-learning	89.3	7.3	3	0	3.9	0.46	Excellent

Table 3
(continued)

Statement	Level of preference				M	SD	Average Level of preference
	Excellent	Good	Average	Poor			
6. Systematic teaching of writing	90.5	5.6	3.9	0	3.9	0.44	Excellent
7. Enabling learners to develop their English writing skills	88.8	8.2	3	0	3.9	0.43	Excellent
8. Applicable content to their real lives	90.6	6.4	3	0	3.9	0.41	Excellent
9. Promoting and developing the thinking process and creativity of students	88.4	6.9	4.7	0	3.8	0.48	Excellent
10. Useful in teaching and learning English writing skills	88.8	9.1	2.2	0	3.9	0.40	Excellent
Section 2: The design of Teaching and Learning System							
11. Clear, attractive and easy to understand	88	6.4	5.6	0	3.8	0.51	Excellent
12. Appropriate tone and character to emphasize the important content	89.3	8.2	2.6	0	3.9	0.41	Excellent
13. Appropriate and clear format and font size	90.1	5.2	4.3	0	3.8	0.49	Excellent
14. Convenient control menu button to quick access to the lesson	88.4	6	5.6	0	3.8	0.50	Excellent
15. Well-structured and composed main menu	89.7	5.2	5.2	0	3.9	0.48	Excellent
16. At-all-time available for self-study	94.4	5.6	0	0	4	0.48	Excellent
17. Convenient for self-revision	92.7	7.3	0	0	3.9	0.43	Excellent
18. Easy access to lessons	88.8	6.9	4.3	0	3.8	0.47	Excellent
19. Easy to use and uncomplicated	88	7.3	4.3	0	3.8	0.50	Excellent
20. Interactive design of teaching materials	89.3	6.9	3.4	0	3.9	0.50	Excellent

According to the in-depth interview, the inquiries were designed to reflect the teachers' and the students' perspectives on their satisfaction with the e-learning courseware, the use of technology in teaching English writing skills, the need for further use of the e-learning courseware, the challenges or obstacles in utilizing it, as well as suggestions.

The satisfaction

All teachers reviewed that they appreciated the e-learning courseware for the reason that it was fully equipped with all the necessary content, divided into each unit properly to the students' interests and period of time, including sufficient exercises and tests for basic composition writing. According to Meesri (2016) findings, students are required to be sufficiently instructed and exercised in the writing process, as well as allocated sufficient work, to be well-prepared to write independently. In addition, every section was explained in-detailed and systematically with the clear voice of the researcher. They added that this point they preferred the most since it seemed like their students had more opportunities to study with the special guest teacher, which made their students

more interested. All agreed that this e-learning courseware allowed them to have more time teaching other content and relieved them of the burden of preparing exercises. Additionally, according to two teachers, additional activities might be developed after using this e-learning courseware, such as creating a mind map for each unit's summary, engaging in self-study twice a week, or keeping a journal. Some commented that this e-learning courseware was very beneficial for both teachers and students since it was a wider resource than what they taught in the curriculum. Furthermore, some teachers agreed that using e-learning courseware to enhance teaching English writing was ideal and beneficial because it allowed the students to learn anytime, anywhere as well as manage their own revision. They also managed their own schedule and had self-responsibility, which promote autonomous learning as indicated by Yucel (2006). In accordance with some teachers, they added that this e-learning courseware is suitable for all levels of students. Students with low English writing capacity can repeat and study slowly at their own pace, whereas the good ones can get through it quickly as needed.

Likewise, the students agreed that the e-learning courseware was very valuable and convenient for their self-learning and practice because there were various contents that were quite new to them. Whereas the students in some universities revealed that the content was relevant to their lessons. Yet, a few male students pointed out that the homepage design and color looked a bit too childlike.

The use of technology in teaching English writing skills

The e-learning courseware was widely accepted among both teachers and students who believed that applying technology to teaching and learning English writing was an engaging activity in the era when students were familiar with online learning. The e-learning courseware, fully equipped with all the necessary content for writing composition along with the teacher's explanation verbally as well as practical exercises and tests, was an effective alternative. They all agreed that it motivated students to become active learners and self-instructed learners and also supported flipped classrooms and blended learning. In accordance with Levy (2003), e-learning is an educational technology that encourages students to study in more individualized, active, and collaborative ways. Knowledge is no longer passed down from one person to the next, but rather is exchanged in an open, dynamic, and dialogic environment, allowing collective intelligence to grow.

The need for further use of the e-learning courseware

All teachers and students indicated that they would appreciate further using the e-learning courseware, especially in the English foundation course or Basic English Writing. In addition, next term, they planned to redesign the course to be blended learning or flipped classroom to add value and make it more alternative in teaching and learning. These comments are supported by Shafiee et al. (2013) indicated the effectiveness of the pre-writing process of ESL students in the blended learning group has far more potential than the in-classroom and online groups.

The challenges or obstacles in utilizing

None of the teachers or students revealed the obstacles to utilizing the e-learning courseware since most students managed to work on computers fluently and conveniently and had their own personal computers or tablets. Also, some universities had enough computer for students. However, disconnecting was occasionally

the problem, depending on the computer and internet capacity. Additionally, Adobe Flash Player had to be installed to support this e-learning courseware.

Suggestions

In order to maximize students' proficiency in English writing, some teachers and students proposed adding more varied content about different forms of writing composition to the intermediate and advanced levels. Additionally, some students suggested that this e-learning courseware be posted on the university intranet in order to give all students who had previously been unable to access it more opportunities to engage in self-learning at their own speed. They added that each course's high-quality e-learning materials will enable students to learn more.

Conclusion and Suggestion

This research aimed to document the characteristics of the e-learning courseware supporting English writing skills, its effectiveness and how it was utilized, and the participants' attitude toward it. The data confirmed the e-learning courseware was an effective and supportive solution during the critical period of the pandemic disaster known as Corona Virus Disease 2019: COVID-19, which resulted in the closure of schools and institutions for an extended period of time and an absolute limitation of time in teaching content. According to the post-test scores, which significantly increased, and the positive satisfaction revealed by the participants, the e-learning courseware enhanced students' English writing skills ability while also facilitating English teachers and fully equipped with all crucial sentence and paragraph structure, techniques for developing a paragraph including aspects of the writing process with practical exercises and sufficient tests, as well as types of writing, together with all supportive tools for paragraph writing. Adobe Presenter was used to constructing and then deliver the presentation using Moodle Software. According to the participants, it was simple to use and access. The e-learning courseware utility was varied in class-activity, supplementary, self-learning, and teachers' and students' resources, which are in accordance with flipped classroom and blended learning and could be applied in another course next semester as a complete flipped classroom or blended learning course. However, recommendations that arose in the data for implementing more e-learning courseware in more advanced writing skills along

with other skills were called for. More such e-learning courseware should be designed, constructed, and uploaded on the university intranet not only to decrease the preparation demand placed on teachers but also to enable students to have autonomous learning as well as accelerate their English writing skills at their own speed as active learners.

References

- Eldredge, J. (1995). *Teaching decoding in holistic classrooms*. Merrill/MacMillan.
- Hedge, T. (1998). *Writing*. Oxford University Press.
- Hughey, J. B., Wormuth, D. R., Hartfiel, V. F., & Jacobs, H. L. (1983). *Teaching ESL composition: Principles and techniques*. Newbury House Publishers.
- Jitbunyapinit, C., & Praneetpolgrang, P. (2016). *Effects learning and educational achievement in the development of teaching and learning using e-learning in information technology course for students in Mathayomsuksa 1* [Conference Session]. National and International Sripatum University Conference 2016. Bangkok, Thailand. <http://bit.ly/3xw9A3M>
- Kankaew, K., & Suksudthi, T. (2021). Slide-topology: The traditional presentation versus infographic for the new generations online learning. *Elementary Education Online*, 20(5), 930-935. <https://doi.org/10.17051/ilkonline.2021.05.100>
- Levy, Y. (2003). *A study of learners perceived value and satisfaction for implied effectiveness of online learning systems* [Doctoral dissertation, Florida International University]. ProQuest Dissertations Publishing. <https://www.proquest.com/docview/305232047>
- Lunsford, A. A., & Connors, R. J. (1992) Exercising demonolatry: Spelling patterns and pedagogies in college writing. *Written Communication*, 9(3), 404-428. <https://doi.org/10.1177/0741088392009003004>
- Lupkosa, S. (2010). *The development of English writing skills of the tenth grade students using task-based activities* [Unpublished Master's thesis]. Mhasarakham University.
- Luthra, P., & Mackenzie, S. (2020). *4 ways COVID-19 could change how we educate future generation*. World Economic Forum. <https://www.weforum.org/agenda/2020/03/4-ways-covid-19-education-future-generations/>
- Meesri, S. (2016). *Development of English writing exercises focusing on genre-based approach for Mathayomsuksa sixth students at Sriwichaiwithaya School, Nakhon Pathom* [Master Thesis, Silpakorn University]. DSpace at Silpakorn University. <http://202.44.135.157/dspace/bitstream/123456789/1369/1/55254326.pdf>
- Shafiee, S., Kosha, M., & Afghari, A. (2013). The effect of conventional, web-based, and hybrid teaching of pre-writing strategies on Iranian EFL learners' writing performance. *International Research Journal of Applied and Basic Sciences*, 4(2), 393-401. <https://www.yumpu.com/en/document/read/50777849/the-effect-of-conventional-web-based-and-hybrid-teaching-of-pre/>
- Tachel, T., Buseyne, S., & Everaerts, P. (2015). *Introduction and development of active learning with ICT with the opportunities of e-learning* [Conference session]. E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Hawaii, United States. <http://www.learnlib.org/p/151986>
- Tantayanusorn, S., & Sermongsawat, A. (2011). Development of English writing skill teaching model for lower secondary students. *Journal of Human Sciences, Faculty of Humanities, Chiang Mai University*, 12(1), 57-67.
- Tilawat, N. (2004). *The development of English writing skills of the twelfth-grade students Using the writing process approach* [Unpublished Master Thesis]. Srinakharinwirot University.
- Tipsuk, T. (2009) *The development of learning outcomes on English reading and writing communication of the ninth-grade student using the CIRC technique*. [Master Thesis, Silpakorn University]. SURE. <http://sure.su.ac.th/xmlui/handle/123456789/7507?attempt=2&>
- Winthrop, R. (2020). *Global economy and development: Top 10 risks and opportunities for education in the face of COVID-19*. Education Plus Development. BROOKINGS. <https://www.brookings.edu/blog/education-plusdevelopment/2020/04/10/top-10-risks-and-opportunities-for-education-in-the-face-of-covid-19/>
- Yucel, S. (2006). E-learning approach in teacher training. *Turkish Online Journal of Distance Education-TOJDE*, 7(4), 1-8. <https://files.eric.ed.gov/fulltext/ED494378.pdf>