

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 during their learning English at tertiary education. However, they have few chances to practice writing skills in their learning. This study has been conducted to develop an instructional design model to assist students to learn collaboratively in Facebook groups to enhance their English writing skills at the beginning stage of their learning at university. In this study, together with collaborative learning and writing, theory of instructional design, five previous instructional design models were analyzed, synthesized; and the seven steps model in designing an instructional model by Brahmawong and Vate-U-Lan (2009) was adapted to develop the instructional design model. Then the model was evaluated by the experts in the field of technology and English language teaching. The results of the study showed that the elements of the FBCL Model was satisfactory and appropriate to EFL writing instructions in Facebook groups. It could also be beneficial to the instructional framework for EFL writing instructors and instructional designers.

Keywords: EFL writing skills, Facebook-based collaborative language learning, instructional model

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1. Introduction

Writing is a basic and main tool to communicate with other people from all over the world (Torwong 2003). Moreover, there are various purposes to write in English to communicate with other people from other countries (Tribble 1996); and writing can be considered a tool to reflect students' understanding of English learning (Kitchakarn 2012). Besides, it is not easy to acquire this skill; therefore students need to be trained and practiced to gain this writing skill.

Thai students of English who have limitations of their abilities in English learning should be paid much attention to and need a suitable and effective writing teaching techniques or activities (Kitchakarn 2012). Especially, students at Suranaree University of Technology (SUT) hardly have opportunities to practice writing skill in English in classroom instructions. Student's low proficiency level of English at SUT (Chongapirattanakul 1999) might result from their little exposure to the English speaking environment. They learn English in a very traditional lecture teaching style; therefore, they have minimal chance to use English and participate into the learning. 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 in details the knowledge from the textbook with the purpose of improving their English knowledge and skills, especially their writing skills.

In this information age, technology is an inevitable tool in teaching and learning languages in many educational institutions and schools. With the rocketed development of computers and Internet, especially social networking sites, there are a lot of changes in the ways of teaching and learning a foreign language, such as teaching and learning a language on the Internet/ online teaching and learning. Among a number of popular social networking sites, Facebook becomes the most popular one with more than billion active users around the globe (Facebook, 2013). Facebook is also regarded as an educational tool for university students (Bumgarner, 2007; Mason, 2006) and with 80 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 activities of posting comments were incorporated as a social interaction activity in online learning course in Facebook groups as a learning method of collaborative learning. 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 in the community. Another issue is about General English courses at SUT which have five courses of English and concentrate on English for communication, specifically Listening and Speaking, writing skill is not paid attention, even in the examinations. Therefore, students do not have any chances to practice writing skills. From those mentioned, 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 to writing for English 1 course. The first year university students who take English 1, the first course of English at SUT, are new to the university life and need to practice their English language skills more in order to have a stronger background to continue with other English courses at SUT. They are expected to be more interested to join the course with the assistance of technology enhancement to the online course which is implemented to the classroom instruction. Furthermore, they are expected to be more independent in their own study not only after this course but also in their lifelong learning.

The research study was aimed to develop an instructional model on Facebook based collaborative learning to enhance EFL students writing skills. Therefore, two research questions were set up for the study.

- 1) What are the components and logical steps of developing an instructional model on Facebook based collaborative learning to enhance EFL students' writing skills?*
- 2) What are the expert's opinions toward the development of an instructional design model on Facebook based collaborative learning lessons to enhance EFL students' writing skills based on the evaluation form?*

2. Review of Related Literature

2.1 Instructional Design

Instructional Design (also called Instructional Systems Design (ISD)) is the framework in which teachers will base on to 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 in instructional design can make clear approaches to be more effective, efficient, and relevant to instruction.

2.2 Instructional Design Models

With those 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, Dick and Carey Model, Kemp Model, SREO Model, and the OTIL Model 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 of the model, Analysis is one of the most crucial element in the ID process (Sugie 2012). There are more than 100 different 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 learning environment) are important to the success of students’ learning and integrated to each other. They have an input and an output in each component of the process.

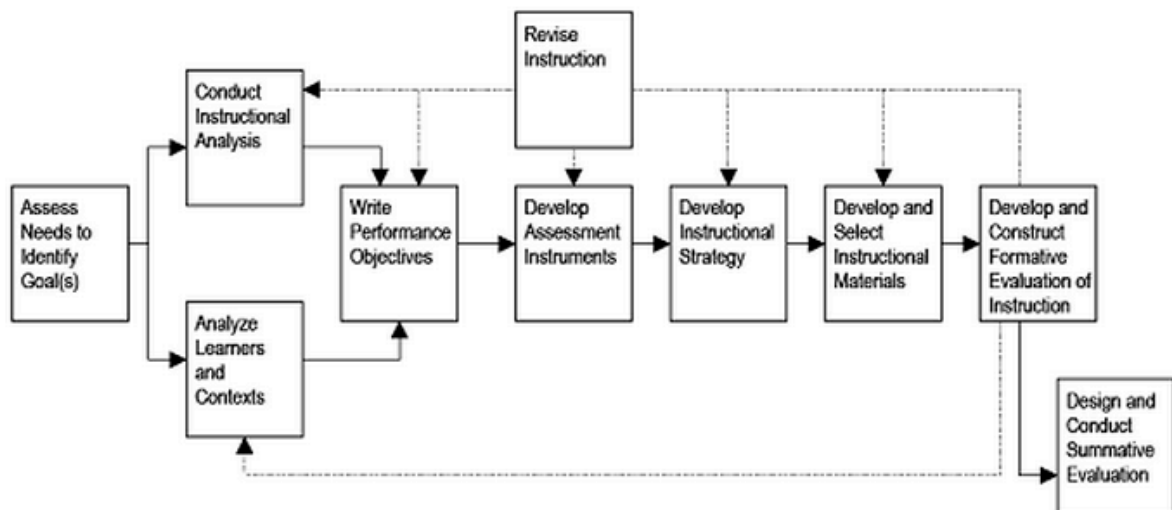


Figure 2.2 Dick and Carey Systems Approach Model (Dick, Carey et al. 2005)

2.4 Kemp Model

The Kemp Model, known from the Morrison, Ross and 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:

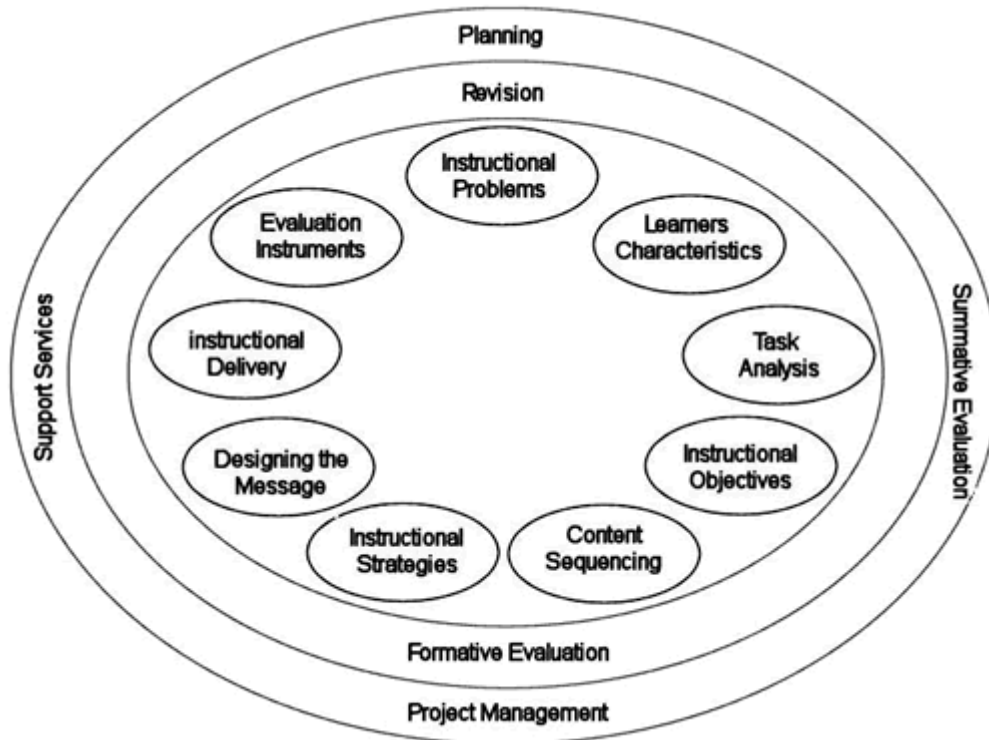


Figure 2.3 The Elements of Kemp Model (Morrison et al., 2004)

2.5 SREO Model

The SREO Model or Suppasetseree’s Remedial English Online (SREO) was designed by Dr. SuksanSuppasetseree 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.

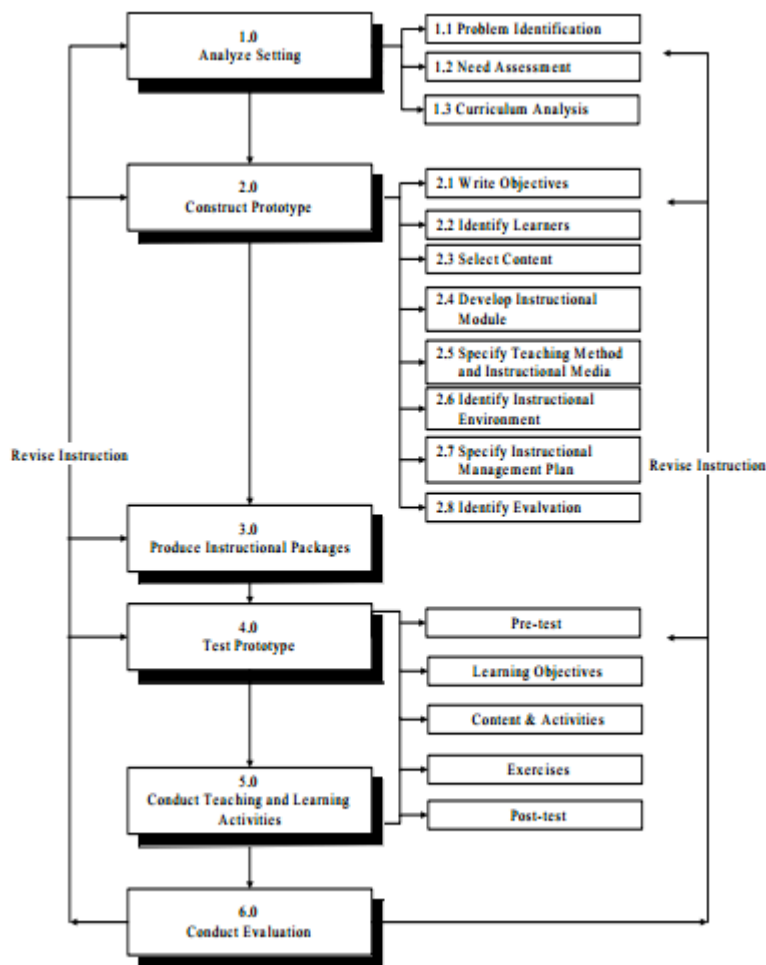


Figure 2.4 SREO Model (Suppatsereee, 2005, p.108)

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.

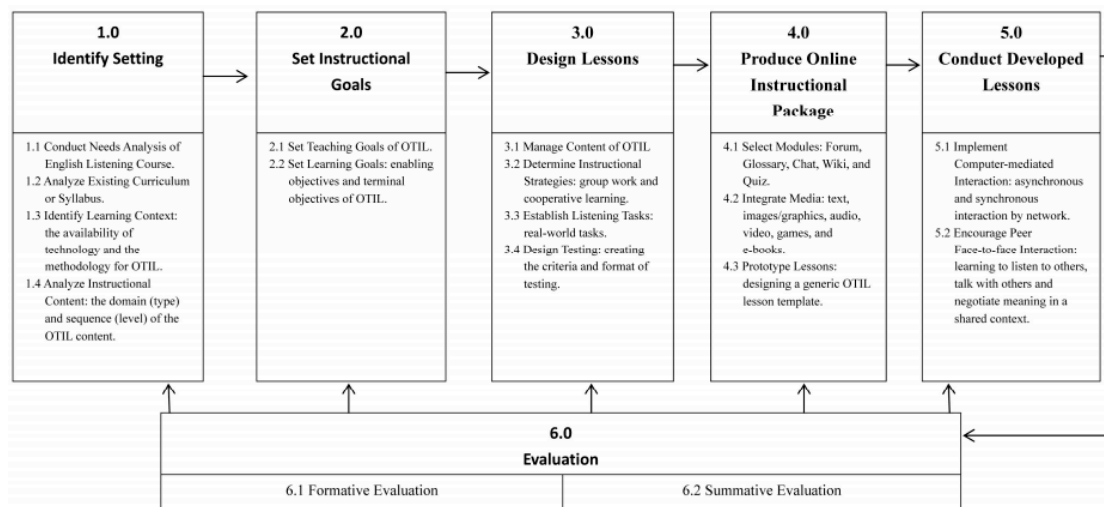


Figure 2.5 The Instructional Model for Online Task-based Interactive Listening (OTIL Model) for EFL Learners (Tian, 2012, p. 153)

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 of five core elements in the ADDIE model are all present in Dick and Carey model since they use different terminology (Gustafson & Branch, 2002). Dick and Carey Model is the 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 SREO and OTIL Models are two online models for language teaching. The SREO Model is an Internet-based instructional design which focuses on interactivity or interaction involving learners with the content. Moreover, the OTIL Model has an online instruction and systematic orientation which applies interactive listening teaching with task-based approach.

Although those models have contributed to the world of instructional design processes, they also have several limitations for designers/ instructors to develop the models. The ADDIE Model is the guideline for the instructional designer to create instruction. The ADDIE and Dick and Carey Model are the two generic models which do not have details of steps for 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 the 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 these 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 for 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 the synthesis and limitations, some elements in each model were adapted to construct the model for this study since it is hard for the researcher to find out the appropriate model among those five instructional models to be 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, discussing with their group mates and teachers.

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, synthesis and analysis of previous instructional design models, the seven-steps to build an instructional model, the framework for building the instructional design model on FBCL, the description of each steps of the FBCL model were 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.

3.1 Development of the FBCL model

During the first stage, five previously described instructional models 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).

Here are seven steps in developing an instructional design model that this study was based on.

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, review of related literature, seven steps to develop the instructional design model on FBCL, it was come up with the research conceptual framework for the study and the seven steps to develop the FBCL Model as follows.

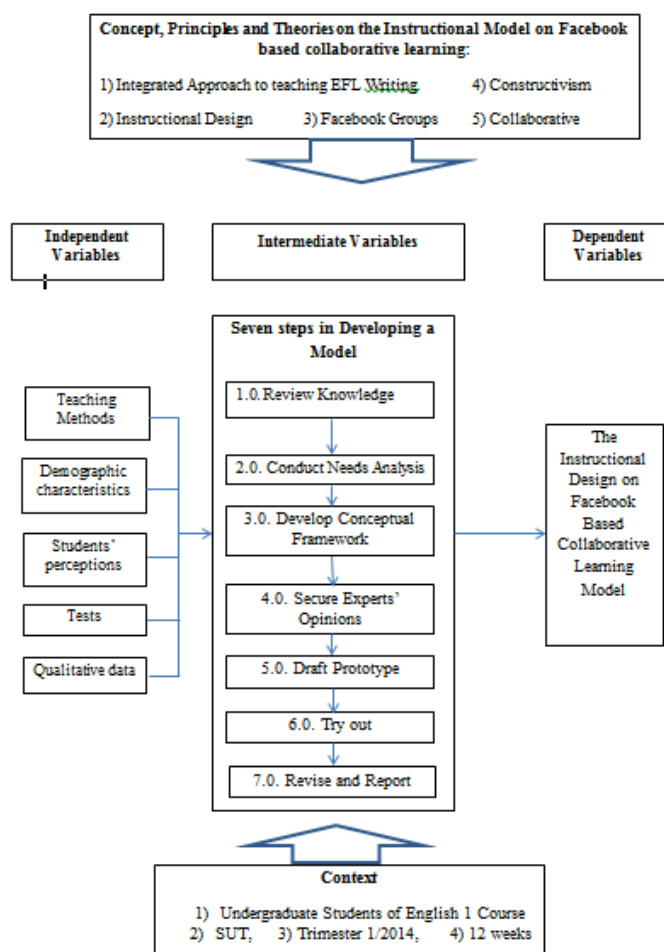


Figure 3.1. Research Conceptual Framework for the FBCL Model

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. They are the foundational concepts, theories, principles which can be synthesized and examined to have independent and dependent variables for the study. All teaching methods of writing skills, 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 form together with the description of the instructional model on Facebook based collaborative learning to enhance EFL writing skills were sent to experts in the field of Instructional Design and English Language Teaching for their evaluation. The form has two parts. The first part uses a five-point scale (5=very strongly agree, 4= strongly agree, 3= agree, 2=slightly agree, and 1=least agree). The second part is 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 the arithmetic means. The criteria of means will be adopted from Suppasetserree (2005). They are in Table 3.2

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

These means indicate that the experts' judgment toward the efficiency of the FBCL model.

4. Results

4.1 Results of the Development of an Instructional Design Model on Facebook based Collaborative Learning to enhance EFL Writing skills

The FBCL Model is an online instructional design for enhancing EFL writing skills. It focuses on learner-centered teaching model which learners can construct their EFL skills by doing and practicing individually and with their group-mates. The FBCL Model was designed and constructed by the researcher after reviewing, analyzing, and synthesizing the five previous versions of instructional design models, namely ADDIE Model, Kemp Model, Dick and Carey Model, SREO Model, and OTIL Model. This FBCL Model was developed with six steps and sixteen sub-steps in the process. The sub-steps of each step of the FBCL Model are described briefly as follows.

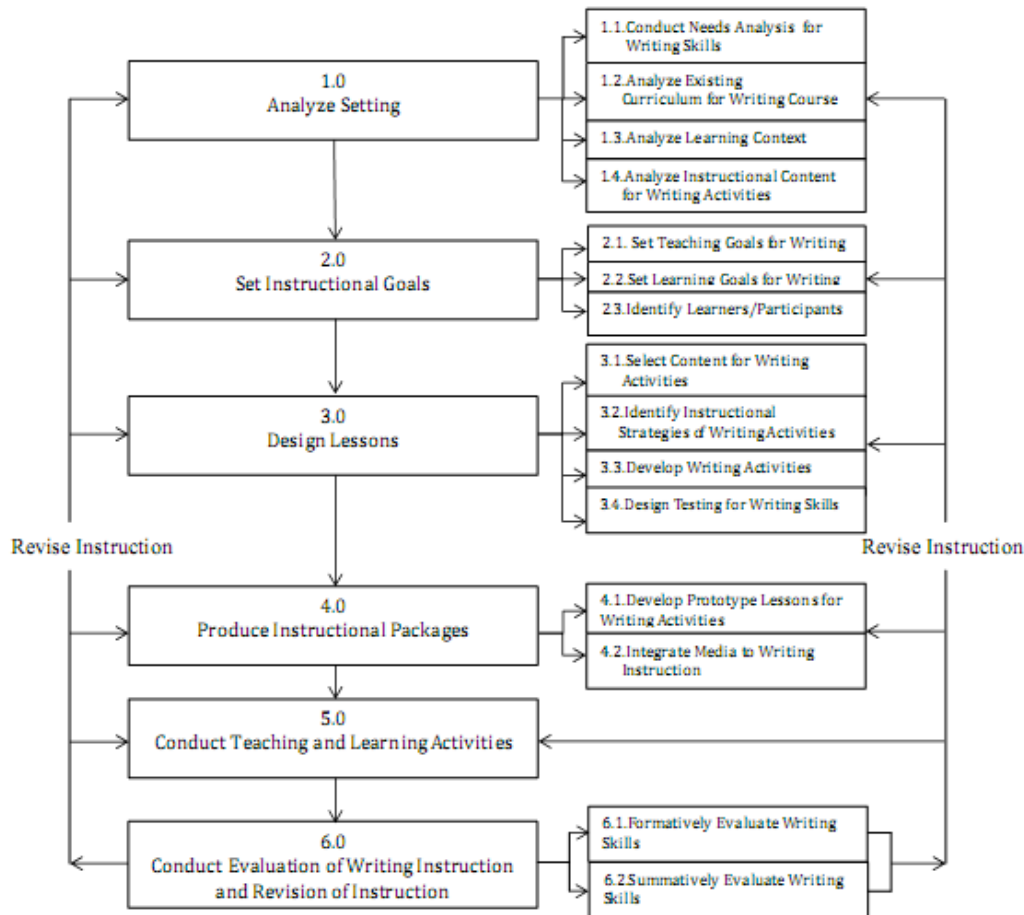


Figure 3.3 The Instructional Design Model on Facebook-Based Collaborative Learning to enhance EFL writing skills (*The FBCL Model*)

Step 1 Analyze Setting

This is the foundation step for the instructional design model and can provide the crucial information to fulfill all other steps of the whole design process of the instructional model on Facebook based collaborative learning to enhance EFL writing skills.

1.1 Conduct Needs Analysis for Writing Skills

This sub-step is to identify the needs and problems of first year SUT students in EFL writing skills. The analysis focuses on the background knowledge and current situations of the students before they take the Facebook-based collaborative learning lessons and their expectations from the lessons.

1.2 Analyze Existing Curriculum for Writing Course

It is necessary to analyze the existing curriculum or syllabus to know its prescription of the course of study. The instructor should concentrate on the requirements of the curriculum or syllabus to have a suitable complementary course for SUT students to develop their English skills thoroughly.

1.3 Analyze Learning Context

The purpose of this sub-step is to identify the availability of technology and methodology for Facebook-based collaborative learning lessons. For the technical environment, the instructor should be concerned about 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 which can have the 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. Besides, the appropriate allocation of time during the course is also paid attention to.

1.4 Analyze Instructional Content for Writing Activities

From the content analysis, the instructor should analyze the type (domain) and level (sequence) of the instructional content, and they are able to state specific lesson objectives, instructional strategies and assessment methods for use in the instructional step which are required in the course (Chyung and Trenas 2009, Punithavathy and Mangai 2011).

Step 2.0 Set Instructional Goals

After various analyses of background information to the development of the instructional model, the instructor needs to identify what the students will be expected to achieve when they complete the instruction. The instructional goals should be clear, concise, thorough, and manageable.

2.1 Set Teaching Goals for Writing

Teaching goals are about what the instructor plans to teach, what the instructor will include in this writing course, and how the instructor will include it.

2.2 Set Learning Goals for Writing

Learning goals are exactly what the instructor expects learners will achieve in the writing course. Bloom's Taxonomy will also be examined to make sure the objectives which will be set at the appropriate level for students' learning context. Learning goals involve enabling objectives and terminal objectives.

2.3 Identify Learners/ Participants

The instructor needs to determine the learners of the course basing on the instructional goals. This sub-step is helpful to know the required skills the learners have to join the writing instruction. The learners should have computer and Internet skills, especially they are Facebook users.

Step 3.0 Design Lessons

In this main step from the findings of prior analyses, the course will be planned in details to construct the writing instruction. The instructor needs to plan how to achieve the instructional goals. And the effectiveness of the writing lesson elements and criteria for designing assessment should be paid attention to.

3.1 Select Content for Writing Activities

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

3.2 Identify Instructional Strategies for Writing Activities

Based on learning objectives, the instructor will determine the appropriate instructional strategies to maximize the learning effectiveness. Based on the nature of writing and features of writing instruction, the instructional design model on Facebook-based collaborative learning focuses on online writing activities through

which students work with their peers and individually to learn. It is very important for the instructor to outline the topics and design real world activities which include watching videos, listening to talks, reading newspapers/ short articles, discussing with peers, brainstorming, peer feedback, and revising their writing journals.

3.3 Develop Writing Activities

Writing activities should be directly based on learners' target communicative goals or pedagogic tasks with audience, and what students write must be clear, precise and specific: define the length, scope and purpose of the exercises before writing (Hyland, 2003) . The three components of the real world writing activities should embody correctness of form, appropriateness of style, and unity of theme and topic. For the level of first year students of English 1 at SUT, the controlled writing activities with guided questions will be the main ones on the learning process.

3.4 Design Testing for Writing Skills

During the design of tests, learning goals and performance measures should be taken into consideration. In this sub-step, the instructor needs to create the format and criteria of testing, considering different types of testing, namely from proficiency to achievement, from norm-referenced to criterion-referenced, from direct to indirect, from discrete-point to integrative, from normative to summative assessment. The pre-test and post-test were designed for the study.

Step 4.0 Produce Instructional Package

In this step, the instructor should decide which technologies and media are utilized to deliver the lessons basing on the analysis of learning context.

4.1 Develop Prototype Lessons for Writing Activities

Prototyping is to design the generic Facebook-based collaborative learning lesson template for the instruction which includes all aspects of each lesson. The prototype will be evaluated in a formative way to check whether it serves the instructional goals.

4.2 Integrate Media to Writing Instruction

The instructor should manage the media content properly to integrate into the instruction in order to add value and support effectively to the learning activities.

Step 5.0 Conduct Teaching and Learning Activities

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

Step 6.0 Conduct Evaluation and Revision of Writing Instruction

It is very essential to evaluate the learning processes and the outcomes. Then instruction is not complete until it shows that students can reach the instructional goals. There are two types of evaluation: formative and summative evaluation.

6.1 Formative Evaluation of Writing Skills

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

6.2 Summative Evaluation of Writing Skills

Summative evaluation will be 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 constant process. Whenever instructors find any parts in the learning process that was hard or unclear for students, revision is constantly done to adjust the lessons.

4.2 Results from the Evaluation Form of the FBCL model

After the description of FBCL Model, together with the evaluation form were sent to three experts in the field of instructional design and English language teaching, the data were collected, analyzed in descriptive statistics. From Table 3.2, it shows the level of appropriateness of the FBCL Model to enhance EFL writing skills. If the mean scores from the results of the evaluation form from 2.34 to 3.67, it shows that the FBCL Model is appropriate. And if the means from 3.68 to 5.00, it shows that the FBCL Model is very appropriate.

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 the more general views that each element of the model was very appropriate ($\bar{x} = 4.47$, $SD=.577$), according to the criterion of the efficiency of the FBCL model described on Table 3.1.

Specifically, the items 1, 2, 6, and 8 received higher mean scores ($x = 4.67$, $SD = .577$) 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 indicate that all of three experts agreed that 1) Each step of the FBCL model are appropriate, clear and easy to implement; 2) Each elements of the FBCL model are appropriately connected; 3) The FBCL model can help student-student interaction; and 4) The FBCL model has sufficient capability of being effective in teaching FBCL lessons to enhance EFL writing skills.

5. Discussion

Kitchakarn (2012) and Suthiwartnarueput and Wasanasomsithi (2012) mentioned that Thai students have limited abilities in English learning, writing difficulties and need a suitable and effective writing teaching techniques or activities. Together with searching for a way to assist SUT students to practice writing skills in English, and an instructional design model on the Facebook based collaborative language learning to enhance EFL student's writing skills was developed.

The FBCL model was based on the collaborative learning which students can have social interaction to construct knowledge, and a social media site called Facebook which can help students learn how to write collaboratively with their group-mates. Moreover, several instructional design models (such as the ADDIE Model, The Dick and Kerry Model, the Morrison, Ross and Kemp Model, SREO Model, and OTIL Model) had also been extensively reviewed, analyzed, and synthesized. The FBCL Model was developed in compliance with Brahmawong's Seven-Step Model for research and development. Every element in a systematic process of developing the model is essential to successful learning (Dick, et al, 2005). All of the interrelated elements of the FBCL model show their connection in working toward the instructional goal of teaching EFL writing skills.

In Step 4 of the Seven-Step Model, the evaluation form of the FBCL Model was sent to three experts to receive their evaluation and opinions through the questionnaire. Among those items, three other major steps including the Setting Analysis, Instructional Goals Setting, and Evaluation and Revision of Writing Instruction ($\bar{x} = 4.67$, $SD = .577$) are also very appropriate since those are the foundation steps which provide the essential and background information for other steps of the whole process of developing the FBCL Model. Moreover, the elements of the FBCL Model was closely related and connected because it was perhaps the profound analyses and syntheses of previous instructional design models and the fundamental principles of the instructional design on which the FBCL Model was designed and developed.

In the FBCL Model, 6 major steps and 15 sub-steps could be considered impartially complicated for novice instructional designers and teachers. In addition, Facebook based learning activities and collaborative learning have been integrated into writing instruction; this could be challenging to them as the integration has not been widely applied in normal classrooms in Thailand. As a consequence, it might be a demanding task for the teacher to employ this model to their teaching. It might take time for the teacher to understand and implement the model fully. Hence, the other more specific aspects such as designing lessons, producing instructional packages, conducting teaching and learning activities, implementing the steps of the model, promoting

student-student interaction, and being effective in teaching the FBCL lessons to enhance EFL writing skills obtained slightly lower mean scores ($\bar{x} = 4.67$, $SD = .577$) from the experts. Those slightly slower, but still very appropriate, mean scores, might come from the influences of foundation steps which led to these steps. These steps were developed basing on the prior analyses of background and essential information.

The results from the evaluation from three experts on the FBCL Model were consistent with those of many previous studies. The FBCL Model was regarded as a system-oriented model which concentrates on learner-centeredness and online learning like Suppasetseree's (2005) SREO Model, Dennis' (2011) BOLA Package, Tian's (2012) OTIL Model, and Walakanon's WRC Instructional Model (2014). Additionally, all of these instructional models paid more attention to student's autonomous learning, which let students learn online at their own pace and at their preferences. Another strong point of the FBCL Model is the very appropriate connection among the elements of the model as supported by the experts. This logical connection shows the efficiency and satisfaction of the entire model.

To sum up, the FBCL 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 several instructional models. Every major and sub-steps in designing and developing the FBCL Model was prudently evaluated by the three experts. According to the experts' comments, the model was revised and approved as having appropriate relationship among major and sub-steps of the FBCL model, appropriateness in analyzing setting, instructional goals, and conducting evaluation and revision of writing instructions together with the integration of the utilization of Facebook groups and 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 Model was satisfactory and appropriate for teaching EFL writing skills online to undergraduate students. The FBCL 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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