

# **A CHALLENGE OF ONLINE TEACHING AND LEARNING PEDAGOGY: FUNDAMENTAL ENGLISH WRITING CLASS IN A THAI CONTEXT**

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**Abstract:** Due to the COVID-19 pandemic during 2019-2021, most teaching and learning classes in Thailand were conducted through online platforms, including the fundamental English writing course for the non-English-majoring undergraduate students. This paper aims to shed light on how the undergraduates perceive themselves while experiencing the online Fundamental English Writing class. In addition, this study explores students' learning performance through results drawn from writing assignments and tests, including the learners' reflections on their improvement in English writing. The research also examines specific factors that fostered students' satisfactory learning outcomes throughout the online learning period. A mixed-method approach, comprising quantitative and qualitative strategies, was applied in seeking answers to the research questions. The analysis and interpretation of research data involved transforming qualitative themes or codes into numbers to triangulate the quantitative outcomes and interpreting them to explain phenomena emerging from the study. The findings suggest that students were content with the teaching and learning strategies employed throughout the course. They perceived they could improve their English writing skills and earn additional benefits from the designed online course compared with traditional in-class learning. The results of this research on the first-hand experience could be utilized as a guideline in preparing an online class, developing learning materials, and adopting or adapting helpful teaching strategies to deliver the fundamental English writing class through the online platform efficiently.

**Keywords:** Fundamental English writing, perceptions towards online English writing class, English writing perceptions, online English writing class in Thai context, online English writing learning performance