

The Development of an Instructional Design Model on Facebook Based Collaborative Learning to Enhance EFL Students' Writing Skills

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Abstract

Writing is one of the essential skills that EFL students, specifically in Thailand, need to achieve while their learning English during tertiary education. However, Thai EFL students have few chances to practice writing skills while learning. This study was conducted to develop an instructional design model for assisting students in learning collaboratively using Facebook groups to enhance their English writing skills at the beginning stage of their university education. In this study, collaborative learning and writing, the theory of instructional design, and five previous instructional design models were analyzed, and synthesized. In addition, the seven steps model for designing an instructional model by Brahmawong and Vate-U-Lan (2009) was adapted to develop the instructional design model. Experts in the fields of technology and English Language Teaching then evaluated the model. The results of the study showed that the elements of the FBCL Model was satisfactory and appropriate for giving EFL writing instruction in Facebook groups. The FBCL Model may also be beneficial in providing an instructional framework to EFL writing instructors and instructional designers.

Keywords: EFL writing skills, Facebook-based collaborative learning, instructional model, instructional systems design.

1. Introduction

Writing is a basic and primary tool for communicating with people from all over the world (Torwong 2003). Moreover, writing skills are essential in communicating with people from other countries with a variety of purposes (Tribble 1996); and writing is a tool reflecting students' understanding of English (Kitchakarn 2012). In addition, it is not easy to acquire this skill; therefore students need training and practice to gain English writing skills. And special attention needs to be paid to Thai students of English who have limitations in their English learning abilities, and need suitable and effective techniques or activities for developing their writing skills (Kitchakarn 2012). The English proficiency level of Thai learners was ranked low among the English learners in Asia (ETS, 2010) and among the other English learners in ASEAN (EF, 2012).

Students at Suranaree University of Technology (SUT) hardly have opportunities to practice their English writing skills during classroom instruction. Their low English proficiency level (Chongapirattanakul 1999) might result from their limited exposure to an English speaking environment, ineffective English teaching methods, and the low English achievement level amongst the majority of English language teachers (Wannaruk, 2008, Khamkhien, 2010; Simpson 2011; Poonpon, 2011; Ministry of Education, 2006). Thai students learn English in a very traditional lecture teaching style; therefore, they have minimal chance to use English and participate into the learning. Most students at SUT have a low knowledge of essential vocabulary in reading textbooks in English (Ward, 2000; Saitakham, 2010), but hardly have opportunities to develop writing skills in the English classroom since their English learning in the class paid more attention to communication skills such as listening and speaking. SUT students, thus, need to have more chances to practice English outside the classroom since teachers do not have sufficient time to cover or explain details from the textbook with the purpose of improving their English knowledge and skills, especially their writing skills.

Technology is an inevitable tool for teaching and learning languages in many educational institutions and schools. Rapid developments in telecommunications technology, especially the Internet, have increased interest in distance education in all educational settings (Miller & Honeyman, 1993). Among a number of popular social media sites, Facebook has become the most popular one with more than billion active users around the globe (Facebook, 2015). Facebook is also regarded as an educational tool for university students (Bumgarner, 2007; Mason, 2006) and with eighty percent of students who use social networking sites as a useful tool for their study (Lepi, 2013). With these advantages that Facebook brings to Facebook users, Facebook seems to be an effective and useful tool for students to improve language learning, esp. to improve writing skills (Yunus & Salehi, 2012).

In searching for an interesting and effective way to assist students in their EFL learning, the researcher incorporated activities such as posting comments as a social interaction activity with an online learning course in Facebook groups as a collaborative learning method. Facebook groups are, thus, expected to be a good online learning environment for Thai students to learn EFL writing skills in particular and EFL in general with group mates independently and collaboratively. Together with the integration of ASEAN Economic Community in 2015, ASEAN citizens need to use English to work or collaborate (in learning and working) with other ASEAN citizens.

The General English program at SUT consists of five courses concentrating on English for communication, specifically Listening, Speaking, and Reading, writing skills are not given any attention, including on the examinations. Therefore, students have little to no chances to

practice English language writing skills. The study to develop an instructional design model on Facebook based collaborative learning to enhance EFL students' writing skills was conducted with the expectation of giving light to EFL teaching of writing for the English 1 course. The first year university students who take English 1, the first English course at SUT, are new to university life and they need to practice their English language skills in order to have a stronger background for the four remaining English courses at SUT. The expectation is that they will be more interested in joining a course using the assistance of technology enhancement for the online course, which is implemented in conjunction with classroom instruction. Furthermore, they are expected to be more independent in their study not only after this course but also in their lifelong learning.

Few research studies have been conducted to construct instructional design models using Facebook based collaborative learning to enhance EFL students' writing skills and to provide Thai writing instructors with knowledge about an instructional design model on how to employ Facebook on writing instruction. The present study could provide more opportunities for students to practice writing skills via technology in order to enhance EFL students writing skills which have largely been ignored, allowing more practice in their English language learning process. In addition, the study was carried out to attract students' participation into a new learning platform which was more convenient for students allowing them to practice writing with their group members synchronically and asynchronously. Therefore, the research study was set up to develop an instructional model on Facebook based collaborative learning to enhance EFL students' writing skills with the purpose to answer the following research question

What are the components and logical steps of developing an instructional model on Facebook based collaborative learning to enhance EFL students' writing skills?

2. Review of Related Literature

2.1 Instructional Design

Instructional Design (also called Instructional Systems Design (ISD)) is the framework in which teachers will carry out the planned teaching and learning steps in a lesson (Richards & Lockart, 1994). Instructional design can be said to be a system of procedures specifying the planning, design, development, implementation and evaluation of effective and efficient instruction in a variety of educational environments. The specifications of instructional design process are both functional and attractive to learners. Moreover, Gustafson and Branch (2002) also believe that the procedures within instructional design can lead to a clear approach that is more effective, efficient, and relevant to instruction.

2.2 Instructional Design Models

With the primary functions in the process of instructional design models, a great number of instructional design models have been developed for various educational settings. "Many models exist, ranging from simple to complex. All provide step-by-step guidance for developing instruction" was pointed out by Suppasetserree (2005). In this study, some related instructional design models; including the ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation), Dick and Carey Model, Kemp Model, SREO Model (Suppasetserree's Remedial English Online), and the OTIL Model (Online Instructional Model for Task-based Interactive Listening) are presented as follows.

The ADDIE Model, which is the most basic and applicable is a generic and systematic instructional systems design model (Reiser and Dempsey 2007). Among five core elements (Analysis, Design, Development, Implementation, and Evaluation) of the model, analysis is

the most crucial element in the ID process (Sugie 2012). There are more than 100 different Instructional Systems Development (ISD) models, but almost all are based on the generic ADDIE Model (Kruse 2011). However, according to Molenda (2003), the original reference of the source for the ADDIE Model is invisible and he seems to be satisfied with his conclusion that

“the ADDIE Model is merely a colloquial term used to describe a systematic approach to instructional development, virtually synonymous with instructional systems development (ISD). The label seems not to have a single author, but rather to have evolved informally through oral tradition. There is no original, fully elaborated model, just an umbrella term that refers to a family of models that share a common underlying structure”. (p.34)



Figure 2.1 The elements of Instructional Design (ADDIE) (Gustafson and Branch 2002)

2.3 Dick and Carey Model

Dick and Carey Model (2005) is another well-known and influential instructional design model. Dick, Carey, and Carey (2005) consider this model as a systems approach because components of the system (i.e. teacher, learners, instructional materials and the learning environment) are important to the success of students’ learning and are integrated to each other. They have an input and an output within each component of the process.

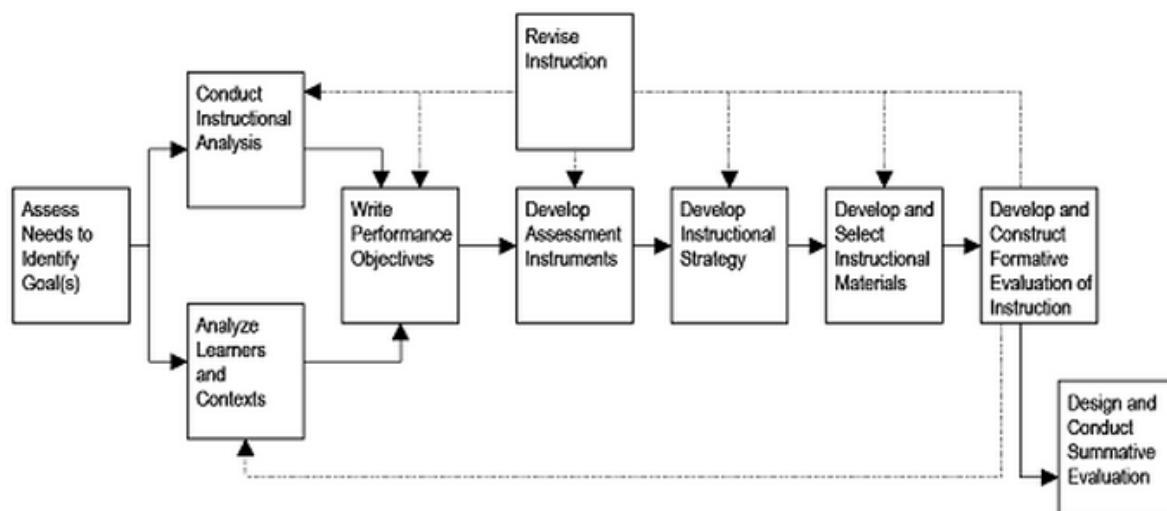


Figure 2.2 Dick and Carey Systems Approach Model (Dick, Carey et al. 2005)

2.4 Kemp Model

The Kemp Model is a comprehensive instructional design plan. This model describes the holistic approach to instructional design that considers all factors in the environment. The Kemp Model, which is extremely flexible, focuses on content analysis and appeals to classroom-based instructors. According to Morrison, Ross et al. (2010), this model has nine core elements to instructional design:

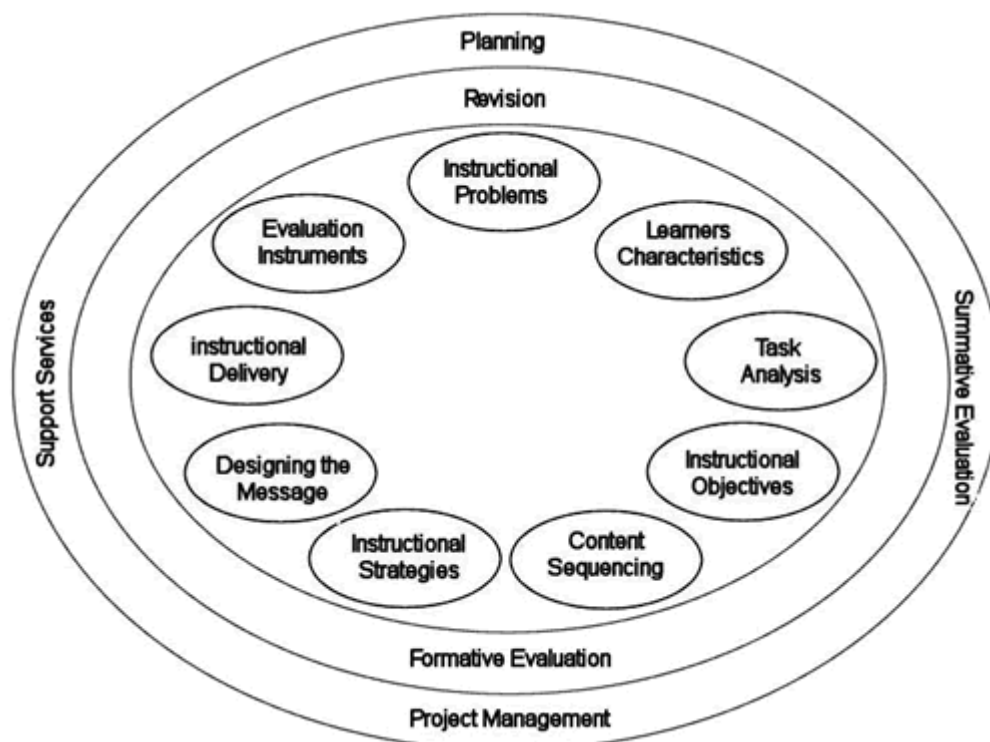


Figure 2.3 The Elements of Kemp Model (Morrison et al., 2004)

2.5 SREO Model

The SREO Model or Suppasetseree's Remedial English Online (SREO) was designed by Suppasetseree in 2005. It is an Internet based instructional system for teaching Remedial English to first year students at Suranaree University of Technology. According to Suppasetseree (2005), the SREO Model was developed from many instructional designers, such as Dick and Carey, the Kemp Model, Klausmeier and Ripple Model, Gerlach and Ely Model. The SREO Model comprised six major steps and 16 sub-steps.

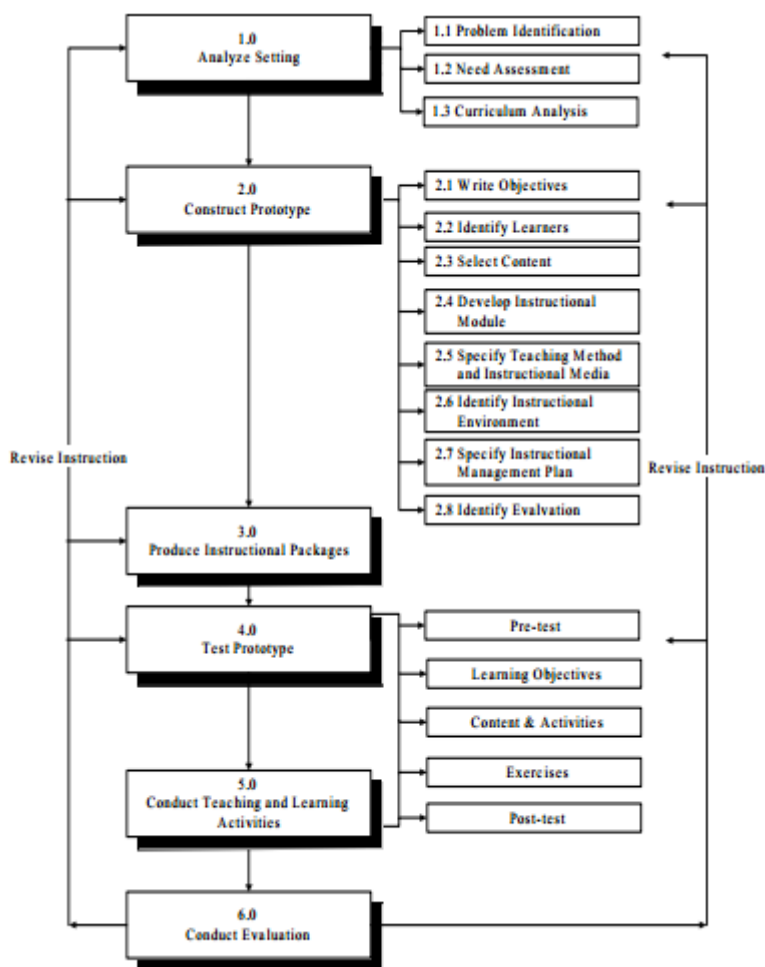


Figure 2.4 SREO Model (Suppasetseree, 2005, p.108)

2.6 OTIL Model

The OTIL Model is short for the online instructional model for task-based interactive listening for EFL learners. This model is a set of problem-solving procedures which specify six phases and seventeen steps in the process.

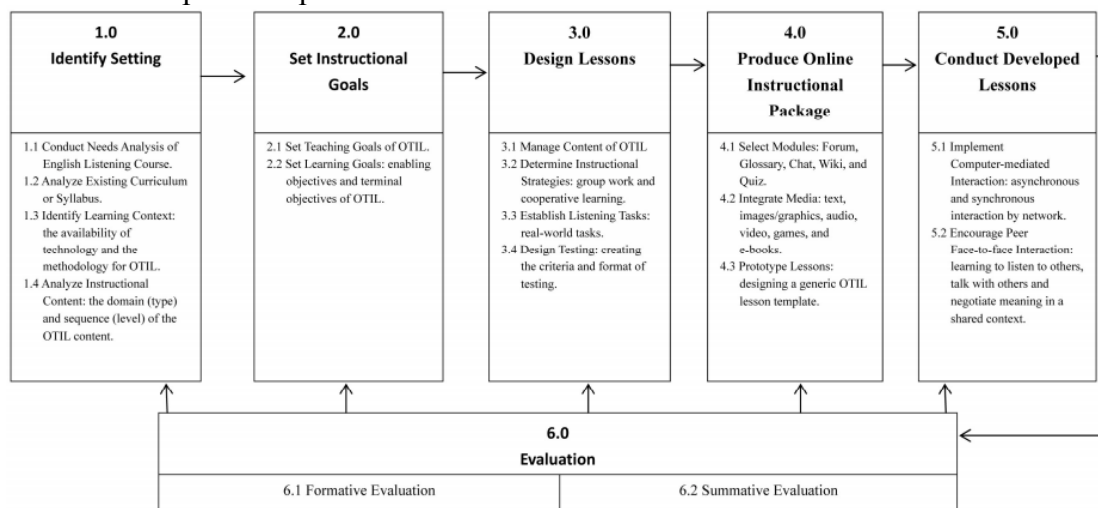


Figure 2.5 The Instructional Model for Online Task-based Interactive Listening (OTIL Model) for EFL Learners (Tian, 2012, p. 153)

The ADDIE Model is a fundamental and simplified instructional systems design model. Most of the instructional design models are based on this generic ADDIE Model (Kruse, 2011). All the five core elements of the ADDIE model are present in the Dick and Carey model but they use different terminology (Gustafson & Branch, 2002). The Dick and Carey Model is a systems-oriented instructional design while the Kemp Model is a classroom-based model that considers all factors in the environment. The first three models are based on traditional classrooms whereas the SREO and OTIL models are two online models for language teaching. The SREO Model is an Internet-based instructional design focusing on interactivity or interaction involving learners with the content. Moreover, the OTIL Model has online instructions and a systematic orientation that applies interactive listening teaching with a task-based approach.

These models have contributed to the world of instructional design processes, but they have several limitations for designers/ instructors in the development of models. The ADDIE Model provides guidelines for the instructional designer in creating instruction. The ADDIE and Dick and Carey Model are two generic models that do not have details for the steps of each stage. Consequently, instructional designers have to decide themselves how much detail is needed for each stage. However, the Kemp Model is a classroom-oriented model which can get output from a few hours of instruction (The Herridge Group 2004). The components of this model are independent of each other. Therefore, with the limits of few or no additional resources to develop instruction, much of the content is in the heads of the facilitator, not in the hands of the learner. In addition, all three models can be applicable to print-based instruction (The Herridge Group 2004) but the SREO and OTIL Models are the Internet-based instructional systems design (Suppatseree 2005, Tian 2012). However, the last two Internet-based models focused on Remedial English and listening skills only, respectively; therefore the instructional design model on Facebook based collaborative learning to enhance EFL writing skills was developed in this study.

From synthesis and its limitations, some elements in each model were adapted to construct the model for this study since it is hard for the researcher to determine the appropriate model amongst the five instructional models being applied in the present study. Therefore, this study was conducted to develop an appropriate instructional design model on Facebook-based collaborative learning to enhance EFL writing skills for Thai undergraduate students. The orientation of this model is Facebook-based instruction, using comment-posting, discussions with group mates and their teacher.

3. Research Methodology

There are two stages in the process of developing the instructional design model on Facebook based collaborative learning to enhance EFL writing skills. In the first stage, the five previously described instructional design models were analyzed and synthesized. The seven-step model by Brahmawong and Vate-U-Lan (2009) were used to build an instructional model, providing the framework for building the instructional design model on FBCL, the description of each step of the FBCL model was carried out to develop the FBCL model. In the second stage, the evaluation form of the FBCL model to enhance EFL writing skills was sent to the experts in the field of Instructional Design and English Language Teaching for their evaluation. The criteria from Suppatseree (2005) were adopted to evaluate the efficiency of the FBCL model.

3.1 Development of the FBCL model

During the first stage, the five previously described instructional models (ADDIE, Kemp, Dick and Carey, SREO, and OTIL model) were analyzed and synthesized to design the instructional

design model on Facebook based collaborative learning to enhance EFL students’ writing skills. The FBCL model was developed following the seven steps in developing the model by Brahmawong and Vate-U-Lan (2009).

Below are the seven steps used in developing an instructional design model for this study.

Step I: Review of related body of knowledge through documentary research (DR), interviews, field visits, and Internet searches on the R&D Prototype;

Step II: Conduct a survey of need assessment on the R&D Prototype (First Survey);

Step III: Develop the Conceptual Framework of the R&D Prototype;

Step IV: Survey of Experts’ Opinions through questionnaires, Delphi Technique, or a focus group (Second Survey);

Step V: Develop the first draft of the R&D Prototype making use of the knowledge and information crystallized from Step 1, 2, and 3

Step VI: Seek Experts’ Verification of the Prototype or Conduct Developmental Testing of the R&D Prototype: Tryout and Trial Run

Step VII: Revise and Finalize the R&D Prototype

(Brahmawong, 1999, cited in Brahmawong & Vate-U-Lan, 2009)

Based on the research purpose and research questions, the review of related literature, and the seven steps used to develop the instructional design model on FBCL, the research conceptual framework for the study and the seven steps used to develop the FBCL Model follow.

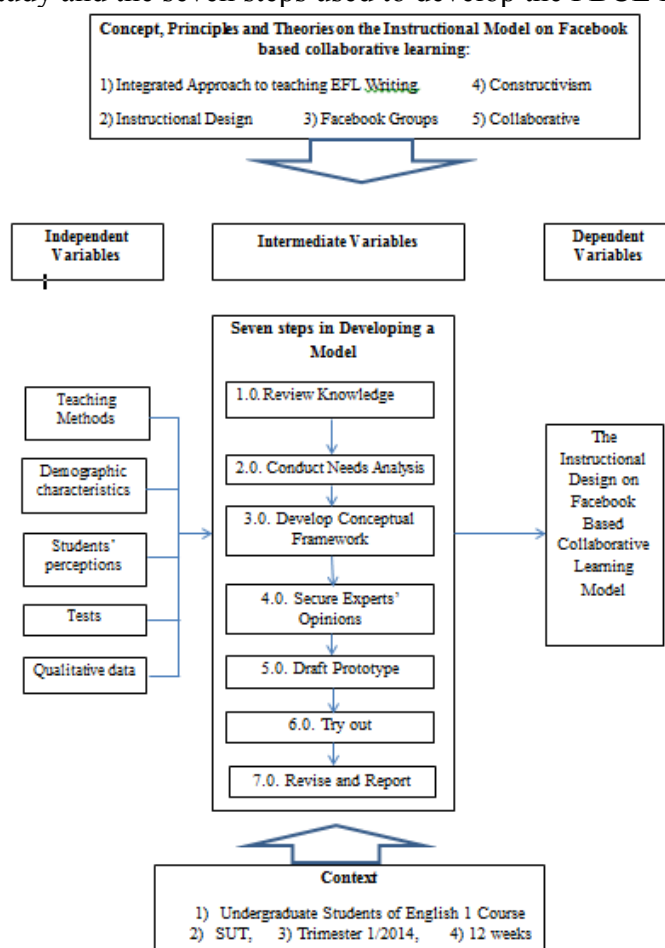


Figure 3.1. Research Conceptual Framework for the FBCL Model

In this research conceptual framework, integrated approaches of teaching writing, constructivism, collaborative learning and writing, instructional design, and Facebook groups were applied in developing the FBCL Model. The foundational concepts, theories, principles

were synthesized and examined to have independent and dependent variables for the study. All writing skill teaching methods, demographic characteristics, students' perceptions, pretests and posttests, and qualitative data were manipulated under the context and immediate variables that affected the FBCL Model.

3.2 Evaluation of the FBCL Model

In the second stage of the study, the evaluation form was designed by the researcher. The description of the FBCL model and the evaluation form were sent to three experts in the field of Instructional Design and English Language Teaching for their evaluation (see Appendix A.). The form has two parts. The first part used a five-point scale (5=very strongly agree, 4=strongly agree, 3=agree, 2=slightly agree, and 1=least agree). The second part was an open-ended question about the participants' ideas and comments on the model. Then, the model was revised according to the experts' evaluation and suggestions.

To evaluate the efficiency of the FBCL model, the data obtained from the evaluation form of the FBCL model were calculated for arithmetic means. These means indicate the experts' judgment on the efficiency of the FBCL model. The criteria of means which were adopted from Suppasetseree (2005) was from a range divided by the number of levels created. This was $(5-1)/3 = 1.33$ for each level the means added up to 1.33. The following criteria in Table 3.2 were used for interpretation.

Table 3.2 The Criterion of the Efficiency of the FBCL Model

Means	Interpretation
1.00 – 2.33	The FBCL model is least appropriate
2.34 – 3.67	The FBCL model is appropriate
3.68 – 5.00	The FBCL model is very appropriate

4. Results

4.1 Results from the Evaluation Form of the FBCL Model

The description of the FBCL instructional model, and an evaluation form were sent to three experts in the field of Instructional Design and English Language Teaching, the collected data were analyzed using descriptive statistics. Table 3.2 showed the level of appropriateness of the FBCL Instructional model for the enhancement of EFL writing skills. Arithmetic means from the data were calculated from a five-point rating scale questionnaire (5 = very strongly agree, 4 = strongly agree, 3 = agree, 2 = slightly agree, 1 = least agree). If the mean score from the evaluation form results are from 1.00 to 2.33, it shows that the FBCL Instructional model is least appropriate. If the mean score is from 2.34 to 3.67, it shows that the FBCL Instructional model is appropriate. If the mean scores from 3.68 to 5.00, it shows that the FBCL Instructional model is very appropriate. The results of the experts' evaluation are shown in Table 4.1

Table 4.1 Result of Expert's Evaluation on the Development of the Instructional Model on FBCL Model to enhance EFL Writing Skills

No.	Item	Mean	SD
1	Step 1 Analyze Setting is appropriate	4.67	.577
2	Step 2 Set Instructional Goals is appropriate	4.67	.577
3	Step 3 Design Lessons is appropriate	4.33	.577
4	Step 4 Produce Instructional Packages is appropriate	4.33	.577
5	Step 5 Conduct Teaching and Learning Activities is appropriate	4.33	.577
6	Step 6 Conduct Evaluation and Revision of Writing Instruction is appropriate	4.67	.577
7	The steps in the FBCL model are clear and easy to implement.	4.33	.577
8	Each element of the FBCL model has appropriate connection.	4.67	.577
9	The FBCL model can help student-student interaction.	4.33	.577
10	The FBCL model has sufficient capability of being effective in teaching FBCL lessons to enhance EFL writing skills.	4.33	.577
	Total	4.47	.577

The findings from the evaluation revealed that all three experts agreed and approved on overall that the whole model was very appropriate ($\bar{X} = 4.47$, $SD=.577$), according to the criterion of the efficiency of the FBCL Instructional model described on Table 3.2. Specifically, the items 1, 2, 6, and 8 received higher mean scores ($\bar{X} = 4.67$, $SD=.577$) whereas the other items received slightly lower mean score values ($\bar{X} = 4.33$, $SD= .577$) including items 3, 4, 5, 7, 9, and 10. The findings of the evaluation indicated that all three experts agreed that 1) Each step of the FBCL Instructional model is appropriate, clear and easy to implement; 2) Each element of the FBCL Instructional model is appropriately connected; 3) The FBCL Instructional model can help student-student interaction; and 4) The FBCL Instructional model is sufficiently capable of being effective in developing FBCL lessons to enhance EFL writing skills.

The results also indicated a positive answer to the first research question of this study “What are the components and logical steps of developing an instructional model on Facebook based collaborative learning to enhance EFL students’ writing skills?”

4.2 Results of the Development of an Instructional Design Model on Facebook Based Collaborative Learning to Enhance EFL Students’ Writing Skills

The FBCL Instructional Model is an online instructional design for enhancing EFL writing skills. It uses on learner-centered teaching model which learners can construct their EFL skills by doing and practicing individually and with their group-mates. The FBCL Instructional Model was designed and constructed by the researcher after reviewing, analyzing, and synthesizing the 5 instructional design models, namely ADDIE Model, Kemp Model, Dick and Carey Model, SREO Model, and OTIL Model. After receiving the evaluation results from the experts, the FBCL Instructional Model was approved as very appropriate in terms of the components and logical steps, and it was revised accordingly. The description of the FBCL Instructional Model was developed with 6 major steps and 15 sub-steps in the process. The sub-steps of each step of the FBCL Instructional Model are described as follows.

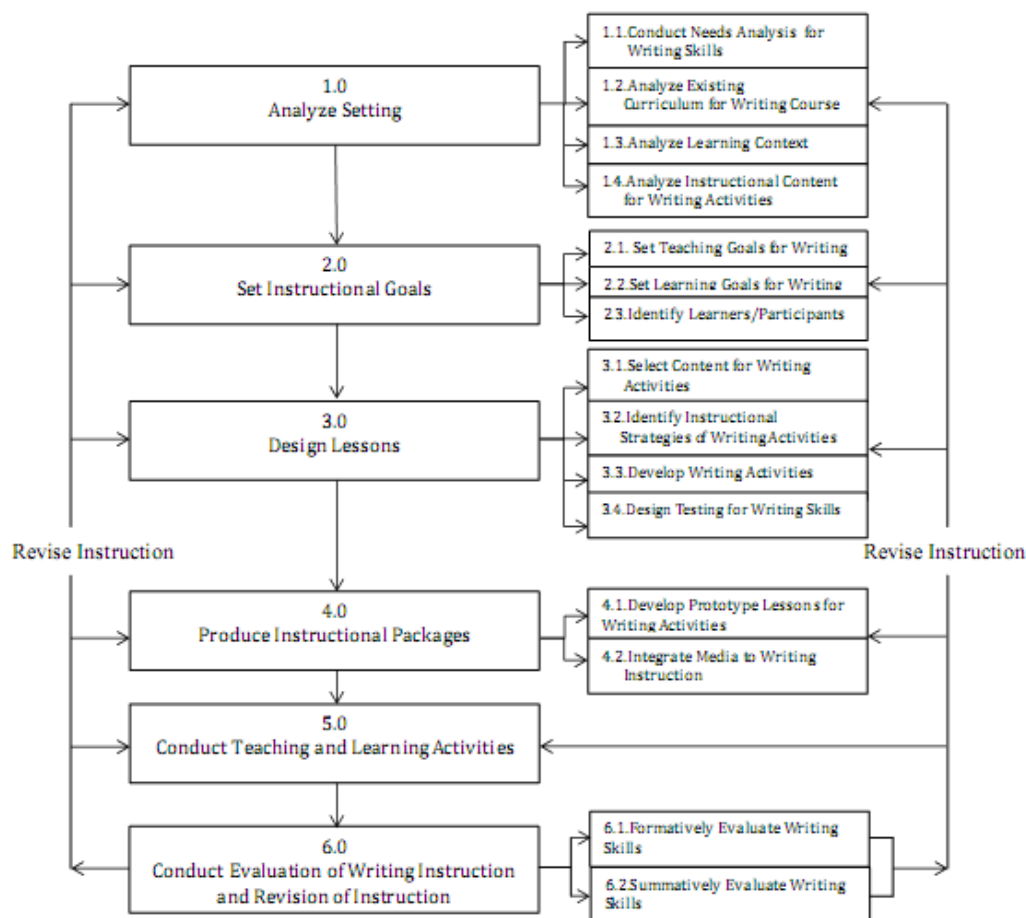


Figure 3.3 The Instructional Design Model on Facebook-Based Collaborative Learning to enhance EFL writing skills (The FBCL Instructional Model)

Step 1.0 Analyze Setting

This is the foundation step for the instructional design model and it can provide crucial information that fulfills all other steps of the entire design process for the instructional model using Facebook based collaborative learning to enhance EFL writing skills.

1.1 Analyze Existing Curriculum for a Writing Course

The existing curriculum or syllabus was analyzed. Moreover, the requirements of the course syllabus were summarized and synthesized when this supplementary writing course for first year SUT students was developed to help them practice their English skills thoroughly.

1.2 Analyze Learning Context

The availability of technology and the methodology for FBCL lessons was identified to establish the minimum requirements of the technical facilities including computers (with speakers, microphones, headsets) and the Internet. In this supplementary writing course, students can utilize their computer, laptop, tablet, or any mobile devices that have an Internet browser or Facebook application to participate. For the instructional structure, the instructor should search for the appropriate teaching methodology for teaching and learning with Facebook-based collaborative learning lessons. In addition, the appropriate allocation of time during the course is also considered.

1.3 Analyze Instructional Content for Writing Activities

The type (domain) and level (sequence) of the instructional content were analyzed. Specific lesson objectives, instructional strategies and assessment methods for use in the instructional steps needed to be established for this course.

Step 2.0 Set Instructional Goals

After various analyses of background information in the development of the FBCL Model, the expected student achievements at the completion of the instruction was identified. The instructional goals should be clear, concise, thorough, and manageable.

2.1 Set Teaching Goals for Writing

What the instructor plans to teach, what the instructor is going to include in this writing course, and how the instructor includes the content of the lessons and chooses the appropriate teaching techniques for students were identified for the teaching goals.

2.2 Set Learning Goals for Writing

What the instructor expects learners to achieve is set to be appropriate for the students' learning context. Learning goals involve enabling objectives (performance, condition, standards) and terminal objectives.

2.3 Identify Learners or Participants

The learners or participants of the course need to be determined to know the required skills the learners will need in order to join the writing instruction. The learners need to have computers and Internet skills, especially be Facebook users.

Step 3.0 Design Lessons

From the findings of previous analyses, the instructor needs to plan how to achieve the instructional goals, pays attention to the effectiveness of the writing lesson elements and design criteria for assessment.

3.1 Select Content for Writing Activities

Authentic materials found from textbooks, the Internet, or other media were required to support the writing instruction and the learners.

3.2 Identify Instructional Strategies for Writing Activities

The appropriate instructional strategies to maximize the learning effectiveness were determined based on learning objectives. Online writing activities through which students learn both working with peers and individually were focused in the FBCL lessons based on the nature of the writing and the features of writing instruction. The topics and design include real world activities including watching videos, listening to talks, reading newspapers/ short articles, peers discussion, brainstorming, peer feedback, and revising their writing journals, all of which are very important for the instructor to outline in the FBCL lessons.

3.3 Develop Writing Activities

Learners' target communicative goals or pedagogic tasks, the audience, and what students write were included in developing the writing activities needed to be clear, precise and specific. The length, scope and purpose of the exercises before writing were defined (Hyland, 2003). The three components of the real world writing activities include correctness of form, appropriateness of style, and unity of theme and topic. For the level of first year English 1 students at SUT, the controlled writing activities with guided questions were the key element in the writing process.

3.4 Design Testing for Writing Skills

Learning goals and performance measures should be taken into consideration during the design of tests. In this sub-step, the format and criteria of testing as well as different types of testing should be taken into consideration. In creating the writing tests, the following were considered: proficiency to achievement, norm-referenced to criterion-referenced, direct to indirect,

discrete-point to integrative, normative to summative assessment. The pre-test and post-test were designed for the study.

Step 4.0 Produce Instructional Package

In this major step, the technologies and media were utilized to deliver the lessons based on an analysis of learning context.

4.1 Develop Prototype Lessons for Writing Activities

The generic Facebook based collaborative learning lesson template for the instruction included all aspects of each lesson and was designed by prototyping. The prototype was evaluated in a formative way to check whether it served the instructional goals.

4.2 Integrate Media to Writing Instruction

The media contents were integrated into the instruction to add value and effectively support the learning activities.

Step 5.0 Conduct Teaching and Learning Activities

In this step, the lessons were provided in an interactive and effective way. Learner-centered learning of controlled writing activities, including guided questions and online interaction were the focus on the learning process. Teacher-students and student-student interactions were encouraged in the teaching process as well. Students were expected to write their comments on the discussion board or discuss with their peers via comments in Facebook groups synchronously and asynchronously.

Step 6.0 Conduct Evaluation and Revision of Writing Instruction

It is essential to evaluate the learning processes and outcomes. The instruction is not complete until it shows that students can reach the instructional goals.

6.1 Formative Evaluation of Writing Skills

The results of formative evaluation during the development of the FBCL Instructional model were used to establish the suitability of objectives, contents, learning methods, materials, and the delivery of the writing course.

6.2 Summative Evaluation of Writing Skills

Summative evaluation was conducted at the end of the writing instruction. Data from the post-test are collected to evaluate the effectiveness of the instruction.

6.3 Revision of Instruction

Revision is a continual process. Whenever an instructor finds parts in the instruction that were hard or unclear for students, revision is done immediately to adjust the lessons.

5. Discussion

The main purpose of this study was to develop an instructional design model on Facebook (FBCL Instructional Model) to enhance EFL university students' writing skills for English 1 at SUT. The model was developed in 6 major steps and 15 sub-steps and was evaluated by three experts in the field of Instructional Design and English Language Teaching. From the results of experts' evaluation, all elements of the model are very appropriate with a mean score which was well within the "very appropriate" level. As a whole, this results from the fact that the FBCL Instructional Model was carefully designed and developed on the fundamental principles and characteristics of Instructional Design. In addition, the model was also based on the insightful analysis and the synthesis of Brahmawong's Seven-Step Model for research and development with the five instructional design models including the fundamental design model, systems-oriented model, classroom-oriented model to Internet-based model, online instructional model. Moreover, the model applied two main learning theories: constructivism and collaborative learning in enhancing EFL students' writing skills. Therefore, the elements of the FBCL instructional model were clear and easy to implement in the development of the FBCL lessons for enhancement of EFL students' writing skills.

In addition to the appropriateness of the FBCL Instructional Model, the three main categories including the appropriate connectedness of the elements, student-student interaction, and sufficient capability in the successful development of the FBCL lessons were rated for appropriateness by the three experts. The three main components were strong points of the FBCL Instructional Model. First, each element of the FBCL Instructional Model was appropriately connected. This was because the FBCL Instructional Model was developed and designed as a systematic process of the design, development, implementation, and evaluation of instruction (Dick, Carey, & Carey, 2005; Reiser & Dempsey, 2007) and a step by step system to evaluate students' needs, the design and development of training materials, and the effectiveness of the training intervention (Kruse, 2011). All of the components of the model are properly allied with each other and the quality of the instructional design is high (Martin, 2011). Therefore, as expected, the elements of the FBCL instructional model were evaluated and approved by three experts indicating that they were appropriately connected.

Second, the FBCL Instructional Model could help student-student interaction. This distinctive point of the FBCL model was due to the fact that the FBCL model was based on the constructivism and collaborative learning principles. From the constructivist learning theory, learners can work together and support each other to pursue their learning goals and tackle problem-solving activities (Wilson, 1996). In their learning community, they can share their ideas with others and explain or defend themselves because this view is learner-centered (Confrey, 1990; Brooks and Brooks 1993; Fosnot, 1996; Applefield et al., 2001). Furthermore, in collaborative learning, learners can use social interaction as a means to construct their own knowledge through active participation (Dennen, 2000).

Third, the FBCL Instructional Model had sufficient capability for being effective in developing FBCL lessons to enhance EFL writing skills. This results from the three strong points previously mentioned. The elements of the FBCL model were appropriate for implementation into the FBCL lessons, connected appropriately with each other leading to a systematic process of learning. In addition, the FBCL Instructional Model was developed from the two main learning theories that could support learners in constructing their own knowledge through the means of social interaction with their group members/ peers. According to the principles of collaborative learning, learner interactions during their group work support their understanding, and the relationship between social interactions and increased understanding through learning experiences should be conscious (Panitz, 1999). Moreover, Mulligan and Garofalo (2011) confirm that collaborative writing activities can promote learner interaction which assist their self-confidence and decrease their anxiety when working alone. Through their interactions with each other, learners can maximize their own learning or each other's learning. The learners could be active or independent learners in practicing and improving their EFL writing skills via Facebook.

The results from the evaluation by the three experts on the FBCL Instructional Model were consistent with those of numerous previous studies. The FBCL Instructional model was regarded as a system-oriented model which concentrates on learner-centeredness and online learning such as Suppasetsee's (2005) SREO Model, Dennis' (2011) BOLA Package, and Tian's (2012) OTIL Model. Additionally, all of these instructional models paid more attention to learner-centeredness, which helps learners become more autonomous or independent in their learning. They participate and interact with each other in the group; have discussions with each other to create something new during collaborative learning (John et al., 1998; Kaye, 1992; Laffey et al., 1998). The FBCL Instructional Model also encourages learners to learn online synchronously or asynchronously.

To sum up, the FBCL Instructional Model was developed in compliance with the principles of instructional design and Brahmawong's Seven-Step Model for research and development, together with the analyses and syntheses of five previous instructional models. The three experts prudently evaluated every major step and sub-step used in designing and developing the FBCL Instructional Model. Responding to the experts' comments, the instructional model was revised and approved as having appropriate connection among major steps and sub-steps of the FBCL Instructional Model. The FBCL Instructional Model was also approved to be appropriate in analyzing the setting, the instructional goals, and conducting evaluation and revision of writing instructions. Also approved was the integration of the Facebook group use with collaborative writing.

6. Implications

This study also conveys some pedagogical implications. First, in the process of designing the online instructional model to enhance student's collaborative learning, the instructional designer should pay much attention to the existing learning problems of the institutions. After the problems of the institutions have been solved and found, the designer can find the effective instructional interventions. Then, the designers can set up clear objectives to develop the instructional model. Another point that designers need to take into consideration is the availability and compatibility of the instructional platform with the instructional design. It can be known that in the present study, Facebook group was used as the main platform that supports and assists student's collaboration in group writing activity.

7. Conclusion

The present study was conducted in order to probably contribute to a significant change for perspectives of EFL teachers and learners, particularly Thai instructors and Thai learners of teaching and learning English writing. This study additionally provides knowledge of an instructional design model for writing instructors on how to use Facebook groups in teaching writing in the classroom. The findings of the study revealed that the FBCL Instructional Model was satisfactory and appropriate for teaching EFL writing skills online to undergraduate students. The FBCL Instructional Model brings broad changes from classroom based teaching approach in teaching EFL writing skills to online teaching and the interaction between teachers and students. Students could join the course and practice it anytime and anywhere through FBCL. It is hopeful that this study offers the practical solutions for the development of an English course to enhance EFL student's writing skills; and the FBCL Model could serve as the instructional design model for EFL writing teachers and instructional designers.

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APPENDIX A**List of Experts**

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Prof. Dr. Chaiyong Brahmawong	Senior Professor, Vice President for Ubiquitous Education, International Borderless Education College, Bangkokthonburi University, Thailand.
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