# CHAPTER 5

# CONCLUSION, DISCUSSION AND SUGGESTIONS

The purposes of this research are to develop the curriculum of English for Social Sciences course using experiential learning with e-learning to enhance students' paragraph writing ability, analytical thinking ability and moral awareness. The study was a type of Research and Development (R&D). The target group comprised of 88 undergraduate students majoring in Political Science enrolled in GE-245 English for Social Sciences course in the first semester of the 2013 academic year at Maejo University-Phrae campus. The research instruments were classified into 3 groups: 1)curriculum development instruments consisting of students' need analysis and proto syllabus; 2) experiential instruments consisting of lesson plans, a curriculum evaluation form for expert, and a curriculum evaluation form for students; 3) data collecting instruments consisting of the paragraph writing ability tests, the analytical thinking ability tests that included three essay writing tests and three group project reports, and the moral awareness assessment that included the *reflective writing* assignments and the moral behavior observation form. The data obtained were analyzed by using content analysis, frequency, percentage, mean and standard deviation.

## 5.1 Conclusion

The research findings were as follows:

1) Development of the English for Social Sciences curriculum using experiential learning with e-learning. The result of the developed curriculum evaluated by the experts is effective. From students' opinions, the curriculum is appropriate.

2) Students' paragraph writing ability is at a competent level. All of students meet the set criterion (50 percent).

3) Students' analytical thinking ability is at a competent level. The mean score

4) Students' moral awareness is at a high level.

## 5.2 Discussion

The results of the research can be discussed as follows:

2.1. The effectiveness of the English for Social Sciences curriculum using experiential learning with e-learning.

The results of the English for Social Sciences curriculum evaluated by the experts is effective. From students' opinions, the curriculum is appropriate. There are several factors to that contribute to the overall effectiveness of the curriculum as follows:

Firstly, the curriculum was developed with the student as its central focus. As students' involvement and participation are necessary for learning experience (Brandes,D. and Ginnis,P.,1986), the curriculum was planned to best meet students' needs and interests. The basic data for developing the curriculum of English for Social Sciences are gathered from students' needs analysis on English language skills before determining the course objectives, content, activities, materials, and evaluation. Students have involvement directly in curriculum development. They are as partners in planning, implementing, and evaluating the learning process. Therefore the preparation of the teaching-learning process is relevant to students' needs and interest.

In the implementation of English for Social Sciences curriculum, students were the most important persons to give the information for developing the lesson plans while implementing the curriculum. Students were asked for their thoughts, opinions and suggestions in relation to the teaching and learning process. From the observation of students' behavior, student performance, and students' reflections and perceptions about the learning experience are valuable perspective for the researcher to improve the quality of lesson plans. The result of assessment obtained from each experiential learning unit and students' feedback after each learning unit helps the researcher to make good choices about what and how to change to improve the teaching and learning process.

120

In the phase of evaluation after the implementation of English for Social Sciences curriculum, students also took part in giving their feedbacks and opinions on the English for Social Sciences implementation on 1) learning content; 2) teaching-learning process; 3) media and learning resources; 4) measurement and evaluation ; 5) opinions towards the English for Social Sciences curriculum; and teaching –learning process after learning through the English for Social Sciences curriculum. From the informal discussion with students, they were satisfied to have a chance to give feedback and information for the development of the curriculum.

The curriculum that corresponded to students' needs and interest motivated them to learn best and actively. As a result, most of them agreed that the English for Social Sciences curriculum is appropriate and relevant to their needs and interests. This is in line with Tabogoc, D. (2013) who suggests that effective  curriculum is based on the needs of the people. A good curriculum reflects the needs of the individual and the society as a whole.

Secondly, the curriculum of English for Social Sciences was developed based on experiential learning principles that placed emphasis on students' participation, direct involvement and active engagement in the learning experiences in a real world context rather than being passive note-taking students. The course objectives were set in accordance with the course description that focused on developing students' academic reading and writing skills as well as analytical thinking ability and morality in order that students could integrate and apply academic skills for higher education success. Besides, the content selected was meaningful and useful to be applied in students' real life situation. As experience is the central role of the learning process, the researcher carefully designed each experiential learning unit to include content topics and academic language skills that meet students' needs, interests and expectations. Students are motivated to learn by the content or issues which they are curious about and are relevant to their prior experience. Theall, M.,(2005) notes that student existing knowledge forms the foundation for incorporating new information into more complex and sophisticated schemas, selecting the content that are relevant to students' experience helps motivating students to discuss, share their own experiences, reflect on the new knowledge, and connect it to the real world application. This is in line with

Taylor, L. & Parsons, J. (2011) suggestion that the learning content topic should be relevant, meaningful, and authentic so students will build a sense of purpose to the learning experience and they will engage successfully in the learning. The language skills provided in this course are academic reading and writing skills needed by students to apply in their learning as well as in their career in the future.

The use of Kolb's cycle of experiential learning in teaching and learning process was another crucial factor that promoted the effectiveness of the developed curriculum. Throughout the experiential learning process, students are actively engaged in posing questions, investigating, solving problems, constructing meaning, making decisions, and experimenting. In the four phases of Kolb's experiential learning cycle, students are provided opportunities to construct their own understanding and knowledge of world through experiencing things, reflecting on those experiences, conceptualizing the experience from the analysis, and applying the new knowledge learned from experience in new situations. This is consistent with Ellinton, H. and Aris, B. (2000) who note that students tend to learn much more effectively if they are actively involved in the learning process rather than being simply passive receivers of instruction. Moreover, the application of three experiential approaches: problem-based learning, service learning, and active learning made the course more interesting and challenging. These experiential approaches encourage active learning and self-directed learning as students take responsibility for their own learning through hands-on learning, engaging in direct experiences, using a problem solving process, and addressing real world problems (Wurdinger, S. and Rudolph, J.,2009, p.1). Group project assignments based on the three experiential approaches are designed to encourage students in exploring information, sharing understanding of the learning through interaction with others, creating knowledge from their experiences, and transferring the knowledge, concept, and skills learned in classroom to real-world context. Students are motivated to learn more as they take what they learn in the classroom and apply it in a real world setting where they grapple with real-world problems, discover and test solutions, and interact with others (Moore, D. ,2010, p.3). Experiential programs is a powerful educational vehicle for promoting personal and intellectual development (Conrad, D and Heden,D., 1995).

Incorporate e-learning in the English for Social Sciences curriculum is a factor contributing the effectiveness of the curriculum. Students in the 21st century do not mainly learn by reading or listening but rather they learn by doing and exploring (Oblinger,2009). The incorporation of technology in experiential learning makes learning more authentic, efficient, and motivating. With the use of e-learning tools and mobile technology, students are motivated to engage in the learning process actively. Technology enables a connection among students, people, and learning resources (Willis,1994). The researcher incorporated social media tools, including Facebook and Google Docs in the experiential learning process to support asynchronous learning and provide opportunity for students to learn at their own pace and free from the constraints of time or distance. Google Docs facilitates collaborative writing among group members and motivates students to contribute to their group writings. With the use of Google Docs, students not only have stronger motivation to write collaboratively, but also their higher order thinking skills, such as evaluating and commenting on peers' written work can be enhanced(Chi Cheung Ruby Yang, 2010). Facebook facilitates communication, collaboration as well as student-instructor and students-student interactions. Providing opportunity for students to discuss online via Facebook group can promote, and contribute to language learning because students are motivated to communicate to express their own ideas freely without worrying about grammatical error. This conforms with a study of Khalid, F. (2013) that students found the online sharing activities as fun to get involved in, useful for gaining instant support and replies and it also enhanced their communal interaction and collaboration. In this study, the researcher noticed that most students were enthusiastic to participate in an online discussion, share useful links, and share information to their classmates on Facebook page and Google Docs. Students learn best when they interacted with each other in the online learning environment. Integrating experiential learning and technology encourages students to learn by collaboration and participation and students become really engaged when they use a real-life method of learning (Saxena,S. 2013).

The English for Social Sciences curriculum developed by using experiential learning with e-learning contributed the development of students in all aspects: knowledge, skills, and morality. The experience and content builds on students' needs, wants, and

123

interests that promotes students' participation and creates meaningful learning for them. Each experiential learning unit was designed to include the four phases of Kolb's experiential learning cycle so that students would engage in a continual cycle of experiencing, reflecting, thinking, and applying. Each step of the learning process is aimed to encourage students to participate fully in learning activities and focus on students' needs, interest, and expectation. A variety of experiences and activities motivated students to actively participate in the learning process, create the opportunity for students to engage and apply academic understandings through hands-on activities, while simultaneously learning new information about the world around them. As Henry Ellington & Baharuddin Aris (2000) note that students tend to learn much more effectively if they are actively involved in the learning process rather than being simply passive receivers of instruction. Moreover, active activities included discussions, brainstorming, problem-solving, decision making, public speaking, oral presentation, project presentation enabled students to focus and reflect on a task, which allowed them to better understand and transfer knowledge and skills to new applications. Integrating experiential learning with e-learning in the curriculum encourages students' participation in learning activities. The e-learning tools both Google Docs and Facebook facilitate collaborative writing among group members and motivate students to contribute to their group writings. Collaborative learning involves students working in small groups, develops students' higher-level thinking, communication, responsibility, and leadership skills. According to James G. B., Amy E. M., and Brooks C. H. (2007, experiential learning enhances students' metacognitive abilities, their capacity to apply newly acquired skills and knowledge to real-life situations, and the ability to become self-directed learners. It promotes greater interest in the subject material, enhances intrinsic learning satisfaction, increases understanding, and retention of course material, develops the desire and ability to be continuous learners, improves communication, and interpersonal skills, problem solving, analytical thinking, and the critical thinking of students (McCarthy, 2010, p. 136).

## 2.2 Students' paragraph writing ability
In order to assess the effectiveness of the lesson plans, the researcher asked students to write paragraphs that included: a cause and effect paragraph, a problem-solution

paragraph, a persuasive paragraph, and a conflict- resolution paragraph. The results revealed that the average of students' paragraph writing ability assessed from paragraph writings as a whole was at competent level (71%). The results showed that students' paragraph writing ability developed steadily during the English for Social Sciences course.

To promote students' paragraph writing ability, experiential approach is incorporated in the course to give students opportunities to engage in the writing process. In the concrete experiencing stage, students are motivated to discuss and share their ideas on the learning topics. After the discussion, students generated ideas for writing on their own topic of interest. The researcher also provided students with sample graphic organizers that guide them in sorting and organizing their information. In the reflective observation stage, students are encouraged to gather information from various sources, analyze, organize ideas and information into a form of paragraph. The researcher found that students are more active in their learning. They investigated the real place and interviewed people involved to get factual information. They did an online group discussion on Facebook and collaboratively created a paragraph in Google Docs. In the abstract conceptualization stage, students are asked to work in small group. Each group shared their writing with another group. The researcher provided students with models of some text type so as to allow them to have a clear understanding about the aim and the framework of a particular writing. Models can be used for text analysis, which help L2 writers see how particular grammatical features are used in authentic discourse contexts (Myles, J., 2002). Then each group analyzes and gives comments on another group's writing. Feedbacks from their classmates can help them improve their writings. Students revised and edited the first draft before published their writings in the active experimentation stage. Through writing process, students work on their writing tasks from the first stage to the end of the written product. They were enabled to explore their thoughts, formulate their ideas, and developed their own writing in authentic and meaningful contexts.

Experiential learning enhances students' metacognitive abilities, their capacity to apply newly acquired skills and knowledge to real-life situations, and the ability to become self-directed learners (Kolb & Kolb, 2006). From the observation, the researcher found that

students are more motivating to write on a topic that was meaningful to them. As students had ownership in their work, they are allowed to control their own learning, determine what information they wanted to learn, how to acquire the information and how to present, so they are actively and collaboratively engaged in the writing process. The researcher also noticed that most students' writings are constructed based on the experiences from their investigation and observation without copying the content from other written sources. They can transfer their writing ability to construct various paragraphs to real world audiences such as a cause and effect paragraph to inform people about the impacts of social problems in their community, a problem-solution paragraph to propose possible solutions to social problems, a persuasive paragraph to promote social justice, and a conflict resolution paragraph to show how to solve conflict non-violently.

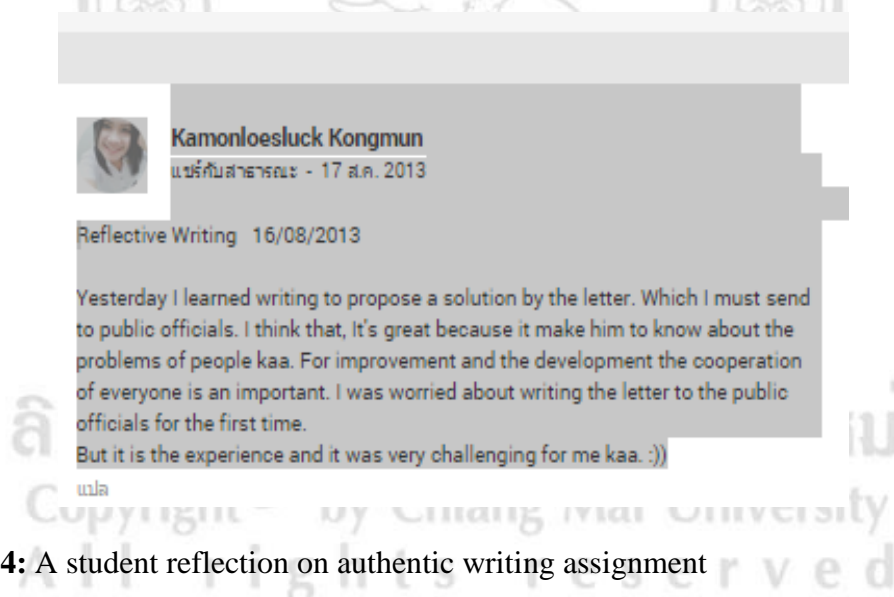The following is a student reflection on authentic writing assignment :



**Figure 14:** A student reflection on authentic writing assignment

Incorporating experiential learning approach in writing process helps promote students motivation and writing ability. Linn K. B. & Merriam, S. (2004) suggest that experiential learning can be used profitably to teach students a body of skills and knowledge about writing to account for and interact with a variety of rhetorical situations, both in and out of the academy.

The use of e-learning in experiential learning process is another factor that helps improve students' writing abilities. According to Diallo, A. (2014, p.4), the use of technology such as social networking applications and mobile devices allows learners to quickly master new language skills through exposure to a variety of new technologies. In this study, Facebook and Google Docs are applied to promote students' communication, interaction and collaboration. As students can easily access Facebook on mobile device, during learning through English for Social Sciences curriculum, students are assigned to do group discussion about their topic of interests on Facebook group. Student interactions in online discussion can facilitate a learner-centered approach to teaching and provide students with an opportunity to practice and learn knowledge and skills in a supportive and encouraged environment (Ru-Chu Shih (2011). The researcher found that some students who usually lacked confidence and rarely participated in face-to-face interactions, were more inclined to participate and express themselves in online discussion via Facebook. This is because online discussion engages users in a real time conversation in which they receive immediate responses. In addition, online discussion activities encourage students to concentrate on the content of writing to express and exchange their ideas without worrying about correct language form. These create a more relaxed learning atmosphere that promotes students' learning experiences. As Sirikhan, (2002, p.107) indicated, students should be motivated to use language to communicate their messages and ideas in authentic communication focusing on content rather than on the *grammatical* form.

Using Facebook as a platform for students' discussion helps support knowledge construction. Online interactions not only supports the development of students' language skills, but also fostered students' interest and motivation in language learning (Lee, L., 2002, p.17). Through using Facebook students not only become more attentive and willing to express their ideas in writing and willing to interact with other people but, students' friendship, communication and sense of trust are enhanced also (Ru-Chu Shih (2011). Omar, H., Embi, M.A., and Yunus, M.M., (2012) suggest using that Facebook as a promising virtual tool and environment to promote interaction in English learning. A sample of students' online discussion on Facebook is presented in Figure
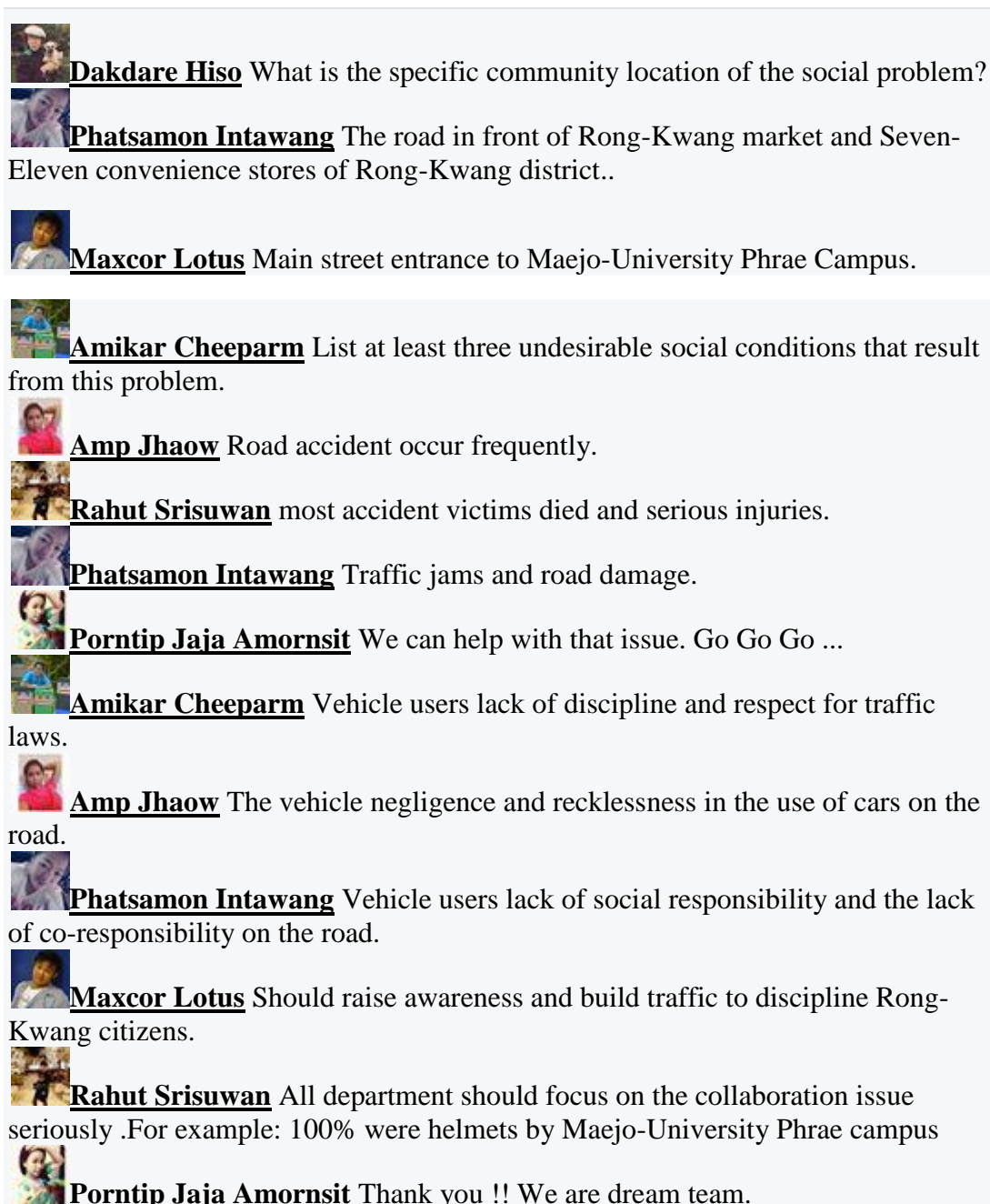
**Dakdare Hiso** What is the specific community location of the social problem?

**Phatsamon Intawang** The road in front of Rong-Kwang market and Seven-Eleven convenience stores of Rong-Kwang district..

**Maxcor Lotus** Main street entrance to Maejo-University Phrae Campus.

**Amikar Cheeparm** List at least three undesirable social conditions that result from this problem.

**Amp Jhaow** Road accident occur frequently.

**Rahut Srisuwan** most accident victims died and serious injuries.

**Phatsamon Intawang** Traffic jams and road damage.

**Porntip Jaja Amornsit** We can help with that issue. Go Go Go ...

**Amikar Cheeparm** Vehicle users lack of discipline and respect for traffic laws.

**Amp Jhaow** The vehicle negligence and recklessness in the use of cars on the road.

**Phatsamon Intawang** Vehicle users lack of social responsibility and the lack of co-responsibility on the road.

**Maxcor Lotus** Should raise awareness and build traffic to discipline Rong-Kwang citizens.

**Rahut Srisuwan** All department should focus on the collaboration issue seriously .For example: 100% were helmets by Maejo-University Phrae campus

**Porntip Jaja Amornsit** Thank you !! We are dream team.

**Figure15** : A group of student discussion about a social problem

Incorporate digital writing into the curriculum can help connect the gap between writing in classroom and writing in the real world (Oxnevad, S., 2012). Google Docs was applied in the study to support experiential learning, and engage students in real world writing. Google Docs offers features which can be used in improve students' writing skills that include: document creating and editing, inserting comments, sharing,

128

collaborating, and publishing (Yang, 2010). In this research, students were encouraged to use Google Docs to complete their writing tasks. Students were excited about using Google Docs in their group writing tasks. Each group was encouraged to plan their writing, create graphic organizers, share information, create an outline, discuss about the writing, write a first draft, edit and give feedback for paragraph improvement, and publish a paragraph on Google Docs. The researcher monitored students' interaction and noticed that students were more enthusiastic about working online. Collaboration feature in Google Docs helped engage students in collaborative writing. While working together, each collaborator had a different color to distinguish what they contributed to the document and when they worked on it. The researcher could also monitor students' progress, and give comments on students' writings. It was noticed that students were excited when receiving the researcher's feedback and they preferred the researcher's feedback and suggestion which focused on language use. However, students preferred peer feedback which focused on content.  Feedback gives powerful effect in motivating the students to improve and produce good writing. By providing feedback to peers on their writing, students may also positively improve their own writing performance (Cho & MacArthur, 2011; Lundstrom & Baker, 2009). Simpson (2006) mentions that the feedback on the content and organization does help the students to improve the quality of their writing. Tsui and Ng(2000, pp. 167-168) suggested that students favor teacher feedback, but peer feedback is valued as well. Due to the fact that it enhances a sense of audience, raises learners' awareness of their own weaknesses and strengths, encourages collaborative learning, and fosters the ownership of text.

Integrating Facebook and Google Docs with experiential learning process created positive impact on students' paragraph writing ability. Facebook  motivated students to participate in the writing process, facilitated peer interaction, and enhance their performance. Google Docs engages students with  meaningful learning, facilitates collaborative learning, and improves students' writing ability. Technology can support students in independent learning, collaborative learning and academic writing (Ru-Chu Shih, 2011). Integrating technology into classroom instruction supports four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real world experts.  Technology is an appropriate

vehicle for promoting meaningful learning, it supports communication and collaboration.

## 2.3) Students' analytical thinking ability

The results of this research revealed that students' analytical thinking ability while studying through the English for Social Sciences curriculum as a whole met the criterion. Students' analytical thinking ability assessed from essay writings as a whole is at developing level (63.45%). Students' analytical thinking ability assessed from group project assignments as a whole is at competent level (76.45%). Comparing students' scores on essay writings and group project assignments in each experiential learning unit, the results indicate that students' analytical thinking ability has improved.

As analytical thinking ability is essential for students' learning both in university and in their life, the English for Social Sciences curriculum is developed by integrating analytical thinking process in the experiential learning cycle to equip students with five abilities that associated in analytical thinking that included: (1) ability to define the problem; (2) ability to choose an information relevant to the problems, (3) ability to be aware of the preliminary agreement, (4) ability to determine and choose hypothesis and (5) ability to conclude reasonably (Dressel and Mayhew, 1957). While learning through the developed curriculum, students were provided opportunity to practice thinking analytically and organize their thoughts through several processes such as discussion, brainstorming, interaction, reflection, feedback, and real world problem-solving. Practice in analytical thinking skills supports and encourages students to apply knowledge meaningfully such as using knowledge to make decisions, solve problems and analyze systems (Marzano & Pickering, 1997). In addition, various strategies and techniques including, Think-Pair-Share strategy, KWL strategy, *5W1H Strategy*, Six thinking hats method, PBL FILA chart, KWHL strategy, and Needs-Fears Mapping conflict analysis, were applied to Guide students in demonstrating their analytical thinking process as well as encourage them to organize information and ideas for writing assignment.

Integration of  group projects assignments in each experiential unit included: a simulated public hearing project, a service learning for social justice project, and a conflict mediation role play project, helps involved students in authentic learning. Each group project required students to  analyze authentic problems, identify and find needed information, formulate and evaluate possible solutions, choose a course of action, and evaluate the outcome. Group project assignments challenge students through discussion, research, and essay writing and help them develop and apply their analytical thinking ability to real life situation properly. From the observation, it was found that students were enthusiastic to collaboratively complete group project assignments. Students' project report after they completed each group project assignment showed that  students had developed their group processes skill, problem solving skill, decision making, communicating and analytical thinking ability. This can support that students were more motivated by real-world tasks and authentic activities. According to Lombardi, M.M. (2007, p. 3), authentic activities provide the opportunity for students to examine the task from a variety of theoretical and practical perspectives, use a variety of resources from relevant information, and enable students to make choices and reflect on their learning, both individually and as a team or community. The greater their exposure to authentic communities, the better prepared they will be to deal with ambiguity and put into practice the kind of  higher order analysis and complex communication (Dede, C., et al, 2005)

By utilizing Facebook and Google Docs as online learning tools, students were motivated  to engage in analytical thinking process which leads to  the development of analytical thinking ability. Facebook supports synchronous and asynchronous communication, provides students with important benefits and promotes critical thinking (Hara et al., 2000). In this research, students were encouraged to discuss, analyze, and explore new ideas to solve problem. From the observation, the researcher found that students were enthusiastic to seek convincing evidence to support their viewpoints and shared their evidence on their Facebook group. They generated and exchanged ideas with their peers actively. The researcher also stimulated students' discussion by asking questions to help them develop and apply analytical thinking ability. It was found that online discussion positively affected students' participation

131

and analytical thinking ability. Wang, Y. & Chen V. (2008) state that online discussions are text-based and more structured, providing students time to formulate thinking and compose postings, thus helping to promote student higher order learning. The following is a sample of students' online discussion showing their analytical thinking ability on a social injustice issue.

ปัญหาส่งเสียงดังรบกวน สร้างความรำคาญให้แก่คนในพื้นที่บริเวณใกล้เคียง

**Pissana H. PiMm** เพื่อนๆคนไหนมีข้อเสนอ หรือคิดเห็นอย่างไรกับปัญหานี้

**Nena A Mild** ส่วนใหญ่น่าจะเป็นการขับรถที่มีเสียงที่ดัง เช่นอาจจะทำท่อรถใหม่

<u>เด็กหญิง อู๊ดดี้</u> ปัญหานี้เป็นปัญหาที่เรามักจะพบเจอโดยตรง โดยเฉพาะที่หอพักเพราะนักศึกษาที่พักที่หอมักจะส่งเสียงดังรบกวน

**Pissana H. PiMm** เพื่อนๆจะเอาเสียงดังรบกวนประเด็นไหน หรือส่งเสียงดัง หรือว่ารถท่อดัง

**Nena A Mild** ส่งเสียงดังก็ได้นะเหมือนที่อู๊ดบอก เป็นหอพักนักศึกษา

**I-tim Tipwarin** จากปัญหาที่เกิดขึ้นที่ข้าพเจ้าพบเจอ สาเหตุ คือ บริเวณรอบๆหอพัก มีการส่งเสียงดัง โดยเกิดจากชาวบ้านเปิดเพลงเสียงดัง ทะเลาะกัน แล้วก็การขับรถที่มีท่อเสียงดัง จึงทำให้เกิดปัญหาเสียงดังรบกวนผู้อื่นที่อยู่ในบริเวณใกล้เคียง สามารถแก้ไขปัญหาได้โดย 1.ร้องเรียนหรือแจ้งเจ้าหน้าที่ตำรวจให้ไปตักเตือนหรือบอกกล่าวชาวบ้านที่ส่งเสียงดัง เพราะเราเป็นนักศึกษาไม่สามารถไปตักเตือนชาวบ้านได้ เพราะอันตรายเกินไป 2. ให้เจ้าหน้าที่ตำรวจมาสอดส่องดูแลหรือออกตรวจบริเวณที่เกิดปัญหาเสียงดังให้มากขึ้น ประมาณนี้ค่ะ

**Meui Chanthimee** ขอเสนอไอเดีย ที่น่าจะเป็นทางออกที่ดีที่สุดนะคือการแจ้งเจ้าของหอพักว่ามีการรบกวนเสียงดังจากห้องพักห้องข้างๆ และถ้าหากไม่ได้ผลเราเองก็ต้องเข้าไปบอกกับห้องข้างๆว่าพูดคุยหรือเปิดเพลง ทีวีเสียงดังรบกวนเรา แต่ถ้าหากไม่ได้ผลอีก เราก็ควรแจ้งตำรวจค่ะ ว่าข้างห้องส่งเสียงดังรบกวนและละเมิดสิทธิโดยเฉพาะในยามวิกาลที่คนเราควรได้รับการพักผ่อนอย่างเต็มที่ค่ะ

<u>เด็กหญิง อู๊ดดี้</u> เราขอเสนอว่า ปัญหาที่เราพบบ่อยคือการที่คนที่อยู่หอเดียวกับเราส่งเสียงดังรบกวนเราทั้งในยามวิกาลและเวลาปกติ ซึ่งอาจเกิดจากการที่เขาไม่ได้ตั้งใจ แต่หากบ่อยจนเกินไปมันก็เป็นการละเมิดสิทธิของเราเช่นกันเพราะเราก็เป็นผู้เช่าหอพักคนหนึ่งเหมือนกัน เราควรได้รับ...ดูเพิ่มเติม

**Figure 16**: A sample of students' discussion on a social injustice issue

To the extent that writing is assumed to reflect thinking ability, Google Docs was used to facilitate students' essay writings. The essay writings that included, a problem-solution essay, a persuasive essay, and a conflict resolution essay were assigned to help students develop abilities to think analytically and write communicatively. Writing Essays at university is a useful tool to promote thinking and learning because students are required to develop an argument and apply critical thinking skills to analyse a range of academic sources in support of their argument (http://www.citewrite.qut.edu.au/, 2014). Google Docs engaged students in thinking and support learning through collaboration and interaction. Students collaboratively discussed, outlined and composed the first draft of their essay in Google Docs. The comments feature in Google Docs allowed students to reflect and share their thought in the comment to contribute to the group writing assignment. The researcher could provide feedback on students' writing as well. Students were encouraged to analyze and evaluate how to revise their writing before edit and publish their complete essay writings.

Writing essay has proved a significant impact on students' analytical thinking ability. Students are provided the opportunity for activation of higher thinking processes, the integration of knowledge, better reflection, and active engagement in essay writing tasks. The writing assignment has stretched their language learning, encouraged their analytical thinking and voiced their own viewpoints. The findings from a study by Feinstein (2001) on experiential learning indicate that learning increases learners' capacity to evoke higher-order cognitive abilities in terms of problem-solving skills and judgment thereby increasing a learner's dynamic knowledge (Douglas, A. & Miller, B. , 2006). This is in consistent with James G. B., Amy E. M., and Brooks C. H (2007) who indicate that experiential learning is effective in enhancing students' metacognitive abilities, their capacity to apply newly acquired skills and knowledge to real-life situations, and the ability to become self-directed learners.

The development of English for Social Sciences curriculum using experiential learning with e-learning has proved a significant impact on students' analytical thinking ability. Students are provided the opportunity for activation of higher thinking processes, the integration of knowledge, deeper reflection, and further engagement with faculty and communities. The writing assignment has stretched their language learning, encouraged

133

their analytical thinking and voiced their own viewpoints.  This is in line with James G. Boggs, Amy E. Mickel, and Brooks C. Holtom  (2007)  that indicate the effectiveness of experiential learning in enhancing students' metacognitive abilities, their capacity to apply newly acquired skills and knowledge to real-life situations, and the ability to become self-directed learners.

**3) Students' moral awareness**

The average of students' moral awareness assessed from reflective writing assignments as a whole is at the high level (71.02%). The mean scores of students' moral awareness are increased from the first experiential learning unit to the third.  Students' moral behaviors including honesty, public mind, discipline and responsibility were at satisfactory level.

The English for Social Sciences curriculum also is designed to support students' moral development by incorporate moral inquiry into the curriculum. Group project assignments were used to provide students opportunity for students to practice and develop their morals through active engagement in experiential learning cycle that promote students' morals, civic engagement, and enable them to take responsibility for themselves and their communities.

In the concrete experience phase, students read about real-life issues facing young people and society. After reading, students were asked to discuss the text, reflect on moral dilemma, and propose solution for the moral issues. From the observation, it was found from students' discussion that they were more aware of and concerned about the social issues and the welfare of other. The moral issues related to students' real experiences increased students' motivation to participate in group discussion. It was found that students' responsibility was increased as they cooperated, interacted responsibly with others, and demonstrated respect for others' opinions. Hilda Elena, Patiño Zea, (2007, p. 202) states that moral dilemmas discussion in the EFL classroom, becomes a promising practice to develop: self-discipline and moral reasoning which are manifested through social-emotional behaviours such a good listener, understanding other's perspectives and points of view, understanding one's own and other's feelings, cooperating, decision making, and problem solving skills.

In the abstract conceptualization phase, students were engaged in group project assignments. They were involved in doing research on real social issues, analyzing causes and effects of the social problems, social injustice, or social conflicts. They put themselves into the real situation for better understanding of the problem. The experiences obtained from real world investigation aroused their concerns about the feelings, or actions of others and activated their needs to make things better. From students' reflective writing, it was found that students' public mind was increased. They acknowledged a responsibility to community after they had experienced the impacts of social issues on their community. Collaborative inquiry brings together many perspectives to solve a problem, engaging students in relevant learning around an authentic question. It allows students to work together toward a common purpose to explore, make meaning, and understand the world around them (Lee & Smagorinsky, 2000). Working in group projects allowed students to develop their responsibility and discipline. Group working helped enhanced students' sense of belonging to a learning communities of peers. The researcher found that almost every member of the group took responsibility to the group project. Student did a full share of the group tasks and responded appropriately to peers. The researcher monitored each group's Facebook page and found that most students performed assigned role within the group and shared ideas with the group through asynchronous discussion properly. Collaborative learning not only allows students to engage deeply with content but also helps students build the interpersonal skills needed to be successful in college and careers. Johnson, Johnson, and Holubec (1993) state that collaborative learning provides students with the opportunity to develop social skills that are important in preparing students for the world of work, where collaborative writing and problem-solving are key elements of careers.

In the abstract conceptualization phase, students developed an action plan that would meet the community need. This phase stimulated students' active action for their communities. Students were enthusiastically engaged in community activities to resolve community problems peacefully. For example, in the service learning for social justice project, students developed the plan to provide meaningful service. They articulated roles and responsibilities of all involved. Each group member assumed leadership role in persuading other people to join their civic action. The researcher observed that

students were actively involved in campaigning for the betterment of their community. Students were excited to implement their project in the real settings.

In the active experimentation phase, students were provided important opportunities to interact with the community and reflect upon their experiences. They collaboratively worked with their peers to resolve community problems peacefully and then reflected about the impact they had on those being served and how their own attitudes and behavior had changed. Hatcher and Bringle (1997, p.153) argued that when students contemplate their service activities, there is potential to reformulate assumptions, create new frameworks, and build perceptions that influence future action.

Students' reflective writing on simulated public hearing project showed that students recognized both problems and potential solutions to social problems in their community. They also realized the importance of involvement in social problems. Students were empowered as effective citizens and gained a greater understanding of their potential to impact government in positive ways. This project encouraged students' sense of involvement and responsibility as well as enhanced their moral awareness. Students' reflective writing on service learning for social justice revealed that students realized the importance of human rights, respect, and responsibility. After engaging in service-learning, students were much more apt to view social or community problems as systemic rather than personal, become more action oriented in their solutions, pose more solutions, and advance more realistic solutions. Students' reflective writing on a conflict mediation role play project showed that students understood the complexity of various conflicts and the reasons why the resolution of conflicts entails many types of challenges. They recognized the interests and motives of the various parties involved in the conflict situation. Acting out a role helps one to think about a conflict from the particular character's perspective. They had greater understanding of and ability to resolve conflict in peaceful ways.

This findings can support that incorporating group project in experiential learning enabled student to recognize the moral issue, identify people involved in the problem and their interests, demonstrate sensitivity to alternative moral points of view, accept full responsibility for personal actions, and articulate its impact on self and community.

Activities engage real world situations help students develop moral and ethical awareness. (Norman S. Rose)

As learning is more effective when students discover new knowledge instead of hear about it through lectures or readings, students are encouraged to engage in real-world situations rather than passively receiving information. Through experiential learning process, students have opportunities to develop their knowledge, attitude, and practice of morality. An experiential pedagogical approach to engage real-world situations helps students to identify deeply with what they are learning, contributing to their development as persons who demonstrate a commitment for the shared values that lead to a strong character and common good (Glennon, 2004, cited in Schutte,K.J.& Wetmore.L., 2012). Experiential learning prepares students to function more effectively in careers and communities after graduation because students encounter real-world scenarios that often involve complex scenarios that require adaptable application of fundamental concepts (Kolb, 1984, Eyler, 2009, William Jewell College experiential learning working group, 2011)

5.3 **Suggestions**

**1. Suggestions for Instructor**

1.1 The instructor should understand the principles of experiential learning and develop the lesson plans focusing on providing opportunities for students to engage fully in their own learning. The learning content and forms of teaching – learning should be selected in accordance with the needs and interests of students. Students' motivation for learning a language increases when they see connections between what they do in the classroom and what they hope to do with the language in the future. Moreover, it is important for the instructor to observe and monitor students' reactions towards each lesson plan as well as to reflect students' feedback on the teaching-learning process and on what makes the lesson interesting in order to improve or adjust the teaching practices and learning activities to be more responsive to students' needs and make the teaching more effective.

137

1.2 The instructor should understand student differences. Students have different experiences, perspectives, backgrounds, talents, levels of language ability, levels of motivation, and different learning styles, thus the instructor should acknowledge the differences among students when preparing the experiential learning lesson plans and employing a variety of approaches, methods, and means of assessment in response to student differences. Furthermore, the instructor should be ready to help every student become engaged in the learning process and reach excellence in their work. the instructor should treat all students equally, display a faith in their abilities and give them an equal chance to show what they know and can do.

1.3 The instructor should encourage and facilitate active and interactive learning by designing activities that motivate students to learn through doing, keeping students interested and on task, and making learning relevant and fun. The instructor should provide a supportive, collaborative learning environment that motivates students to participate in the experiential activities, reflect and share their experiences, analyze and infer the solutions and formulate plans to apply their learning in new situations. Through the experiential learning cycle process, the instructor should also encourage students to reflect on what they have done. A variety of teaching strategies should be used to activate students' engagement in the learning process, increases their attention and focus, and allow them to interact with content in a variety of ways according to their various learning styles.

1.4 The instructor should enhance students' thinking ability by creating meaningful learning experiences and stimulating students' thinking through real world problems. Real world issues or real life problems should be included in the lesson plans to develop students' thinking. The instructor should play the role of facilitator, providing guided questions to encourage analytical thinking and discussion, introducing the use of graphic organizers to guide students' thinking and organize ideas, allowing students to ask questions without negative reactions, and enabling them to actively engaged in discovering the answers. Moreover, involving students in writing serves as powerful ways to enhance students' thinking processes and writing skills. The instructor should design authentic writing activities and tasks which require students to integrate prior knowledge with new knowledge acquired through their discovering process in creating

their own texts for authentic audiences. The instructor should stimulate students thinking and inspire their learning by assigning authentic writing tasks that are meaningful, relevant and useful to students' lives.

1.5.The use of Google Docs and Facebook as e-learning tools should be carefully planned and integrated in the course design to engage students with the learning opportunities. E-learning tools should be used to facilitate collaborative learning, and increase teacher-student and student-student interaction in the form of web-based communication. Integrating Google Docs, Facebook and mobile learning in the curriculum helps enhancing students' motivation and interest that results to a better learning and experience, so the instructor should consider authentic task or activities that promote students' active engagement in online learning environment. However, in online activities the instructor should always monitor students' progress and provide positive feedback or some suggestions of what individual could do to improve. This will encourage them to improve better quality of their work and maintain a positive attitude towards experiential e-learning.

1.6 The instructor should give students experiential opportunities to learn in real world contexts and develop skills of community engagement. Students should be provided options in choosing topics for projects that connect the content of the course to their outside interests. The project should be authentic, meaningful and have some significance to student. For example, the service learning assignment provides students opportunities to actively interact with the community to explore the multi-dimensional components of societal issues and validate design solutions. Experiential project should be integrated in the course to help students increase analytical thinking ability, problem-solving skill, as well as social skill, group skill, communication skill, and improve students' ability to apply what they have learned in the real world situation. Moreover, the project assignment should be planned by focusing on promoting students' social responsibility and citizenship skills, and moral development. This can help students to become engaged citizens who make a valuable contribution to their communities.

**2. Suggestions for Further Research**

2.1 Conduct researches to investigate what specific knowledge and skills are gained through experiential learning that affect students' academic development and educational success;

2.2 Conduct researches on the incorporation of technology in experiential learning to maximize students' learning and engagement in online experiential learning environments.

2.3 Develop local curriculum by using experiential learning with e-learning in other subjects in order to helps develop the skills of enquiry, critical thinking and reflection necessary for school students to engages students as they analyze, evaluate and problem solve real world issues which are relevant to their future profession and  life in the 21st century.

2.4 Conduct researches to compare the effects of experiential learning both face-to-face and blended course on students' generic skills development.