

**A DEVELOPMENT OF AN INSTRUCTIONAL MODEL
ON FACEBOOK-BASED COLLABORATIVE LEARNING
TO ENHANCE EFL STUDENTS' WRITING SKILLS**



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การพัฒนาแบบจำลองการเรียนการสอนที่เน้นการเรียนรู้แบบร่วมมือ
โดยใช้เฟชบุ๊กเพื่อเพิ่มพูนทักษะการเขียนของนักศึกษา
ที่ใช้ภาษาอังกฤษในฐานะภาษาต่างประเทศ



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาปรัชญาดุษฎีบัณฑิต
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งานวิจัยฉบับนี้ มีวัตถุประสงค์เพื่อ (1) พัฒนาแบบจำลองการเรียนการสอนแบบร่วมมือ
โดยใช้เฟซบุ๊กเพื่อพัฒนาทักษะการเขียนของนักศึกษาที่ใช้ภาษาอังกฤษเป็นภาษาต่างประเทศ
(2) เพื่อประเมินประสิทธิภาพบทเรียนการเรียนการสอนแบบร่วมมือโดยใช้เฟซบุ๊กซึ่งพัฒนาจาก
แบบจำลองการเรียนการสอน FBCL เพื่อพัฒนาทักษะการเขียนของนักศึกษาที่ใช้ภาษาอังกฤษเป็น
ภาษาต่างประเทศตามเกณฑ์มาตรฐาน 80/80 (3) เพื่อศึกษาความคล่องแคล่วในการเขียนตาม
รูปแบบการเขียนโดยมีการชี้แนะ (4) เพื่อเปรียบเทียบผลสัมฤทธิ์ทางการเขียนของนักศึกษา ก่อน
และหลังการเรียนด้วยบทเรียน FBCL และ (5) เพื่อสำรวจความคิดเห็นและผลตอบรับของนักศึกษา
ที่มีต่อบทเรียน FBCL

ผู้มีส่วนร่วมกับการงานวิจัยในครั้งนี้แบ่งออกเป็น 3 กลุ่ม ได้แก่ (1) ผู้เชี่ยวชาญประเมิน
แบบจำลองการเรียนการสอน FBCL จำนวน 3 คน (2) นักศึกษาชั้นปีที่ 1 ที่ผ่านรายวิชาภาษาอังกฤษ 1
มหาวิทยาลัยเทคโนโลยีสุรนารี จำนวน 56 คน ใช้ในการประเมินหาประสิทธิภาพของบทเรียน
FBCL และ (3) นักศึกษาชั้นปีที่ 1 มหาวิทยาลัยเทคโนโลยีสุรนารี ที่ใช้เป็นกลุ่มตัวอย่างทดลอง
จำนวน 52 คน โดยหลังการทดสอบก่อนเรียน นักศึกษากลุ่มนี้ได้รับการเรียนการสอนโดยใช้
บทเรียน FBCL หลังจากเสร็จสิ้นการเรียนการสอน นักศึกษากลุ่มนี้ได้รับการทดสอบหลังเรียน
ตอบแบบสอบถามและเข้ารับการสัมภาษณ์ ประสิทธิภาพของบทเรียน FBCL ได้ถูกประเมินตาม
เกณฑ์มาตรฐาน 80/80 โดยใช้สูตร E1/E2 สถิติที่ใช้ในการวิเคราะห์ข้อมูลความคล่องแคล่วในการ
เขียนของนักศึกษาตามรูปแบบการเขียนโดยมีการชี้แนะ ได้แก่ ค่าความถี่และค่าร้อยละ สถิติที่ใช้
วิเคราะห์เปรียบเทียบผลสัมฤทธิ์ทางการเขียนของนักศึกษา ก่อนและหลังการเรียนด้วยบทเรียน
FBCL คือ pair sample t-test ส่วนทางด้านความคิดเห็นและผลตอบรับของนักศึกษาที่มีต่อบทเรียน
FBCL สถิติที่ใช้วิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย และค่าร้อยละ

ผลการวิจัยพบว่า

1. แบบจำลองการเรียนการสอนแบบร่วมมือโดยใช้เฟซบุ๊กเพื่อพัฒนาทักษะการเขียนของ
นักศึกษาที่ใช้ภาษาอังกฤษเป็นภาษาต่างประเทศได้รับการประเมินจากผู้เชี่ยวชาญให้อยู่ในเกณฑ์
“เหมาะสมและเป็นที่น่าพอใจมาก โดยมีค่าเฉลี่ย 4.47 (SD = .577)

2. บทเรียน FBCL มีค่าประสิทธิภาพอยู่ที่ 81.22/80.19 และ 81.89/80.96 ตามลำดับ ซึ่ง
เป็นไปตามเกณฑ์มาตรฐาน 80/80 ที่ได้กำหนดไว้

3. ความถี่ของคำและประโยคในการเขียนตามรูปแบบการเขียนโดยมีการชี้แนะ ค่อยๆ
เพิ่มขึ้นในแต่ละชุดของการเขียนและการแก้ไขในระดับคำ (ชุดที่ 1 ร้อยละ 31.48 ชุดที่ 2 ร้อยละ
33.39 และ ชุดที่ 3 ร้อยละ 35.14) และในระดับประโยค (ชุดที่ 1 ร้อยละ 29.93 ชุดที่ 2 ร้อยละ 33.23
และชุดที่ 3 ร้อยละ 36.85)

4. ผลสัมฤทธิ์ทางการเขียนภาษาอังกฤษที่ได้วิเคราะห์จากผลการทดสอบหลังเรียนของ
นักศึกษาหลังได้รับการสอนด้วยบทเรียน FBCL สูงกว่าผลการทดสอบก่อนเรียนอย่างมีนัยสำคัญที่
ระดับ .05

5. ความคิดเห็นและผลตอบรับของนักศึกษาที่มีต่อบทเรียน FBCL อยู่ในระดับดี โดยมี
ค่าเฉลี่ย 4.25



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INSTRUCTIONAL SYSTEMS DESIGN/INSTRUCTIONAL MODEL/
FACEBOOK/COLLABORATIVE LEARNING/EFL WRITING SKILLS

The purposes of this study were to develop an instructional design model on Facebook based collaborative learning to enhance EFL students' writing skills; to evaluate the efficiency of Facebook based collaborative learning lessons developed according to the FBCL Instructional model to enhance EFL students' writing skills based on the 80/80 standard criterion; to investigate the writing fluency in guided writing written in English by EFL students; to find out the efficiency of the FBCL lessons on EFL students' writing achievements before and after learning from the FBCL lessons to enhance EFL students' writing skills; and to investigate students' perceptions and feedback toward the FBCL lessons.

The present study was conducted with three groups of participants: 1) three experts for the evaluation of the FBCL Instructional Model; 2) 56 first year students, who just completed English 1 at Suranaree University of Technology (SUT), for the three try-out stages to evaluate the efficiency of the FBCL lessons; and 3) 52 first year students of English 1 at SUT as the sample for the main experiment (trial run). After taking a pre-test, the students in the main experiment took the FBCL lessons. At the end of the lessons, the students were asked to do a post-test. After that, the

questionnaire and interview were administered. The 80/80 standard criterion was applied to determine the efficiency of the FBCL lessons by using the efficiency of the process and the product formula (E_1/E_2). Frequency and percentages were used to calculate the grammatical errors made by first year SUT students in their journal writing. To compare the English writing achievements before and after the FBCL lessons, a pair sample t-test was used to determine their difference. The arithmetic mean and percentage were used to analyze the data from the students' perceptions and feedback toward the FBCL lessons.

The findings from the present study were: 1) The instructional model on Facebook based collaborative learning to enhance EFL university students' writing skills (the FBCL Instructional model) was rated by the experts in Instructional Design and English Language Teaching field at a mean score of $\bar{X}=4.47$ ($SD=.577$) which indicated that the FBCL Instructional model was very appropriate and satisfactory. 2) The efficiency values of the FBCL lessons (E_1/E_2) were 81.22/80.19 and 81.89/80.96 respectively which met the 80/80 standard criterion. 3) The results of the frequency of the words and sentences written in guided writing were increased through each version they wrote and rewrote in words (Version 1= 31.48%, Version 2=33.39%, Version 3= 35.14%) and in sentences (Version 1= 29.93%, Version 2=33.23%, Version 3= 36.85%). 4) The results of English writing skill achievements of the students in the post-test were higher than those in the pre-test with statistically significant differences ($p=.000$, $p<.05$). 5) The students had positive perceptions and good feedback toward the FBCL lessons ($\bar{X} = 4.25$).

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Student's Signature _____

Advisor's Signature _____

TABLE OF CONTENTS

	Page
ABSTRACT (ENGLISH).....	I
ABSTRACT (THAI).....	III
ACKNOWLEDGEMENTS	V
TABLE OF CONTENTS	VII
LIST OF TABLES.....	XIII
LIST OF FIGURES	XIV
LIST OF ABBREVIATIONS	XV
CHAPTER	
1 INTRODUCTION	1
1.1 Background of the Study	1
1.2 Rationale of the Study	5
1.3 Purposes of the Study	7
1.4 Research Questions	7
1.5 Significance of the Study	8
1.6 Definitions of Key Terms	10
2 LITERATURE REVIEW	12
2.1 EFL Writing	12
2.2 Approaches to Teaching EFL Writing	15
2.2.1 Product Approach	16
2.2.2 Process Approach	18
2.2.3 Genre Approach	20

TABLE OF CONTENTS (cont.)

	Page
2.2.4 Integrated Approach for Teaching Writing	22
2.3 Writing Fluency in Guided Writing.....	25
2.3.1 Guided Writing	25
2.3.2 Writing Fluency	26
2.4 Teaching Writing at the Tertiary Level	27
2.5 Teaching EFL Writing via Social Media	28
2.5.1 Social Media and Facebook	28
2.5.2 Facebook in Education	30
2.6 Instructional Design	34
2.6.1 Definitions of Instructional Design	34
2.6.2 Characteristics and Principles of Instructional Design	35
2.6.3 Advantages of Using Instructional Design	37
2.6.4 Limitations of Using Instructional Design	38
2.6.5 Instructional Design Models	39
2.6.5.1 ADDIE Model	40
2.6.5.2 Dick and Carey Model	42
2.6.5.3 Kemp Model	46
2.6.5.4 SREO Model	48
2.6.5.5 OTIL Model	51
2.6.5.6 Synthesis of the Models.....	54
2.7 Learning Theories	56
2.7.1 Constructivism	56

TABLE OF CONTENTS (cont.)

	Page
2.7.2 Collaborative Learning	61
2.7.2.1 Characteristics of Collaborative Learning	62
2.7.2.2 Collaborative Writing	65
2.8 Previous Research Studies	68
2.8.1 Related Studies of Using Facebook in Teaching Writing	68
2.8.2 Related Studies on Collaborative Writing	72
3 RESEARCH METHODOLOGY	75
3.1 Research Design	75
3.1.1 Phase 1 Design	76
3.1.2 Phase 2 Implementation	76
3.2 Research Conceptual Framework	77
3.3 Participants	79
3.3.1 Participants for the Evaluation of the Instructional Design Model on Facebook Based Collaborative Learning	79
3.3.2 Participants for the Try-out Studies to Evaluate the Efficiency of the FBCL Lessons	79
3.3.3 Populations and Samples for the Experiment	80
3.4 Variables	81
3.4.1 Independent variable	81
3.4.2 Intermediate variable	81
3.4.3 Dependent variable	81

TABLE OF CONTENTS (cont.)

	Page
3.5 Research Instruments – Construction and Evaluation of the	
Instruments	82
3.5.1 The Instructional Model on Facebook Based Collaborative	
Learning	82
3.5.1.1 Steps in Developing the Instructional Model on	
FBCL to Enhance EFL Writing Skills for	
Thai University Students	82
3.5.1.2 Evaluation Form of the Instructional Design Model	
on FBCL to Enhance EFL Students’ Writing Skills.....	84
3.5.2 FBCL Lessons to Enhance EFL Students’ Writing Skills	84
3.5.2.1 Construction and Testing of FBCL Lessons	85
3.5.3 Pre-test and Post-test	89
3.5.4 Writing Fluency	91
3.5.5 Questionnaires	91
3.5.6 Semi-structured Interviews	93
3.6 Data Collection Procedures	94
3.6.1 Phase 1 Design	95
3.6.2 Phase 2 Implementation	95
3.7 Data Analysis	96
3.7.1 Quantitative Data Analysis	96
3.7.1.1 Analysis of Evaluation Form of the FBCL Model	96
3.7.1.2 The FBCL lessons.....	96

TABLE OF CONTENTS (cont.)

	Page
3.7.1.3 Analysis of Pre-test and Post-test	97
3.7.1.4 Analysis of Questionnaires	98
3.7.2 Qualitative Data Analysis	99
3.7.2.1 Students' Writing Fluency.....	99
3.7.2.2 Semi-structured Interviews.....	100
4 RESULTS AND DISCUSSION.....	101
4.1 Results	101
4.1.1 Results from the Development of an Instructional Design Model on FBCL to Enhance EFL Writing Skills	101
4.1.2 Results of the Efficiency of the FBCL Lessons to Enhance EFL Writing Skills.....	109
4.1.3 Results of Writing Fluency of Participants' Guided Writing.....	120
4.1.4 Results of the Participants' Writing Achievements Before and After the FBCL Lessons	122
4.1.5 Results of the Questionnaire on Participants' Perceptions and Feedback Toward the Facebook Based Collaborative Learning (FBCL) Lessons	123
4.1.6 Results of Semi-Structured Interviews	127
4.2 Discussion	137
4.2.1 Discussion of the Findings of the Development of the FBCL instructional model to Enhance EFL Students' Writing Skills	137

TABLE OF CONTENTS (cont.)

	Page
4.2.2 Discussion of the Efficiency of the FBCL Lessons to Enhance EFL Students' Writing Skills	141
4.2.3 Discussion of the Results of the Participants' Writing Fluency in Guided Writing	144
4.2.4 Discussion of the Results of the Participants' Writing Achievements Before and After the FBCL Lessons	146
4.2.5 Discussion of the Results of the Questionnaire and Semi-structured Interviews on Participants' Perceptions and Feedback Toward the FBCL Lessons	148
5 THE FBCL INSTRUCTIONAL MODEL	151
5.1 Design of the Instructional Model on FBCL to Enhance EFL Students' Writing Skills	151
5.2 The Components of the FBCL lessons to Enhance EFL Students' Writing Skills	162
6 CONCLUSION AND RECOMMENADATIONS	205
6.1 Conclusion	205
6.2 Pedagogical Implications from the Study	209
6.3 Limitations of the Study	211
6.4. Suggestions for further research	212
REFERENCES	213
APPENDICES	235
CURRICULUM VITAE	271

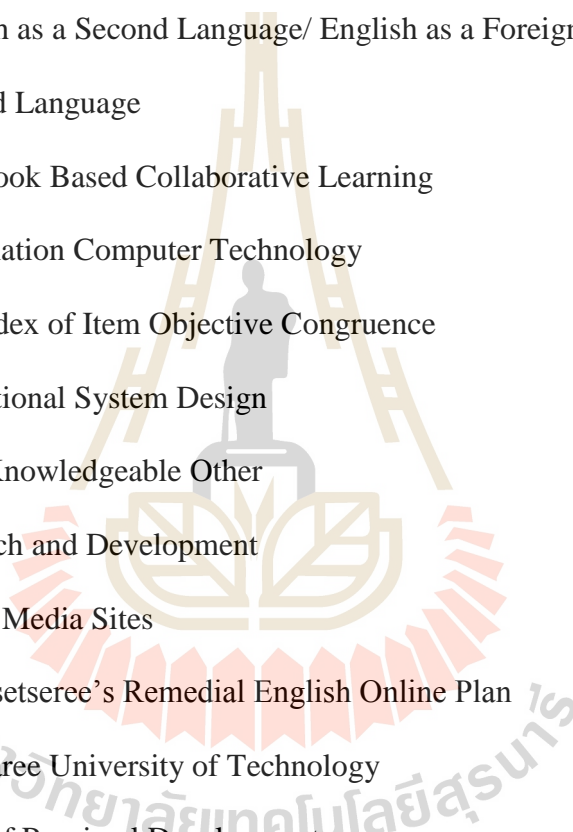
LIST OF TABLES

Table	Page
Table 3.1 The Criterion of the Efficiency of the FBCL Model	96
Table 3.3 The Criterion of Satisfaction for the FBCL Lessons.....	99
Table 4.1 Results of Experts' Evaluation on the Development of an Instructional Model using FBCL to Enhance EFL Writing Skills	102
Table 4.2 Results of Individual Testing for Efficiency of the FBCL lessons.....	110
Table 4.3 Results of Small Group Testing for Efficiency of the FBCL lessons.....	112
Table 4.4 Results of Field Testing for Efficiency of the FBCL lessons.....	113
Table 4.5 Results of Experiment for Efficiency of the FBCL Lessons.....	116
Table 4.6 Frequency of Word and Sentence in Guided Writing,.....	121
Table 4.7 Results of the Participants' English Writing Achievements,.....	122
Table 4.8 Results of Paired Samples t-test for the Experimental Group.....	123
Table 4.9 Results of Participants' Demographic Information	124
Table 4.10 Results of Participants' Perceptions and Feedback Toward the FBCL Lessons	126

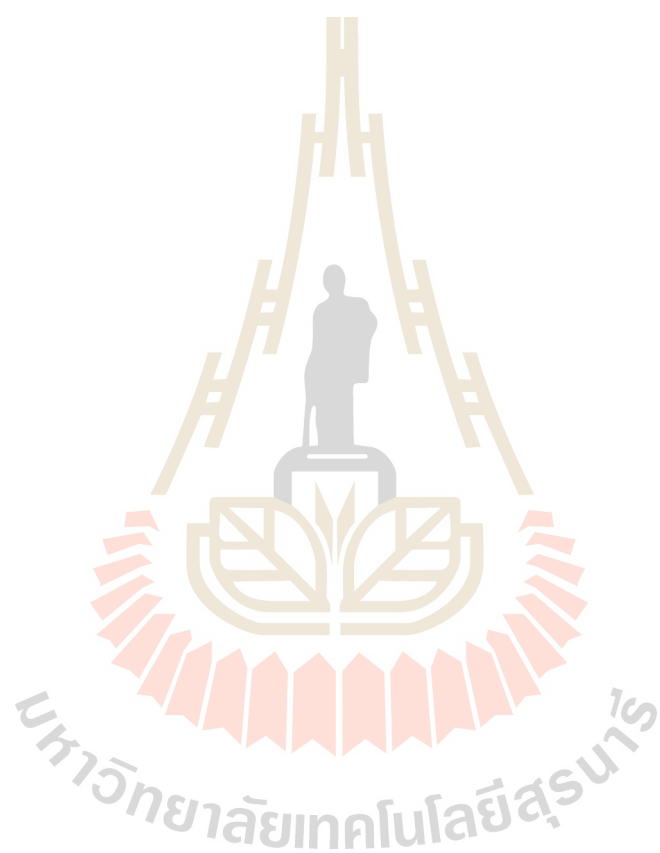
LIST OF FIGURES

Figure	Page
Figure 2.1 The elements of Instructional Design (ADDIE).....	41
Figure 2.2 Dick and Carey Systems Approach Model	43
Figure 2.3 The Elements of Kemp Model	47
Figure 2.4 The SREO Model	49
Figure 2.5 The Instructional Model for Online Task-Based Interactive Listening (OTIL Model) for EFL Learners	54
Figure 3.1 Research Conceptual Framework	78
Figure 3.2 Seven steps in developing the instructional model on Facebook based collaborative learning (FSCL).....	83
Figure 3.3 Development of Facebook based collaborative learning lessons.....	86
Figure 3.4 Steps of the lesson plan construction for Facebook based collaborative learning to enhance EFL students' writing skills.....	88
Figure 3.5 Efficiency of the Process (E_1) and the Product (E_2) Formula	97

LIST OF ACRONYMS USED IN THIS STUDY



ADDIE	Analyze, Design, Develop, Implement, and Evaluate
ESL/EFL	English as a Second Language/ English as a Foreign Language
L2	Second Language
FBCL	Facebook Based Collaborative Learning
ICT	Information Computer Technology
IOC	The Index of Item Objective Congruence
ISD	Instructional System Design
MKO	More Knowledgeable Other
R&D	Research and Development
SMSs	Social Media Sites
SREO	Suppasetsee's Remedial English Online Plan
SUT	Suranaree University of Technology
ZDP	Zone of Proximal Development



CHAPTER 1

INTRODUCTION

This study attempted to develop an instructional design model for Facebook based collaborative learning to enhance students' writing skills by integrating learning activities of participants with Facebook groups. This section presents the background and rationale of the study, the research purposes and questions of the study, the significance of the study, and the definitions of key terms used in the study.

1.1 Background of the Study

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). Therefore, international citizens have no geographical barriers for preventing them from accessing information and education (Dixon, 1996). Through the use of video conferencing, computers, modems, tablets, mobile phones, and the Internet, schools are able to deliver courses and degree programs to students in distant locations without requiring the students to set foot in a traditional classroom. Virtual environments, instant access to information, talking machines, and mobile devices make the world seem more like a nearby reality rather than fiction. Recent significant advances in the capabilities of technologies and delivery technologies such as social media sites, allow the possibility for IT networks

to act as a medium through which entire learning programs can be conducted remotely.

According to the Office of the Non-Formal and Informal Education (ONIE) in Thailand, beneficial uses of communication technology networks, educational radio and television stations, local radios, science centers, public libraries, community learning centers, and other learning resources are recommended to promote learning (UNESCO, 2011). Being challenged with the rapid changes in a world of advanced technologies, especially information technology, education in Thailand is being required to play a more proactive and developmental role in preparing Thai people to cope with the globalization movement in the coming decade.

To design a new mode of instruction, students' backgrounds should be examined. Twenty percent of the first year students at Suranaree University of Technology (SUT) are admitted through the national entrance examination administered by the Ministry of University Affairs (MUA) while the remaining 80 percent of the students are admitted through quota admission allocated to the Northeastern provinces. The majority of SUT students are clearly from rural areas. Most Thai university students have problems with low proficiency in English and SUT students face this problem as well. Suppasetseree (2005) stated that many of the first year SUT students received low scores on the Ministry of English Education Entrance Examination. Moreover, most instructors confirm that the language proficiency of SUT students is rather low. As in Chongapirattanakul's study about English proficiency of the first year SUT students in 1999, it was found that most of the students have low proficiency in English (Chongapirattanakul, 1999). And the low English proficiency level of the students might result from a limited exposure to

English and because their learning experiences typically restricted to a traditional lecture-based teaching style. Students have minimal opportunities to use the English language and to participate in classroom activities. Consequently, these students tend to be passive receivers of information rather than active participants in their English language learning process.

With the exponentially growth in the use of computers and the Internet, especially social media sites, methods of teaching and learning a foreign language has been changed in various ways (Aydin, 2012; Mazman & Usluel, 2010; Tilfarlioglu, 2011; Wang & Vásquez, 2012; Yunus & Salehi, 2012; Yunus, Salehi, & Chenzi, 2012). 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, 2013) and is a more advanced interactive site than a blog (Shih, 2013). In addition, Facebook is also regarded as a compelling platform to encourage language development, interpersonal communication, group collaboration, and ICT skills improvement (Vota, 2010). Responding to the problems of SUT students and based on the usefulness and popularity of Facebook on the Internet, this study was conducted to support students' English learning through the use of Facebook which could motivate students to be more engaged in learning activities. Specifically this study joins a variety of integrated learning activities in Facebook groups to improve students' writing ability. Students could collaborate with other members in their groups to learn and construct new knowledge by applying listening and reading skills in improving their writing skills.

Facebook attracts a great number of users from around the world to join this social media which is a useful place for users to collaborate with their group or to

learn language skills through their social interaction (Dennen, 2000). As the largest group of Facebook users are university students, it has become “a popular social networking platform” for education (Aydin, 2012). Besides its attraction to students in tertiary education, EFL teachers are searching for an effective and attractive way of learning for their students to make them more engaged into their EFL training. Above all, Facebook is more interactive and advanced than blog pages (Shih, 2013).

Because of the benefits of using Facebook, including peer feedback and the enhancement of social communication and interaction, Facebook is regarded as an educational tool for university students (Bumgarner, 2007; Mason, 2006) and with 80 percent of students using social media sites, it is a useful tool for their study (Lepi, 2013). With the mentioned advantages, Facebook seems to be an effective and useful tool for students to improve their writing skills (Yunus & Salehi, 2012). More self-access learning centers and the Internet have commonly been provided and adopted in teaching and learning English at universities in Thailand since 2002 (Wiriyachitra, 2002). Social applications on Facebook which allow users to exchange or share opinions, seek others' feedback, and get connected with others can enhance collaborative learning which facilitates social processes and communication and enables social learning.

With the need for communication among members of the ASEAN community at the end of the year 2015, ASEAN citizens need to be capable of using English to interact with other people from the community and be able to compete with people in the community in the labor market with the essential skill of communicating in English as a lingual-franca. Moreover, English is a required subject in the Thai general educational system from primary to tertiary education (Somphong, 2013).

Therefore, English is crucial for Thai students who tend to focus more on reading and grammar, and other skills such as listening, speaking, and writing are ignored in response to the testing items on university entrance exams. University students in Thailand can make use of this chance to collaborate with their Facebook friends/group members to learn integrated language skills.

1.2 Rationale of the Study

One of the weaknesses of Thai learners of English is that they do not have enough English language skills to communicate in English effectively after more than ten years of learning (Marukarat, 2012). The English proficiency level of Thai learners were ranked low among the English learners in Asia (ETS, 2010) or even the average score of the other English learners in ASEAN (EF, 2012). The low proficiency among Thai students is from ineffective English teaching methods, limited exposure to English speaking environments outside the classroom, low achievement level in English of majority of English language teachers (Wannaruk, 2008, Khamkhien, 2010; Simpson 2011; Poonpon, 2011; Ministry of Education, 2006).

Among other English language skills, writing skills are essential in communicating with other people from other countries with a variety of purposes (Tribble, 1996). In addition, writing is a basic and primary tool used to communicate with people from all over the world (Torwong, 2003) and writing is a tool reflecting students' understanding of English learning (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 writing teaching techniques or activities (Kitchakarn, 2012). 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. Thus, Facebook groups are expected to be a good online learning environment for Thai students to learn EFL writing skills in particular and EFL in general independently and collaboratively with group members.

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. With the above information, this study was conducted to provide SUT students to have more chances to learn English outside the classroom since teachers do not have sufficient time to give detailed knowledge from the textbook with the purpose of improving their English knowledge and skills, especially their writing skills. Therefore, the need to develop an instructional design model using Facebook based collaborative learning to enhance EFL students' writing skills was fulfilled in this study.

1.3 Purposes of the Study

In an attempt to help SUT students be more engaged and interested in their own English learning process and more independent in learning writing skills, the purposes of this study were as follows:

1. To develop an instructional design model using Facebook based collaborative learning (FBCL Model) to enhance EFL students' writing skills,
2. To evaluate the efficiency of Facebook based collaborative learning lessons developed according to the FBCL model to enhance EFL students' writing skills based on the 80/80 standard criterion,
3. To investigate the writing fluency in guided writing in English made by the EFL students,
4. To determine whether or not there are significant differences in EFL students' writing achievements before and after learning the FBCL lessons, and
5. To investigate students' perceptions and feedback toward the Facebook based collaborative learning lessons.

1.4 Research Questions

To achieve the five purposes mentioned above, this study was conducted to search for answers to the following research questions:

1. What are the components and logical steps for developing an instructional design model using Facebook based collaborative learning to enhance EFL students' writing skills?

2. Does the efficiency of Facebook based collaborative learning lessons to enhance EFL students' writing skills meet the 80/80 standard criterion?
3. What is the frequency of words and sentences written in guided writing by the EFL students?
4. Are there any significant differences in the students' writing achievement before and after learning using Facebook based collaborative learning lessons?
5. What are the students' perceptions and feedback toward the Facebook based collaborative learning lessons?

1.5 Significance of the Study

The most obvious feature of the study is its value to provide instructors with a problem solving process for the instructional design goal through analysis, design, prototype, implementation, and evaluation. It has both theoretical and practical significance.

The results of this study might contribute to a significant change of perspective for EFL teachers and learners, particularly Thai instructors and Thai learners of teaching and learning English writing. This study might provide knowledge of an instructional model for writing instructors on how to use Facebook to teach writing in the classroom. To date, few research studies have been conducted to construct instructional design models on Facebook based collaborative learning to enhance EFL students' writing. There has been lack of empirical research on developing an instructional model on using Facebook for online English writing teaching and learning. The present study fills in the gap and evaluate whether the Facebook based collaborative learning instructional model to enhance students'

writing skills for 1st year undergraduates in EFL context can be used effectively in teaching writing at the university level. The designed model might practically provide guidance in the development of the EFL writing instruction and the findings might be useful to other researchers who want to develop EFL writing teaching in an online learning environment.

The practice of writing via Facebook together with the developed instructional design model for university students' writing might prove that Facebook is a useful tool for practicing writing in EFL context, particularly in a Thai context and non-Thai context. Especially, the concern of students' satisfactions toward the utilization of Facebook to practicing writing might provide evidence for instructors on whether or not this technology should be applied in other writing classrooms, particularly at Suranaree University of Technology where writing skills are taught insufficiently during the very short period of time spent in the classroom.

Moreover, the holistic picture of this study might provide some alternative possibilities for researchers, instructors and educators, and provide more opportunities for students to practice writing via technology in order to enhance students' writing skills. It also provides evidence for scholars in conducting related research studies in this field in other contexts. Therefore, integrating this new technology in the writing class, especially in the Thai context, might be useful in some ways and it is worth exploring to seek evidence for the usefulness of Facebook in the writing classroom so that the extension of the classroom for enhancing students' writing abilities could be considered including the implications of this new technology among researchers, instructors, scholars and learners in the EFL and ESL context.

1.6 Definitions of Key Terms

Instructional model: an instructional design model for online learning is a process to develop online instruction to enhance EFL writing skills. The orientation of the model is systematic and Facebook based, integrated with other skills to enhance EFL writing skills via videos, texts, and so on. The model provides guidelines to design and develop the Facebook based collaborative learning lessons for the experimental class in the study.

Facebook Based Collaborative Learning Lessons: The Facebook Based Collaborative Learning Lessons (FBCL lessons) designed by the researcher in the form of Facebook groups to be applied in the experimental class. Online learning in Facebook groups employed the activities of other skills like Listening, Reading from videos, texts, jokes, grammar exercises and guided questions for students to answer. The students can apply the guided questions to construct answers with their own experiences or knowledge. During the activities, students could work with peers, and interact with the teacher or other peers in Facebook groups. These writing activities were developed to complement with the other Listening and Speaking skills.

EFL writing skills: EFL writing skills are the activities of writing in English for SUT students with a controlled writing approach. Based on the Question and Answer format, students can write their answers for guided questions with information from videos, texts, and etc. to enhance their writing with the results of constructing their guided writing with guided questions and their own knowledge and experiences.

Guided writing: the activity where students write about their activities, experiences or events from their life. Within the scope of this study, students are

supposed to write about their own experiences in groups with guided questions suggested by the teacher.

EFL students: EFL students in the study refer to the undergraduate students who are first year students and started studying English 1 at SUT

80/80 Standard: The standard criterion, proposed by Brahmawong (1978), is applied to determine the efficiency of Facebook based collaborative learning lessons developed according to the FBCL model by using the efficiency of the process and the efficiency of the product formula.

This chapter presents the background of the study. Based on the existing problems, the purpose of the study was proposed to develop an instructional model of using Facebook groups to enhance EFL students' writing skills. The research questions were specified. The significance of the study was also discussed. Theories of writing, approaches to teaching writing, instructional design, and related research studies on using Facebook are reviewed in the next chapter.

CHAPTER 2

LITERATURE REVIEW

This chapter begins with some points of view about writing, how writing is taught in higher education. Three common approaches in teaching writing were reviewed and critiqued to find out the most suitable way in teaching and learning writing for the subjects of the present study. Then the strengths and weaknesses of each writing approach were taken into consideration in teaching writing to undergraduate students at SUT. EFL writing in social media, especially in Facebook groups, was reviewed. Learning theories on constructivism and collaborative learning were also reviewed. After that, technology concepts were found to be applied in the support of learning writing for university students. Lastly, reviews of related studies on using Facebook to teach writing, on grammatical errors, and on collaborative writing were summarized and criticized in order to arrive to a possible theoretical framework for the present study.

2.1 EFL Writing

EFL writing, which is one of the essential language learning skills, has been defined from very basic notions with visible marks to deeper concepts of meaning and more complex processes of writing activities. The definitions of writing skills were

examined in the following parts to give a general view of this language skill and what writing skills can help students with their learning.

One of the general definitions of writing by Gelb (1963, cited in Coulmas, 2001) states that writing is a system in which human beings use visible marks conventionally to communicate with each other. Another general definition of writing by Rogers (2004) mentions that in writing, graphic marks are used to symbolize specific linguistic utterances. MacArthur, Graham, and Fitzgerald (2008) also define that writing a word that has various meanings from the process that marks or letters on a surface are traced, and the system of letters are employed to record a language. They additionally consider writing as a technology or a combination of a symbol system and various physical means of production that make possible representation of language. In this definition, meanings are mentioned in the writing process.

Moreover, Friedrich (2008) states that the elementary theory of writing is the process that writers discover meaning actively, interactively, and recursively when they write, communicate with their own texts, responses from others, and revise. The students need to participate actively to learn and construct meaning. From this definition, Friedrich goes deeper into more actions of writing activities and the changing role for the learners from passive to active.

According to Rogers (2004, p. 1), writing is “one of the most significant cultural accomplishments of human beings.” Thanks to this accomplishment, people can communicate through writing across time or place as long as people can understand the written texts. Besides, he points out that children can acquire the language normally and automatically as they learn how to walk; therefore, students can learning writing consciously (Rogers, 2004).

Although writing is complex and multifaceted by its nature, it is regarded as one of the most difficult skills learners are expected to master. Yet it has a minor role in ESL/EFL teaching and learning, thus it is usually taught last according following the typical process of learning a language, i.e. listening, speaking, reading, and writing (Williams, 2012). However, most ESL/EFL learners take years to learn and develop writing skills appropriately and effectively (Kormos, 2012). Long and Doughty (2011) state that writing is not a process that students can communicate in one direction; therefore, it can facilitate the language proficiency in general and teachers can also utilize writing to improve other language skills. Besides, Devereux, Macken-Horaik, Trimmingham-Jack, and Wilson (n.d.) affirm that writing is widely considered one of the essential general language skills in which university students should receive instruction in their ESL/EFL education. Reichelt (2005) adds that English language writing skills are a tool to support learning a second/foreign language in general by learning the vocabulary, grammar or structures from other language skills such as listening, reading. Cumming (2001) suggests that people who learn to write in a second/foreign language need to have abilities to plan, revise, and edit the texts to look for the appropriate vocabulary. Moreover, Gabrielatos (2002) indicates that to develop writing skills, students need to know beyond using correct grammatical points and a wide range of vocabulary. More importantly, writing helps students learn because students can apply the vocabulary and grammatical structures that they have been taught in their writing classroom, they have an opportunity to take risks to overdo what they have just learned in their writing, and they will try their best to use their brain, eye, and hand to express their ideas in their writing (Raimes, 1983).

Although EFL writing is complicated, it should be carefully taught to the students. To find an effective way of teaching writing to the EFL learners of the study, three common teaching approaches to EFL writing are described and analyzed to find a suitable approach for teaching EFL writing in higher education.

2.2 Approaches to Teaching Writing

Three approaches to effectively teach writing in the ESL/EFL classroom are suggested in the article “Approaches to Writing in ESL/EFL Context: Balancing Product and Process in Writing Class at Tertiary Level” by Hasan and Akhand (2010) and include product approach, process approach, and genre approach. They review these three approaches to teaching writing in the ESL/EFL context. Each approach was defined, described and compared with the others to see their strengths and weaknesses among these approaches.

In teaching English writing skills in classrooms in Asian settings, teachers have to deal with mixed ability groups, and thus one approach cannot be applied effectively for a writing class. The approach used depends on the level of students’ competence, the text type studied, the curriculum, and many other factors (Hasan & Akhand, 2010).

Additionally, Garner and Johnson (1997, p. 36) claims that ‘writing is a fluid process created by writers as they work...’ the writing process is actually not ‘a highly organized linear process’, it is more like recursive steps during the writing process. Among these three writing approaches, product and process approaches have dominated almost all ESL/EFL writing classrooms over the last 20 years. In the last ten years, the genre approach showed important growth in ESL/EFL classrooms.

2.2.1 Product Approach

A product approach is a traditional approach in which a model text is introduced and analyzed at the beginning stage of learning writing skills, and students can imitate that model text to write their own text (Gabrielatos, 2002). Khan (1999) views writing as a process where students base their writing on the model, they are presented with writing rules, and they apply these rules in producing texts. This approach refers to the ability to produce correct texts (Richards, 1990). According to Pincas (1982), Badger and White (2000), and Steele (2004), there are four stages in a product approach model which are reviewed below.

Stage 1: Familiarization: Model texts are introduced and studied, and then learners will highlight the features of the genre.

Stage 2: Controlled writing: The highlighted features are practiced in control and usually in isolation. The focus of the lesson is on using grammar and vocabulary with substitution drills.

Stage 3: Guided writing: The ideas are organized and a piece of guided writing is generated based on a model text. This stage is the most important since the organization of ideas is more important than the ideas themselves and is as important as the control of language through grammar and vocabulary.

Stage 4: Free writing: The end product of the learning process is produced. To show their fluency and competency in using the language, they use the skills, structures and vocabulary they have been taught to produce the product individually.

The main goal of this approach is to create a text with the correct grammar, but it pays less focus on genuine communication, audience, or composition skills. This traditional approach focuses on the correct form of the actual final writing products which are produced by a writer (Khan, 1999). It is mainly concerned with knowledge of the structure of language, the imitation of the input and the form of the texts provided by the teacher (Badger & White, 2000). Thus, in this approach, it can be easier for teachers to correct texts if they concentrate more on forms than abstract ideas from the texts. It is also good for students with a low English level to pay more attention to a linguistic knowledge of English.

This approach places more of an emphasis on the final product over how the products are created (Khan, 1999), and more on accuracy and form than on the process of developing ideas in writing (Zamel, 1987). Nunan (1999, p. 272) defines this product approach as “bottom-up processing” which is “not consistent with emerging ideas in discourse analysis.” He suggests that higher order choices such as contexts and communicative purposes should be considered since they influence lower order choices such as grammar and lexis. Moreover, the composition process of producing the written text should not be neglected and that it is essential to know the methodology for developing writing skills (Khan, 1999). Also, this approach does not provide room for learners to utilize their creativity in the writing process. Therefore, the product approach is strongly criticized and researchers and teachers need to assess the nature of the writing skills and how writing skills are developed (Nordin & Mohammad, 2006). Stanley (2003), criticizing the role of feedback in the product approach of teaching writing skills, mentions that it is more useful to use feedback during the process of writing than after the final texts are submitted. It is unclear

about the effectiveness of feedback as the feedback is provided after the final product is completed and handed in for correction and grading.

2.2.2 Process Approach

Tribble (1996) considers the process approach and states that students can learn how to write from the generation of ideas, collecting information, and publishing the finished text. Long and Doughty (2011, p. 491) define the writing process as “an exploratory and recursive, rather than linear, predetermined process.” It also means that the intervention of teachers or peers at some stages in the writing process often occur in the classroom.

And Kroll (1990) adds to her definition to process approach as follows:

“The process approach serves as an umbrella term for many types of writing courses ... What the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts.” (pp. 220-221)

The process approach is more focused on linguistic skills, such as planning and drafting, with less emphasis on linguistic knowledge, such as knowledge about grammar and text structure while teaching writing (Badger & White, 2000). Besides, Steele (2004) states that process approach seems to focus more on varied classroom activities which promote the development of language use, such as brainstorming, group discussion and rewriting.

Steele (2004) and White and Arndt (1991) suggest eight stages for the process approach model in teaching writing.

Stage 1: Brainstorming: Generating ideas by brainstorming and discussion

Stage 2: Planning/ Structuring: Extending their ideas into note form, and judging the quality and usefulness of ideas.

Stage 3: Mind-mapping: Organizing ideas in a mind-map, spider-gram, or in linear form.

Stage 4: Writing the first draft: This stage is done in the classroom and normally in pairs or groups.

Stage 5: Peer feedback: Exchanging drafts and responding as readers of each other's work tincreases awareness that a writer is writing something to be read by others and hence possibly improves their own drafts.

Stage 6: Editing: Improvements of their drafts will be made based on peer feedback

Stage 7: Final draft: A final product is produced.

Stage 8: Evaluation and teacher's feedback: Students' works are evaluated and the teacher gives them feedback.

One of the major advantages of the process approach, as Zamel (1987) points out, is that meaning can be developed at any time during the writing process. Also, teaching students how to revise can help them improve both the accuracy and clarity of a text, which is the other major advantage of this approach. Though, the process approach is inappropriate for examination of students due to time constraints (Horowitz 1986, Johns 1990, Tribble 1996, cited in Khan 1999), but it is helpful for a great number of teachers and learners in the process of teaching and learning writing.

Using the process approach to teach writing, teachers are regarded as facilitators and it is learner-centered since writing is essentially learned, not taught from the input or stimulus for learners through the tasks provided by teachers.

Among the stages of this writing approach, feedback is essential to revision which is given much attention in this recursive model. Learners receive feedback on their drafts from authentic readers such as peer readers and their teachers. The feedback is valuable in the writing process, especially in the revision stage (Nordin & Mohammad, 2006). Besides, Ozagac (2004) emphasizes the usefulness of giving feedback on each draft in this cyclical process of writing. Stanley (2003, p. 1) adds feedback to the definition of process writing approach, and as such, time and positive feedback are needed in the writing process to assist students in improving their writing.

The technique in this approach is considered as rather universal since it can be applied to all texts. Therefore, Badger and White (2000) criticize that the whole process of writing is the same for all topics, except the content and writers of the final written texts. In addition, students are trained to write their texts fluently more than accurately, since they pay more attention to meta-skills such as planning, drafting, editing rather than to linguistic knowledge like grammar and lexis (Badger & White, 2000).

2.2.3 Genre Approach

Badger and White (2000) regard the genre approach as an extension of the product approach since it has strong similarities with the product approach. Genre approach also places more emphasis more on linguistic skills and, unlike the product approach, genre approach varies with the social context in which it is produced.

Hasan and Akhand (2010) state that genre approach considers ‘writing as a social and cultural practice.’ The central aspect of the approach is ‘purpose;’ therefore “different kinds of writing, or genres are used to carry out different purposes” (Badger & White, 2000). And the purpose of this writing involves the context where the writing occurs (Hasan & Akhand, 2010). In addition, Muncie (2002) also sees that the genre approach focuses more on readers and the conventions with which the writing product needs to follow in order to be accepted by their readership.

This approach seems to be “counter-productive” to learners since they may be “too dependent on the teacher finding suitable materials as models” for them in their writing process (Nordin & Mohammad, 2006, p. 79).

Cope and Kalantzis (1993) describe the genre approach with three stages:

Stage 1: The target genre is modeled for the students

Stage 2: A text is jointly constructed by the teacher and students

Stage 3: A text is independently constructed by each student

The main focus of the genre approach is to integrate the knowledge of a particular genre and its communicative purpose in order to produce a text to communicate with others in the community (Badger & White, 2000). Peacock (1997) and Badger and White (2000) recognize that authentic materials or texts should be used to motivate students in the classroom. More importantly, this approach assists students in creating an actual written text drawn from their real life. Through writing in this genre approach, students can acquire writing skills by imitation and analysis of a specific genre, and be aware of writing conventions like organization, arrangement, form, and genre (Badger & White, 2000; Candlin & Hyland, 1999).

One of the main criticisms of the genre approach is from the audio-lingual classrooms (Nunan, 1999). He states that students imitate like parrots in response to predictable circumstances; they might therefore face with difficulties in the unpredictable world outside the classroom. Due to the limited time of classroom instruction, teachers cannot teach all possible genres students might need in their real working life.

Another weakness of this approach is that students may not be prepared for the required linguistic knowledge like grammar, vocabulary, and cohesive devices necessary to produce a target writing product for their target audience (Badger & White, 2000; Byram, 2004).

2.2.4 Integrated Approach for Teaching Writing

Each approach has its strong and weak points in helping students learn how to write in ESL/EFL. In some classes, this approach may be useful while that approach may be fruitful in other. Based on the proficiency level of students of higher education at SUT of English 1, strong points from each approach should be taken into consideration with the hope of finding out the most suitable teaching framework to assist them in learning how to write in English. Although writing skills are considered essential in EFL, it is not assessed or evaluated in the classroom or in the official examinations of the university. The English teaching focus at SUT is communication skills, such as listening and speaking. Therefore, this study looked into their incoming level of English, their purpose in learning English, and the technology available to them to learn English and in which they maybe interested.

From the review of the three approaches to teaching writing in the previous section, each approach has its own advantages and disadvantages, indicating that the

three approaches may complement one another. Therefore, a combination of product, process, and genre approaches should be applied as a suitable model for teaching writing to undergraduate non-English major students at the tertiary level. Writing teachers should follow the following steps in order to integrate these three approaches into their writing class. They should begin with one approach and then modify its weaknesses by combining the strengths of the other approaches. Brookes and Grundy (1990) state that teaching writing with separate approaches frequently leads to performing L2 writing in an unbalanced way. Hence, the main purpose in helping undergraduate non-English major students at SUT is to apply the knowledge they have acquired from one approach to another approach in order to produce their writing products more effectively. In participating into the writing course in this study, the EFL learners applied the vocabulary and grammar knowledge they learned in the classroom instruction and combined with the group writing activity with guided questions. Donato (1994, cited in Hyland & Hyland, 2006) states:

"social interaction [in which] a knowledgeable participant can create, by means of speech, supportive conditions in which the novice can participate in, and extend current skills and knowledge to higher levels of competence."
(p.40).

In working with their peers in class, students can learn and develop their critical thinking skills and writing skills from their peers' feedback or comments given toward their writing products. Teachers may use the genre approach to teach the students to know about the actual writing, and to recognize that their linguistic knowledge and writing competence are enough to complete their written assignment

with a social purpose. To apply a genre approach effectively in teaching writing, teachers should

“integrate the strengths of product-based writing, which its primary concern is about the appropriate use of the language for each genre, and the linguistic skills in the process-based approach such as pre-writing, drafting, revising, and editing in the writing class.” (Tangpermpoon, 2008, p. 7)

The integration of the three writing approaches will help students to use appropriate grammar, vocabulary, and organization for writing in a particular genre, and to have a writing purpose for a specific audience through collaborative learning during class while they are giving their comments and feedback on each other's written products. The vocabulary about the topics and grammar knowledge used in one particular genre were applied in guided writing activity. The concept of audience in giving feedback or comments on their peers' writing in the process writing approach might assist them in having their own thoughts with critical thinking and thus they may learn how to be independent from their teacher's feedback (Tangpermpoon, 2008). With this integrated approach in teaching writing to undergraduate students in Thailand, Tangpermpoon (2008) says that students are prepared enough linguistic input of English language knowledge and skills for their writing assignments and it will be less difficult for their L2 writing.

The integrated approach was employed in this study starting with reviewing of grammar points and related vocabulary for the topics from product approach in the drafting stage of writing process of the study that students learn from classroom activities. They might then gain more information about the topics through listening comprehension activities and while working with their group members to understand

the information from the activities. These activities provided students with the vocabulary and grammatical structures to prepare them for their guided writing activities. Specific grammar structures and topic-related vocabulary from genre approach were introduced in the individual learning. After that, they could collaborate in their groups to answer the guided questions to build up a written work. The written texts from each group were posted for comments and feedback from group members. After receiving comments and feedback, comparing, and analyzing the written products, students submitted their final products which were marked for their errors and graded by their teachers. The revision stage with peer feedback within group members, among group members, and from teacher feedback from process approach was employed in this study. The final version of their journal was designed in the poster and posted in the Facebook groups allowing their peers to vote for their favorite group journal.

2.3 Writing Fluency in Guided Writing

2.3.1 Guided Writing

Guided writing is defined as the instructional framework that is presented to small groups of students who need explicit constructions with the language, knowledge, and strategies for problem solving in writing (Fountas & Pinnell, 2001, cited in Gibson, 2008). Guided writing involves that a teacher works with a group of learners on a writing task. This writing task is based on what students have learned from previous lessons. There is a missing link of grouping practices in effective writing instruction (Flood & Lapp, 2000, cited in Gibson, 2008). Guided writing also gives teachers strong platform for their students' practice of writing with whole-class

instruction. This writing practice will help students bridge the gap between whole-class writing instruction and their own active engagement in successful, independent writing (Gibson, 2008).

Guided writing is an essential component of a balanced writing curriculum, providing an additional supported step toward independent writing and during different stages of the writing process (Primary National Strategy, 2007). Guided writing activity from product approach and vocabulary and grammar structures introduced and practiced from genre approach, peer feedback and revision from process approach were also employed in group writing tasks in this study. Guided writing employed in this study involved students working in groups to prepare for their writing in groups about their own experiences with guided questions.

2.3.2 Writing Fluency

Writing fluency was also taken into consideration. In the writing production stage, fluency was measured by number of words or gross time of writing counted in the process of writing (Kellogg, 1996, 2004). These fluency measures have been widely adopted in evaluating the writing fluency by (Graham & Perin, 2007; Johnson et al. 2012; Van Waes & Randell, 2010; Snellings et al. 2002; Van Waes, Leijten & Quinlan, 2010, cited in Van Waes & Leijten, 2015). This fluency measure has been applied in many L1/L2 writing process studies such as in Chenoweth & Hayes (2001), Hatasa & Soeda (2000) as they measured the number of words written per minute. Moreover, Katstra, Tollefson, and Gilbert, (1987) and Rosenthal (2007) measured writing fluency by number of correctly spelled words, sentences from the drafts of students' writing activities.

In addition to the evaluation of the students' written products, their written products were to be collected and analyzed for writing fluency. Those analyses showed whether or not they could improve their writing in English by counting numbers of words and sentences written throughout the writing process with revision. Within the scope of this study, writing fluency was examined through number of correctly spelled words through revision stage of EFL students' writing in groups. They were also analyzed with numbers of types, tokens, and sentences written in revision stage of writing.

2.4 Teaching Writing at the Tertiary Level

Writing at the tertiary level is a challenge for students (Devereux et al., n.d.). Those students are stuck and unable to write in a critical way, and they also have a poor attitude or are not interested in writing in their ESL/EFL education (Osman & Bakar, 2009). Most of them have poor performance in the writing exams, or even at a mediocre level (Choo, 2001). Furthermore, Ismail, Elias, Albakri, Perumal, and Muthusamy (2010) revealed in their study that students at the tertiary level face many problems in writing which concern their weakness in linguistic knowledge such as grammar, vocabulary; and their having no ability to think and write critically. As a result, EFL students at the tertiary level need to be trained and taught with knowledge and critical skills in writing; and above all, they can have more opportunities to practice their writing skill.

Writing is a skill that SUT undergraduate students have few chances to develop or improve during their language education at SUT since the main purpose of leaning English at SUT is to enhance their communication skills through listening and

speaking. Therefore, EFL students normally make a variety of mistakes or errors in their writing because of their stress and anxiety in writing in a foreign language (Spratt & Leug, 2000). EFL teachers try to help their students reduce mistakes.

With the impact of new technology, it is expected to bring a new learning environment to students at higher education to join and improve students' writing ability in which less attention has been paid. More importantly, writing skills associated with new technology after class is required and needed for students, and it will be possible to bring new experiences to students (MacArthur et al., 2008). With new technology, students are believed to have more interest in learning English, especially improving their writing skills in Facebook groups, one of the applications of Facebook which is one of the most popular social media sites among university students.

2.5 Teaching Writing via Social Media

This section firstly continues with social media with an emphasis on Facebook, Facebook applied in education, its advantages and disadvantages reviewed. Then some definitions about Instructional Design, its fundamental models, and its characteristics are mentioned to help design and apply to the social media, especially Facebook to improve EFL writing skills of EFL learners.

2.5.1 Social Media and Facebook

Since the development of computer mediated social media has surged exponentially, there are various changes in the methods of teaching and learning a foreign language (Aydin, 2012; Mazman & Usluel, 2010; Tilfarlioglu, 2011; S. Wang & Vásquez, 2012; Yunus & Salehi, 2012; Yunus, Salehi, & Chenzi, 2012). With

personal blogs, forums, social media sites (SMSs), the new generation of students who grow up with high exposure to the Internet and communication technology express themselves on their own channel in various ways (Wu & Hsu, 2011). During the last decade, the numbers of active members of SMSs, especially Facebook among students and educators are rocketing. Facebook has become 'a popular social networking platform' for the educational environment (Aydin, 2012). According to Facebook (2013), there are more than billion active users around the world using Facebook to interact, communicate, and socialize with others. Therefore, it is considered as 'a more advanced interactive site than a blog' (Shih, 2013).

Among some popular SMSs' examples, Facebook is one of the useful, enjoyable, and commonly used social networks to college students. It permits any individuals who are over 13 to create their personal profiles, add friends, exchange messages, or chat online. Facebook also allows users to share photos, communicate with other people continuously, comment on friends' walls, create or join groups within this online community, including educational institutions, workplaces, interests, beliefs (Aydin, 2012; Wu & Hsu, 2011; Yunus, Salehi, Sun, Yen, & Li, 2011). Facebook was initially created by a Harvard student in 2004 for university students who stayed and socialized with other students on campus. Then it has become the most popular media site among university students with 90% of college students using Facebook (Cassidy, 2006; Ellison, Steinfield, & Lampe, 2007; Stutzman, 2006; Wiley & Sisson, 2006). Brown (2011) suggests a long list of the usefulness of Facebook in the classroom. Facebook is considered an exciting site for students' collaborative learning encouraging practice, improving student engagement, and for them to practice skills that they need to be successful in the 21st century.

Students are more connected with their classmates and teacher and more active in their learning with Facebook since multitudes of apps are available for classroom learning, and class resources such as notes, assignments, and slideshow applications are available anywhere when they are posted on Facebook. Moreover, Facebook is a social media site which allows students to share their work in progress, allows shy students to feel more comfortable to contribute, and encourages students to continue their relationships after the course.

2.5.2 Facebook in Education

It is now common for classmates to share information, knowledge, and interact and communicate with others synchronously and asynchronously. In addition, Facebook shares some major features with other SMSs such as online discussion, message board, bulletin boards for uploading pictures or videos (Shih, 2013). Due to these functions, Facebook provides a great potential and incentives for personal writing, self-reflection, interactive learning, or collaborative learning (Blattner & Lomicka, 2012). Students thus use Facebook to post their comments, and engage in discussions with their peers or teachers about the contents posted or guided by their teachers. They can exchange personal messages with their peers or teachers or within their own groups. They even discuss and share their opinions or answers within their Facebook groups. Educators view Facebook as a resourceful tool in language pedagogy and higher education, a potential means to link informal and recreational writing with academic writing (Godwin-Jones, 2008). Hence, many researchers believe that Facebook holds a great potential as an educational environment (Kabilan, Ahmad, & Abidin, 2010). Students in this study joined Facebook groups to share ideas, views and topics, and engaged in online discussions related to English language

learning. By joining discussions and engaging in social chats with their Facebook friends, they can learn new vocabulary, build their confidence, and increase their motivation and positive attitude toward learning English. With the features mentioned in this study, learning English on Facebook is feasible and it engages students in the activities that help students learn languages meaningfully even though people originally joined Facebook to socialize, not for education. Facebook has its impacts on all levels of academia and in academic settings (Bugeja, 2006; Villano, 2007) by building up an open and enjoyable world of learning for both students and teachers (Couros, 2008). Based on the benefits that Facebook brings to their users, students and teachers can connect and communicate with the classmates, or colleagues, share their opinions, post comments on a friend's Facebook wall, or access useful videos or links (Poore, 2013).

Facebook has potential as a valuable resource to support educational communications and collaborations for learners and faculty, but the result of a study comparing faculty and student responses shows that students tend to be more likely to use Facebook to support their classroom work (Roblyer, McDaniel, Webb, Herman, & Witty, 2010). Moreover, college students spend approximately 30 minutes a day to communicate by using 'one-to-many' style and to spend more time on reading updates from other users than posting their own content (Pempek, Yermolayeva, & Calvert, 2009). Butler (2010) also mentions that social networking is a means of communication among administrators, parents, and other communities members. Thanks to this useful technology, administrators can let parents and other community members know about their work in their institutions; and parents can easily communicate or contact administrators in case they want to learn about their

children's learning progress. In addition, Aydin (2012) states in his review that Facebook provides an easier path for communication between students and teachers.

In Mazman and Usluel's study (2010), they aim at designing a structural model to explain how learners can apply Facebook for educational purposes. They found out that learners could use Facebook as an educational tool with their own purposes and through the adoption of Facebook applications. In addition, McCarthy (2010) studies the integration of virtual and physical learning environments to increase the practices of first year students. Blattner and Mimicka (2012) suggest that Facebook should be implemented to promote communication, collaboration, and student-centered activities which can facilitate student learning and improve their academic achievement. Blattner and Lomicka (2012), Shih (2011, 2013), Suthiwartnarueput and Wasanasomsithi (2012), Wang, Woo, Quek, Yang and Liu (2012), Yunus and Salehi (2012), and Yunus et al. (2011) indicate that Facebook can have a positive impact on teaching practices and student engagements. In Blattner and Lomicka' study, students enjoyed engaging in authentic and meaningful exchanges with classmates and with native speakers by chatting in Facebook groups. Students were confident to leave messages to their friends, post, and share pictures with other within the community groups. They also find that Facebook groups gives them constructive educational experiences while maintaining privacy and safety (Blattner & Fiori, 2009). Moreover, Facebook groups has some benefits applicable to teaching and learning since they are concentrated on personal messages among group members, discussions, content sharing such as posting comments, links, photos, or videos. Therefore, Facebook groups provide a feeling of more personal interaction and offer more control over the number of group members who can join the groups

(Zarrella & Zarrella, 2010). With these good values from Facebook groups, Facebook is regarded as a suitable social media tool to utilize in teaching and learning EFL writing skills for undergraduate students at SUT.

In addition to the numerous benefits of Facebook in education mentioned above, there are also a few limitations when using Facebook. One of the most popular shortcomings of using Facebook in education is its time-consuming nature since instructors need to put more effort into guiding, correcting, and grading students' activities and assignments (Shih, 2013). Another challenge to Facebook users is distractions by other features of Facebook such as Facebook chat, games, reading updates from their Facebook friends, and other applications.

Communication, sharing, and connection are the main features of social media. With the benefits that Facebook has as a social media site, Facebook seems to be an appropriate technology for implementation in this study. Facebook helps students to communicate with other Facebook friends within Facebook groups. They can connect with other people such as teachers or other students. They can share their own opinions, post their comments within their Facebook groups. And within Facebook groups, teachers can set privacy for their students which is not generally available in blogs. Only Facebook group members can see their posts or comments. Students are thus not afraid of being seen by others if they are confident in the privacy of their posted comments or written products. This feature can motivate students to be more active in engaging in discussion or sharing with their group-mates or teachers. Besides, teachers can control students' discussions or comments in each group or subgroup more easily; and students can send messages to their peers or teachers via inbox messages on Facebook.

To have a better understanding about Facebook, basic knowledge and fundamental models of Instructional Design need to be introduced to help teachers design interesting lessons for their students. Moreover, teachers can use this kind of technology to assist students in being more effective in their EFL learning, especially learning a language that is not their mother tongue and might not be of interest.

2.6 Instructional Design

Instructional design is a system or process of problem solving to develop instruction, examining the instruction, and identifying and evaluating the effective and efficient instruction. This is a crucial part in this study. In this section, definitions of instructional design and the five instructional design models were reviewed.

2.6.1 Definitions of Instructional Design

Instructional Design (also called Instructional Systems Design (ISD)) is the framework teachers use to carry out the planned teaching and learning steps in a lesson (Richards & Lockhart, 1994). Therefore, instructional design is crucial in instruction since it is “a systematic process that is employed to develop education and training programs in a consistent and reliable fashion” (Reiser & Dempsey, 2007). For Merrill, Drake, Lacy, Pratt, and Group (1996, p. 2), instructional design uses technology to develop learning experiences and environments to promote students’ acquisition of specific knowledge and skills, and to incorporate learning strategies that students have learned into experiences to make the process of acquiring knowledge and skills more efficient, effective and appealing. Richards and Rodgers (2001) have a more specific definition of instructional design focusing more on the first phase of the model, the level of method analysis, which is crucial to successful learning, is to

“consider (a) what the objectives of a method are; (b) how language content is selected and organized within the method, that is, the syllabus model the method incorporates; (c) the types of learning tasks and teaching activities the method advocates; (d) the role of the learners; (e) the roles of teachers; and (f) the role of instructional materials” (p. 24). Moreover, Dick, Carey, and Carey (2005) have more general view of instructional design as a systematic process of the design, development, implementation, and evaluation of instruction. Kruse (2011) additionally indicates that instructional design is a step-by-step system to evaluate students’ needs, the design, and development of training materials, and to evaluate the effectiveness of the training intervention.

Based on the reviews of the above definitions, 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.

2.6.2 Characteristics and Principles of Instructional Design

According to Reiser and Dempsey (2007), some characteristics of Instructional Design which should be present in all ID process are mentioned below:

1. Instructional design is learner-centered.
2. Instructional design is goal-oriented.
3. Instructional design focuses on real-world performance.
4. Instructional design focuses on outcomes that can be measured in a reliable and valid way.
5. Instructional design is empirical.

6. Instructional design typically is a team effort.

Smith and Ragan (1999) describe the characteristics or assumptions that underline instructional design as follows:

1. Instructional design is a systematic process
2. Instructional design has a problem solving orientation
3. Instructional design is learning and learner-centered
4. Instructional design has a goal of being efficient, effective, and appealing instruction
5. Instructional design insists on congruence between objectives, instruction, and evaluation
6. Instructional design is both theoretic and empirical

Gustafson and Branch (1997) also examines the following nine characteristics which are not discussed when describing the models of instruction

1. Typical output in terms of amount of instruction prepared;
2. Resources committed to the development effort;
3. Whether it is a team or individual effort;
4. Expected ID skill and experience of the individual or team;
5. Whether most instructional materials will be selected from existing sources or represent original design and production;
6. Amount of preliminary (front-end) analysis and need assessment conducted;
7. Anticipated technological complexity of the development and delivery environments;
8. Amount of tryout and revision conducted; and

9. Amount of dissemination and follow up occurring after development

The following steps that should be applied in developing an instructional model are from the Seven-step Model for Prototype Development (Brahmawong, 1999, cited in Brahmawong & Vate-U-Lan, 2009)

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

2.6.3 Advantages of Using Instructional Design

There are a number of advantages to using a process of instructional design.

Smith and Ragan (1999) list out some advantages of instructional systems design:

1. Encourages advocacy of the learner
2. Supports effective, efficient and appealing instruction
3. Supports coordination among designers, developers, and those who
4. will implement the instruction

5. Facilitates diffusion/dissemination/adoption
6. Supports development for alternate delivery systems
7. Facilitates congruence among objectives, activities, and assessment
8. Provides a systematic framework for dealing with learning problems.

2.6.4 Limitations of Using Instructional Design

According to Smith and Ragan (1999), instructional design has three limitations: requiring identification of outcomes, requiring lead time, and non-instructional problems being not applicable.

Instructional design does have limited applicability to educational experiences in which learning goals are not identified or no particular learning goals are ever identified. There is also a limited opportunity to apply the principles and procedures of instructional design since there is no “lead time” to the education and reflection and planning are central to instructional design. Students’ success depends on their ability to identify the goal of the course, devise the educational strategies and prior knowledge, assess their learning themselves, and their motivation. If they have an instructor as a skilled consultant, he/ she can give them suggestions for better or alternative strategies; or if their instructor is not available in a situation without pre-specified learning goals, students will be responsible to structure the learning experience themselves. The educational process rests on an almost completely generative strategy.

There are also many other problems including management, policy, and incentives that are not amenable to instructional design. Finally, instructional design is not intended to replace the role of expertise in particular teaching for individual subject areas (Smith & Ragan, 1999). These limitations were given consideration in

the process of applying the instructional design to develop the lessons to teaching EFL writing skills in this study. The instructional design implemented in this study used online EFL writing instruction while the researcher constructed the Facebook based writing instruction for undergraduate students to collaborate with their group-mates online to improve their writing skills. Moreover, the researcher used the students' needs to identify the learning outcomes, suggest learning strategies, consult and motivate students during the synchronous and asynchronous online instruction.

2.6.5 Instructional Design Models

Instructional design emerged from post-World War II research in the United States military to find a more effective and manageable way to create training programs (Kruse, 2011). From then on, instructional design has become common in all branches of the military, and started to appear in industrial and commercial training applications with the emergence of hundreds of instructional design models. Instructional design models then became accepted as a standard training methodology and are now applied throughout the world (Gustafson & Branch, 2002). Gustafson and Branch (2002) also believe that the procedures in instructional design can make clear approaches that are more effective, efficient, and relevant to instruction. Gustafson (1991) asserts there are three fundamental functions in the process of instructional design models. They are 1) communication device; 2) planning guidelines for management activities; and 3) prescriptive algorithms for decision making. With these three primary functions, a great number of instructional design models have been developed for a variety of educational settings. "Many models exist, ranging from simple to complex. All provide step-by-step guidance for developing instruction" as was pointed out by Suppasetseree (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.

2.6.5.1 ADDIE Model

The ADDIE Model is a generic and systematic instructional systems design model which is an acronym for Analysis, Design, Development, Implementation, and Evaluation (Reiser & Dempsey, 2007). The ADDIE model, author unknown is the most basic and applicable. Among five core elements of the model, Analysis is 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 Molenda seems satisfied by concluding 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)

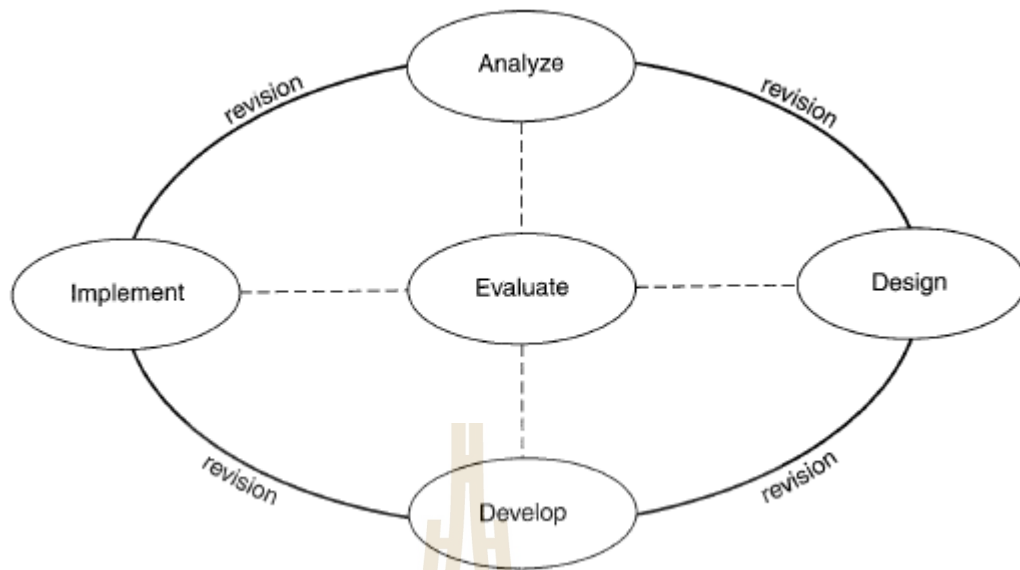


Figure 2.1 The elements of Instructional Design (ADDIE)

(Gustafson & Branch, 2002b, p. 18)

The five core elements of the ADDIE Model are described as follows:

1. **Analysis.** This phase is a foundation for all other phases of instructional design. In this phase the learning problems and needs are analyzed. The instructional goals and objectives are set according to the analysis of learning problems and needs. The learning environment and learner's previous knowledge and skills are identified as well.
2. **Design.** The outputs from the Analysis phase will be used to specify learning objectives, plan with assessment instruments, content, lesson planning, media selection, and the strategy which learners are expected to follow to achieve a specific task. The instructional design should be specific and systematic.

3. **Development.** The content and learning materials are actually created and assembled in this phase. The instructional strategy needs to be clearly and appropriately identified and instruction developed to link to learning objectives and match learners' needs and characteristics.
4. **Implementation.** The instruction and materials are actually delivered to learners. The course curriculum, learning outcomes, method of delivery, and testing procedures will be implemented in this phase.
5. **Evaluation.** The evaluation which actually occurs throughout the entire instructional design consists of formative and summative evaluation. Formative evaluation is used to collect data to identify revision to the instruction while summative evaluation is applied to collect data to assess the overall effectiveness of the instruction. Formative evaluation will be present in each stage of the ADDIE process and if the feedback from the formative evaluation meets the expectations and goals for the design, then it can be considered summative evaluation.

2.6.5.2 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 are integrated with each other. They have an input and an output in each component of the process.

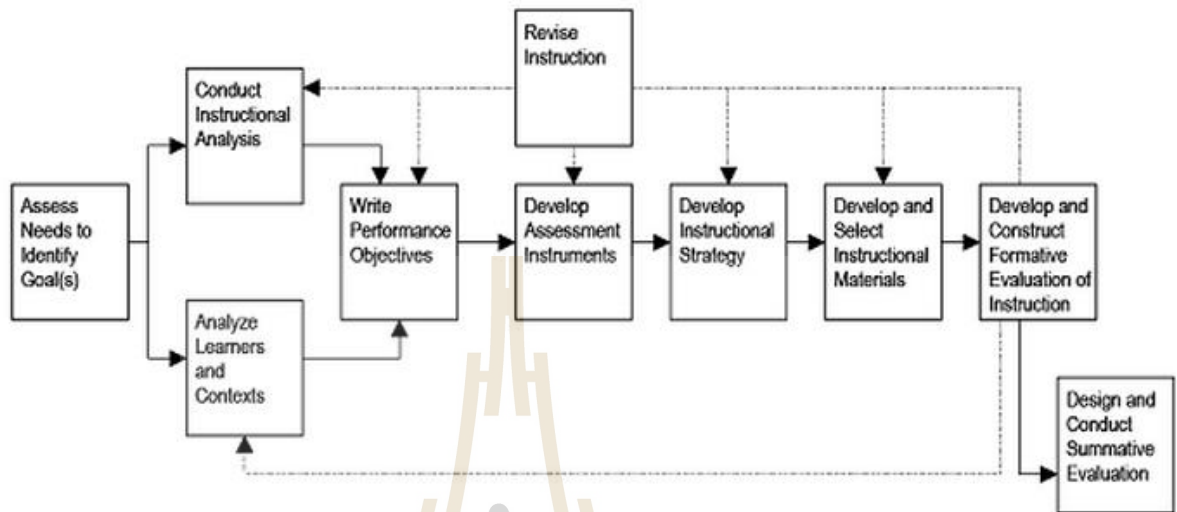


Figure 2.2 Dick and Carey Systems Approach Model (Dick et al., 2005, pp. 2-3)

This model is a procedural system which consists of ten major process components as below

1. Assess needs to identify goal(s)

To identify which goals learners will be expected to acquire when the instruction has finished. The goal statement describes a skill, knowledge, or attitude. The instructional goals may be developed from a list of goals, a needs analysis, a students' performance analysis, and their practical experience and requirements.

2. Conduct instructional analysis

To identify step-by-steps of what learners are doing when they perform a particular task; and to determine the skills, knowledge, and attitude that learners are required to be able to begin the instruction.

3. Analyze learners and contexts

To determine learners' current skills, preferences, and attitude with the characteristics of the instructional setting and the setting in which the skills will eventually be used. The information which gained in this step is crucial as it shapes a number of the succeeding steps in this model, especially the instructional strategy.

4. Write performance objectives

To write specific statements about the objectives of what learners will be able to do when they complete the instruction. The objectives are written to identify the skills to be learned, the conditions under which the skills must be performed, and the criteria for successful performance.

5. Develop assessment instruments

To develop the assessments to measure the learners' ability to perform what has been described in the objectives.

6. Develop instructional strategy

To identify the strategy that the instructor will use during the instruction to gain the terminal objective. The strategy consists of sections on pre-instructional activities, presentation of content, learner participation, assessment, and follow-through activities. The strategy will be selected and developed from the current learning theories and research, medium through which the instruction will be delivered, content to be taught, and learners' characteristics.

7. Develop and select instructional materials

To produce instruction basing on the instructional strategy, this typically includes tutorials for leaners, instructional materials, and tests. Existing materials are selected and developed based on the provided criteria.

8. Design and conduct formative evaluation of instruction

To design and conduct a series of evaluations to collect data to identify how to improve the instruction, there are three types of formative evaluation: one-to-one evaluation, small group evaluation, and field evaluation. A different type of information is provided to improve the instruction from each type of evaluation. These types of formative evaluation can also be applied to existing materials or classroom instruction.

9. Revise instruction

To summarize and interpret the results from the formative evaluation, difficulties experienced by learners in achieving the objectives are identified and related to specific deficiencies in the instruction. The validity of the instructional analysis and the assumptions about the entry behaviors and learners' characteristics and statements of performance objectives and test items in light of collected data are reexamined. Then, the instructional strategy and the instruction to make the instructional strategy more effective are reviewed and revised.

10. Design and conduct summative evaluation

To evaluate the effectiveness of instruction at the end of the course, this step is generally not a part of the design process. It is an evaluation of the absolute and relative value or worth of the instruction and occurs only after the instruction has been formatively evaluated and sufficiently revised to meet the standards of the designer.

2.6.5.3 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, Kemp, and Kalman (2010, p. 6), this model has nine core elements to instructional design:

1. Identify instructional problems, and specify goals for designing an instructional program.
2. Examine learner characteristics that should receive attention during planning.
3. Identify subject content, and analyze task components related to stated goals and purposes.
4. State instructional objectives for the learner.
5. Sequence content within each instructional unit for logical learning.

6. Design instructional strategies so that each learner can master the objectives.
7. Plan the instructional message and delivery.
8. Develop evaluation instruments to assess objectives.
9. Select resources to support instruction and learning activities.

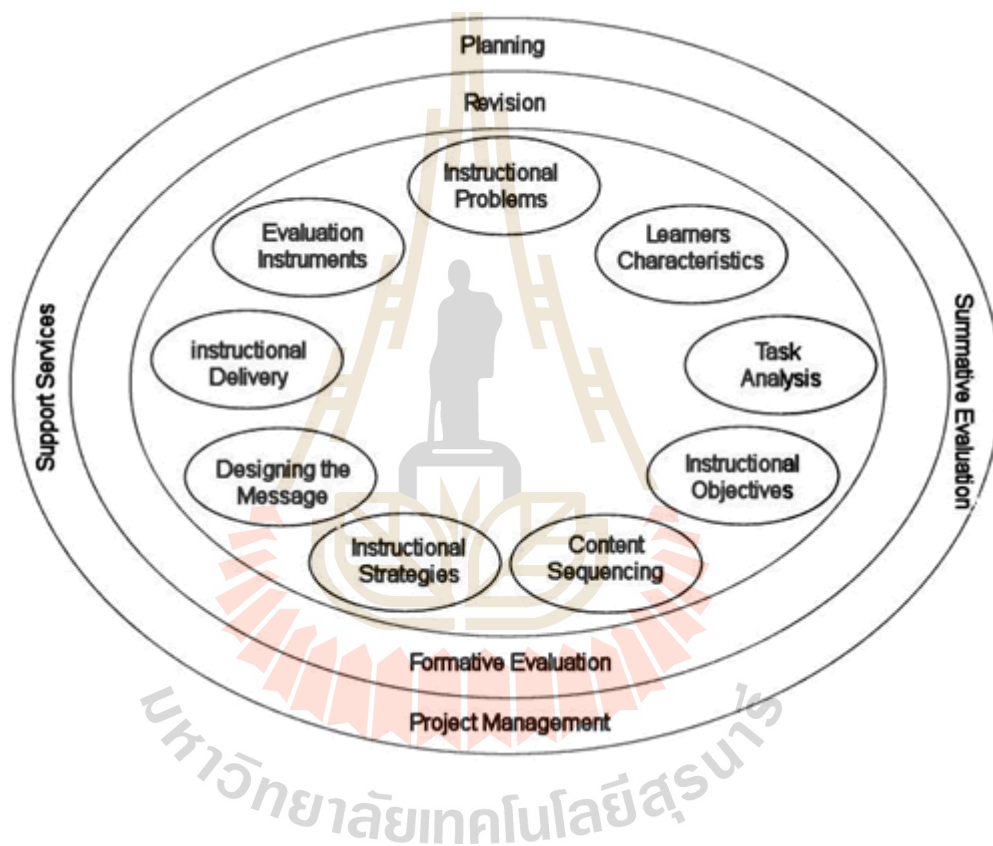


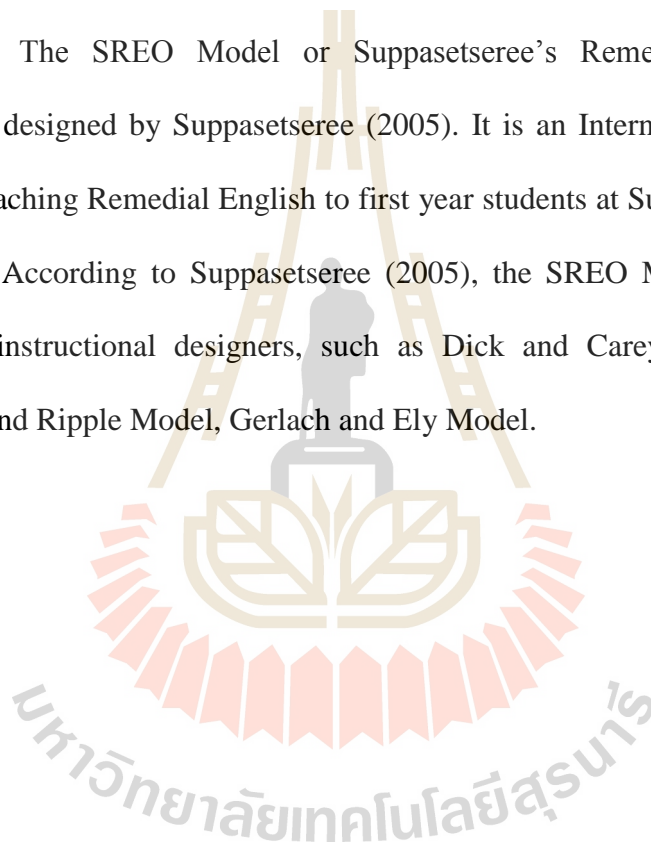
Figure 2.3 The Elements of Kemp Model (Morrison et al., 2004)

The elements of this systemic and non-linear model are independent of each other. Therefore, the designer can start at any point and change the orders of the steps and revisions/ formative evaluation within the model that make sense in a particular project (Hanley, 2009). And the oval shape of this model is a continuous cycle that requires constant planning, design, development and assessment to ensure

effective instruction. Morrison et al. (2010) additionally point out three characteristics that make this model different from some other models: 1) instruction is considered from the perspective of the learner; 2) the model takes a general system or even object-oriented view toward instructional development, and 3) the model emphasizes management of the instructional design process.

2.6.5.4 SREO Model

The SREO Model or Suppasetseree's Remedial English Online (SREO) was designed by Suppasetseree (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.



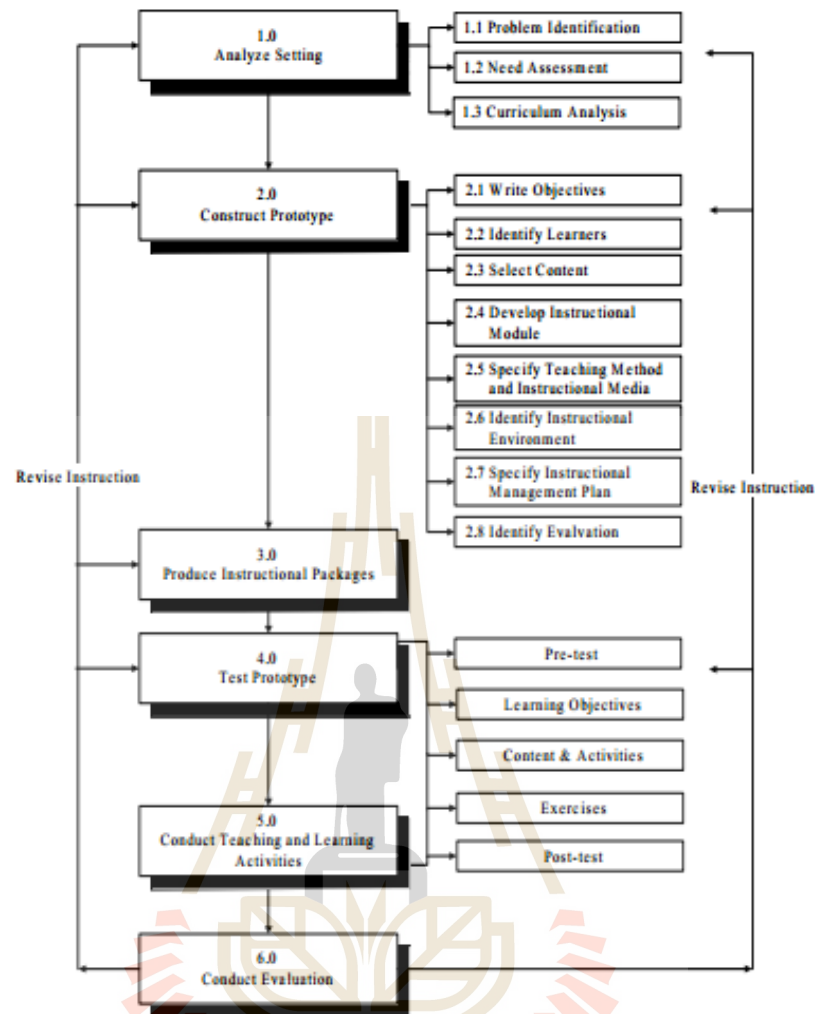


Figure 2.4 SREO Model (Suppasetserree, 2005, p.108)

The SREO Model comprised six major steps and 16 sub-steps.

1. Analyze Setting

In the first step to analyze the setting, a survey is conducted to identify learners' problems, needs, and expectations. The results are used as a framework for developing the curriculum of the study program. Three sub-steps: problem identification, needs assessment, and curriculum analysis are focused in this phase. The problem emerges from a clinical situation in which there is a

knowledge gap or uncertainty regarding the “best” response to the situation. A need assessment is a systematic exploration of the way things are and the way they should be. The curriculum should be analyzed in terms of sequence and completeness and the requirements of prerequisite skills. These analyses facilitate the planning of an effective delivery system.

2. Conduct Prototype

In the second phase, eight sub-steps are focused to conduct a prototype, including writing objectives, identifying learners, selecting content, developing instructional module, specifying teaching method and instructional media, identifying instructional environment, specifying instructional management plan, and identifying evaluation. There are two reasons to work from general goals to increasingly specific objectives. The first is to be able to communicate at different levels for different learners whereas the other reason is to make possible materials planning and development and the delivery systems. Choosing where to start the instruction will become redundant for some, but necessary for others. The keys to develop a successful module are to focus its instructional design on an intended audience and present the information contained there in a logical sequence. Learning activities that provide students with examples and non-examples of desired outcomes are selected and students are guided to practice new behaviors or skills to master objectives. The learning packages

work well in specially designed virtual environment to provide self-paced learning on the parts of the students. Identifying evaluation is useful to determine any weaknesses in the instructional plan before a full scale implementation.

3. Produce Instructional Packages

The designer creates the lessons plans that support each objective (or groups of similar objectives). Learning activities should be based on the content associated with the learning objectives.

4. Test Prototype

Each step in this iterative process will be able to be tested and evaluated until all objectives have been followed in the ISD model.

5. Conduct Teaching and Learning Activities

The delivery of the learning packages is in the form of web-based via the Internet and other online components including emails and web board.

6. Conduct Evaluation

Observation of students' using materials, data from student survey, and grades should be analyzed to determine what components of the class worked best. Revision is a constant process and acts as a screwdriver that is constantly tweaking the loose areas.

2.6.5.5 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 (see Figure 2.5).

1. Identify Setting

In this phase, identifying the background and problems of English listening instruction is the base of the instructional process. Background knowledge, learning problems, and learners' expectation from the course will be analyzed to contribute to set instructional goals and learning objectives. Existing curriculum and requirements for listening skills are analyzed as well. This phase also focuses on the availability of technology and methodology for English listening instruction, and instructional content.

2. Set Instructional Goals

Well-organized instructional goals about what students will be able to do when they complete the instruction will be specified during the design and delivery. Teaching goals and learning goals are two very important elements in the instruction.

3. Design Lessons

The findings of the prior analysis will be applied to plan in detail how to reach the instructional goals and the effectiveness of lesson elements and criteria for designing assessment should be paid attention. Authentication and suitability concerns choosing content from different authentic sources. Appropriate instructional strategies are determined to maximize learning effectiveness. The design of suitable tasks, task-based assessment in consideration with the learning goals and performance measures may have

decisive impact on the success of the instruction and the effectiveness of the lessons.

4. Produce Online Instructional Package

Which software or online tools will be used to create a course website, media content is integrated for effective delivery of online instruction, and prototyping is to design a generic lesson template for the instruction which includes all aspects for each lesson. The prototype will be formatively evaluated to check whether it serves the instructional goals.

5. Conduct Developed Lessons

Lessons should be conducted interactively and effectively for learners using face-to-face and computer-based instruction

6. Evaluate

Learning processes and outcomes is important to be evaluated to check whether the learners achieve the goals. There are two types of instructional evaluation: formative evaluation and summative evaluation. The findings from formative evaluation are applied to improve the effectiveness of the product, and the data from summative evaluation are used to assess the effectiveness of the instruction.

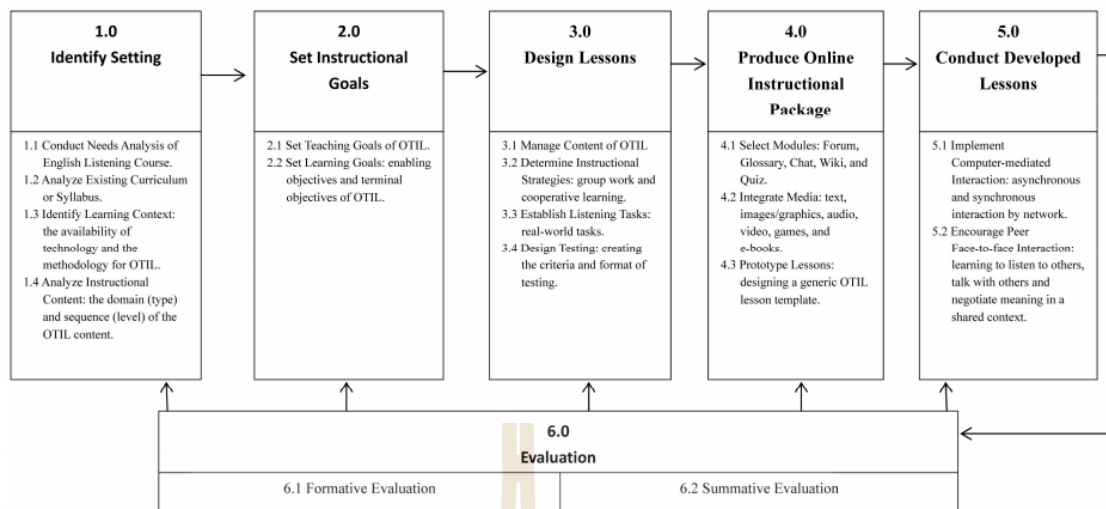


Figure 2.5 The Instructional Model for Online Task-based Interactive Listening (OTIL Model) for EFL Learners (Tian, 2012, p. 153)

2.6.5.6 Synthesis of the Models

From the literature review above, 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 the five core elements in the ADDIE model are present in the Dick and Carey model since they use different terminology (Gustafson & Branch, 2002b, p. 20). 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 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 these 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 provides a guideline for the instructional designer to create instruction. The ADDIE and Dick and Carey Model are two generic models which do not have detailed steps for each stage. Consequently, instructional designers have to decide for themselves how much detail is needed for each stage. However, the Kemp Model is a classroom-oriented model which can obtain 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 Internet-based instructional systems design (Suppasetserree, 2005; Tian, 2012). There were no models that have been applied to improve EFL tertiary students' writing skills.

From the synthesis and limitations above, some part in each model can be adapted to construct the model for this study since it was challenging for the researcher to find an appropriate model among the five instructional design models 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 was Facebook based instruction, using comment-posting or feedback, discussing with their group members and teachers, and rewriting group's journals.

2.7 Learning Theories

Among many learning theories, this part introduces the two main learning theories, constructivism and collaborative learning that were applied in this research study. These two learning concepts were reviewed and related to their application in using social media sites to enhance writing skills in CALL and e-learning.

2.7.1 Constructivism

Constructivism is not a new concept. It is rooted in philosophy and has been applied in sociology, anthropology, cognitive psychology and education. It is a view of learning based on the belief that the teacher cannot simply impart knowledge to students from the front of the room to students' desks (Gray, 1997). Knowledge and skills are rather constructed by learners through an active participation in the process of development and learning; learners are the builders and creators of meaning and knowledge (Bruner, 1990; Duffy & Jonassen, 1992; Gray, 1997). Moreover, Serdyukov and Ryan (2008) review that students' own knowledge will be built via the interaction between prior knowledge and new knowledge. This is an ongoing process of gathering knowledge and engaging actively, questioning, problem solving, and collaborating with others to build up new meanings. Therefore, a constructivist classroom should be learner-centered; the teacher's role is to facilitate the learning process.

Constructivists note that learners have their own knowledge and experiences and that their way of learning is to expand both of them by connecting them to new learning. The teacher should engage with students and let them experience the learning activities by hypothesizing, predicting, manipulating objects, posing questions, researching, investigating, imagining, and inventing (DeVries, Zan,

Hildebrandt, Edmiaston, & Sales, 2002; Duffy & Jonassen, 1992; Gray, 1997). According to constructivism, student errors should be considered in a positive way and as a means of gaining insight into how they combine their own knowledge and experience to construct new meanings. Teachers should design environments and interact with learners to foster inventiveness, creativity, and critical instruction. And the outcome of learning is dependent not only on the environment but also on the state of the learner with their existing conceptions and motivation.

There are two crucial perspectives in the construction of knowledge: cognitive constructivism and social constructivism. In Piaget's theory, cognitive constructivism is associated with a process of constructing meaningful representation on the basis of previous experiences and adjusting the existing mental models to accommodate new experiences (Piaget, 1977). According to Fosnot and Perry (1996), in cognitive constructivism, "students actively construct their ways of knowing as they strive to be effective by restoring coherence to the worlds of their personal experience (p.34). Therefore, in Piaget's view, learners are active thinkers, explorers, interpreters, questioners, and knowledge constructors (Lloyd, 1995).

In social constructivist perspective, it is focused on how individuals learn; and constructivists emphasize the social processes in which it is not meaningful when individual and social components can be viewed separately (Fosnot, 1996). For Vygotsky, language and action are tools of mediation for learning. It emphasizes the dynamic relationship between teachers, learners and tasks, and considers learning as arising from interaction with others. Moreover, in the language learning process, the learning context in which the learning takes place is very important. Therefore, there are four crucial elements which can influence the learning process including teachers,

learners, tasks, and contexts. Students can interact with teachers and students can also interact with other students or peers who are based learning on the ZDP (Zone of Proximal Development) or on the MKO (More Knowledgeable Other). Besides, MKO can be understood as people of flesh and blood but also any kind of knowledge constructed from the more typical teachers and open educational resources to all sorts of digital content (Peña-López 2012). And MKO is also referred as a learning object or social software which embodies and mediates learning at higher levels of knowledge about the topic being learned than the learner presently possesses (Attwell, 2010). The MKO is “anyone who has a better understanding or a higher ability level than the learner”. The MKO is “traditionally thought of as a teacher, an older adult or a peer” (Dahms et al., 2007). The role of assistance in the learning environment is emphasized in the MKO. Hence, learning tasks should be activities that a learner cannot do alone but can do with the assistance of peers or teachers who are more capable.

Basing on constructivist learning theory, numerous researchers (Applefield, Huber, & Moallem, 2001; Honebein, 1996; Jonassen, 1992) introduce the goals and design principles of the constructivist learning environment and the ideal conditions to support learning. A constructivist learning environment, which can be defined as one of the launching point of the book by Wilson (1996) is

“a place where learners may work together and support each other as they use a variety of tools and information resources in their guided pursuit of learning goals and problems-solving activities.” (p.5)

Honebein (1996) reviewed seven pedagogical goals for the design of constructivist learning environments from Cunningham, Duffy, and Knuth (1993) and Knuth and Cunningham (1993) as follows:

1. Provide experience with the knowledge construction process
2. Provide experience in and appreciation for multiple perspectives
3. Embed learning in realistic and relevant contexts
4. Encourage ownership and voice in the learning process
5. Embed learning in social experience
6. Encourage the use of multiple modes of representation
7. Encourage self-awareness in the knowledge construction process

Jonassen (1999, cited in Kazi, 2005) lists a number of design principles for the development of constructivist learning environments:

1. Employ the relevant learning context in real-world environments
2. Solve real-world problems with realistic approaches
3. Solve the problems with the strategies from the instructor as a coach and analyzer
4. Emphasize on the interrelation of concepts to give out various perspectives or representations on the contents
5. Negotiate the instructional goals and objectives, not to impose them
6. Use evaluation as a tool for students to analyze by themselves
7. Assist students to interpret the various perspectives of the world with tools and environments provided
8. Give students rights to control and mediate their own learning

Constructivist learning theory focuses more on learning than teaching. Confrey (1990), Brooks and Brooks (1993), and Fosnot (1996), Applefield et al. (2001) suggest that the following pedagogical recommendations flow from fundamental constructivist principles of learning:

1. Raising questions, generating hypotheses and testing their validity should encourage students' learning
2. Generating inner cognitive conflict or disequilibrium with ideas and experiences should challenge students' learning. Teachers should consider students' error in a positive way to give chances for learners and teachers to explore conceptual understanding
3. Being given time to engage in reflection through guided writing, drawing, modeling and discussion. Learning occurs through reflective abstraction
4. Providing ample opportunities for dialogue in the learning environment and viewing the classroom as a community of discourse engaged students in activity, reflection, and conversation
5. Students' sharing their ideas to others, defend and justify them by themselves in a community of learners
6. Working with big ideas, central organizing principles that have the power to generalize across experiences and disciplines.

Reviewing the main goals and principles of constructivism in the educational context, it could be summarized that constructivism emphasizes learning and not teaching, encourages learner autonomy and personal involvement in learning. Many researchers, educators and authors are actively using constructivist principles to design and implement new learning environments showing that theory can effectively

be guiding educational practice and that learner-centeredness is one of the most important principles of constructivist language teaching and learning (Wang, 2011).

Basing on the learner-centeredness and construction of their own knowledge through students' active participation, this study provided students with some comprehension activities that they could collaborate with their group-mates in Facebook groups to give their answers to those activities. Through their participation, they could learn from their group-members and develop their guided writing skills to construct a journal in English using the integrated approach.

2.7.2 Collaborative Learning

Collaborative learning is a term which associates with the social constructivist movement. It has British roots and is based on the work of teachers to encourage students to be more active in their learning while cooperative learning in contrast is in American roots which tend to focus on achievement or products of learning (Kukulska-Hulme, 2004). Thus collaborative learning focuses more on the students' learning process. In this study, the researcher did not differentiate or compare between these two terms: collaborative learning and cooperative learning, but in this study, the use of the two terms can be overlapped since they are used interchangeably in many research studies.

Panitz (1999) defines collaboration as a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respecting the abilities and contributions of their peers. Collaborative learning is related to social constructivism, and is concerned with creating new knowledge, and the teacher in this collaborative learning paradigm serves as a facilitator or a guide to the social process of discovery (Olivares, 2004).

In collaborative learning literature, collaborative learning is a social-intellectual exercise concerned with the creation of new knowledge, whereby a problem or task is posed, and a solution or solutions found (Brody, 1995; Bruffee, 1995). Panitz (1999) states collaborative learning is a personal philosophy, not just a classroom technique. So, students in collaborative learning environment can come together in groups, they can learn how to deal with their group members, respect and highlight individual group members' abilities and contributions. They share the authority and accept the responsibility for the group actions of the group members. Therefore, collaborative learning is a learning method that uses social interaction as a means of knowledge building (Dennen, 2000).

2.7.2.1 Characteristics of Collaborative Learning

Tinzmann et al. (1990) suggest there are four typical characteristics of collaboration which are also called the foundational concepts of teaching

1. Shared knowledge between teachers and students: knowledge is shared in many ways; a characteristic of the traditional classroom is where the teacher is the information giver, but in this approach it also incorporates students' input, where the students share experiences or knowledge.
2. Shared authority between teachers and students: Here the teacher shares the goal setting as a topic shared with the students, thereby allowing the students to approach the completion of an assignment in a manner of their choice.

3. Teachers as mediators: In this area the teachers encourage the students to learn how to learn – this being one of the most important aspects of collaborative learning.
4. Heterogeneous groupings of students: This characteristic teaches all students to respect and appreciate the contributions made by all members of the class, no matter the content.

Panitz (1999) based upon Orr (1997) to suggest the following principles of collaborative learning:

1. Working together results in a greater understanding than working independently.
2. Spoken and written interactions contribute to this increased understanding.
3. Opportunity exists to become aware, through classroom experiences, of relationships between social interactions and increased understanding.
4. Some elements of this increased understanding are idiosyncratic and unpredictable.
5. Participation is voluntary and must be freely entered into.

In Ingram and Hathorn's (2004) study, three characteristics of collaboration are suggested from John et al., (1998), Kaye (1992), and Laffey et al., (1998)

1. Interdependence as a pattern of participation and interaction within the group;

2. Synthesis as the creation of something new as a result of discussion; and
3. Interdependence as autonomous actions of students who do not refer questions and problems to the teacher.

Olguín, Delgado, and Ricarte (2000) state that collaborative learning can only succeed when students share their doubts, comments and questions with other students who share the same or common educational goals. Otherwise, some difficulties should be taken into consideration when applying the collaborative learning paradigm to the university environment

1. Teachers' egos: This comment is concerned with the self-importance and self-centered attention of teachers or lecturers who do not trust students to learn. This egotism is difficult to sustain in the online learning environment.
2. Fear of loss of control in the classroom: Many academics still have a tendency to respond to their students as they are their students at "school" even though those students are adults and are not at "school" since they are afraid of being pedagogically detestable when giving away any control in their classrooms.
3. Large class sizes and inappropriate classroom setup: all of the problems about class sizes and classroom layout become irrelevant in the online collaborative classrooms, but a tighter control is needed in discussion groups in collaborative learning where students have greater access to the academic.

4. Lack of self-confidence by teachers: This is particular true of relatively young academics who face with classes of a group of students who are not much younger than themselves.
5. Students' resistance to collaborative learning techniques: students do not always take kindly to their collaborative learning and it becomes the academic's duty to change students' attitudes.

(Panitz, 1997, cited in McInnerney and Roberts, 2004)

These difficulties were pointed out with the purpose to help teachers or instructors when they plan to have online instruction with collaborative learning. These drawbacks could help them get over difficulties in teaching online, teaching to large-sized classes, especially in changing themselves or prepare themselves better in online instruction through collaborative learning activities.

2.7.2.2 Collaborative Writing

Dillon (1983) defines collaborative writing as the activity of two or more people who work together to produce a written document. And Farkas (1991) also offers four possible useful definitions of collaborative writing in an article about the technology and process of collaborative writing. He states that collaboration is

1. Two or more people jointly composing the complete text of a document;
2. Two or more people contributing components to a document;
3. One or more persons modifying, by editing and/or reviewing, the document of one or more persons; and
4. One person working interactively with one or more persons and drafting a document based on the ideas of the person or persons.

Moreover, Mulligan and Garofalo (2011) review that collaborative writing assignments can enhance student interaction in the EFL classroom, lower the anxiety which is associated with completing tasks alone and raise students' self-confidence (from Johnson & Johnson, 1998; Raimes, 1998, Reid & Powers, 1993, Rollinson, 2005). While there is an article about Collaborative Writing on the website of University Writing Center of Texas A&M University (2013), Collaborative Writing Assignments can enhance students' learning in a significant way to

1. Allow students to learn from each other,
2. Expose students to points of view besides their own,
3. Foster discussion and debate,
4. Open students' eyes to how their work compares to that of their peers, giving them a better sense of their own strengths and weaknesses as writers,
5. Encourage students to consider their audience,
6. Teach students to negotiate the issues inherent in any collaborative venture.

Mulligan and Garofalo (2011) add that in collaborative writing tasks students are required to use a variety of social skills in accountability, cooperation and community. Students additionally increase their motivation, risk-taking skills, and tolerance which can help students maximize their interactions in the EFL environment.

From the review of definitions and several characteristics or principles of collaborative learning above, collaborative learning should be utilized in classes for

students to work in groups to fulfill the learning activities in a collaborative way. Mutual support and interaction among group members were used in the learning activities in the present study. In collaborative learning, a group member's success in the performance depends on both individual effort and other group members' efforts to contribute necessary knowledge, skills and resources. During the collaborative learning activities, students can discuss with other group members for advice or support when meeting a problem in doing their learning activities. Moreover, students can work together through the activities to maximize their own learning or each other's learning.

In the present study, constructivism and collaborative learning were applied to design the instructional model on Facebook based learning and online learning activities to enhance EFL writing skills. Students' participations in groups are the crucial activities for them to collaborate with their group-mates. They share their ideas or opinions with their group-mates, and then discuss with them in order to have a final conclusion for each comprehensive activity during the online instruction. In addition, students can learn through their discussion, interaction, and communication with their group-mates or teachers. Students can support each other or have to collaborate with their group-mates in the whole process of doing comprehensive activities and producing the final written products throughout the online course.

2.8 Previous Research Studies

2.8.1 Related Studies of Using Facebook in Teaching Writing

The first study ‘Effect of Using Facebook to Assist English for Business Communication Course Instruction’ by Shih (2013) investigated the effect of integrating blended learning with Facebook and peer assessment for English for Business Communication course for college students, including English major undergraduate students, postgraduates of Industrial Management, and postgraduates of Business Administration in a technology university in Taiwan. They had their own Facebook groups where they completed four writing assignments posted by the instructors, wrote their comments, and gave peer assessment and feedback on others’ works. They shared their professional knowledge in English, and exchanged their ideas and opinions about the most important vocabulary, professional terminologies and phrases related to Business Communication. The data were collected from peer assessment on Facebook groups, three-open-ended-question interviews, a student self-efficacy scale, a learning satisfaction survey questionnaire, and also from the scores of the pretests and posttests. It was found that the integration of Facebook groups in the English for Specific Purposes course can provide effective assistance to blended learning for students with different majors and levels in a Business Communication English course. Besides, their professional knowledge could be improved from the blended learning approach of Facebook groups and peer assessment which also significantly enhanced students’ learning motivation, interest, and interactions to exchange their ideas, opinions, and to share knowledge. In addition, peer assessment on Facebook can also be effective to improve students’ grammar knowledge of tenses and sentence structures as well as increasing their desire to learn a tough professional

subject. From this study, we can see that peer assessment in Facebook groups help learners learn English effectively.

In the study “Using Facebook Groups in Teaching ESL Writing,” Yunus, Salehi, Sun, Yan, and Li (2011) used Facebook Groups which is an available feature on the SNS Facebook to teach ESL writing. This study investigated the students’ perceptions on using Facebook groups to learn ESL writing skills with students from the Faculty of Education in Universiti Kebangsaan Malaysia (UKM) in 2011. They were required to join a Facebook group named ‘Write out Loud’ and involved in the tasks which were provided by the researchers. These tasks were summary writing and brainstorming. Besides, participants were also required to contribute their ideas and opinions actively to the discussion board. Moreover, data from the study were collected from a questionnaire with 10 closed-ended items. The results showed that ‘Facebook groups can be effective in teaching ESL writing’ since most of the participants agreed that they could learn new vocabulary from the other’s comments in the group and have fewer spelling errors with the spell-check feature of Facebook. Yunus et al. (2011) and Yunus and Salehi (2012) suggested that ESL educators should integrate Facebook groups into their teaching and improving writing skills.

In another study by Dixon (2012), he examined the effect between technology and writing and compared two groups of NS (native English speaker) and NNS (non-native English speaker) to observe the benefits that NNS get from their engagement with Facebook. There seems to be no evidence that NNS and NS have a significant difference in engaging with Facebook and in measuring the success of their writing. However, in this PhD dissertation, Dixon recommends that Facebook is the place where teachers can get in

touch with students easily and teachers can also build a learning community for their students where they can meet offline. Facebook participation might enhance students' confidence. Dixon concludes that a large number of NNS who have Facebook friends tend to ask more questions which correlates with writing success. In addition, it is suggested that future research should continue to investigate the positive effects of Facebook on writing quality.

The study "Effects of Using Facebook as a Medium for Discussions of English Grammar and Writing of Low –Intermediate EFL Students" by Suthiwartnarueput and Wasanasomsithi (2012) was carried out with 83 first year undergraduate students at a university in Nakhon Pathom, Thailand in 2011. This study collected students' posts on a Facebook group asking for explanations about English grammar and writing, students' scores in the pre-test and post-test of grammar and writing, and semi-structured interview. The results showed that the core topics which students mentioned in their discussion board were sentence structures, then word meanings, parts of speech, and relatives. This also accounted for the significant correlation between the scores of grammar points and writing sections in the pretest and posttest. Additionally, the students had 'a positive attitude toward using Facebook groups as a means of learning grammar and writing.' Consequently, this study concluded that English grammar points were worth proposing for discussion on Facebook which provided students 'a convenient and attractive means' to participate in discussions with their instructors as well as their classmates.

In the study entitled "A Case Study of Using Facebook in an EFL English Writing Class: The Perspective of a Writing Teacher" by Ju (2014), interviews with the teacher and class postings on Facebook were collected, analyzed inductively,

qualitatively, and interpretively according to three themes about the Facebook usage: the students' participation, the connection between class and Facebook discussion, and the affordance of Facebook. The first theme revolved four properties: students' characteristics, teacher's scaffolding, teacher's attitude toward students' writing, and students' perception of using Facebook in the writing class. The second theme was based on the association between face-to-face meeting and virtual discussion activity. Facebook was considered as the only supporting tool to assist students to learn English writing course content better. The third theme was concerned with what functions and features Facebook provides for the class. They are multimedia presentation in which multimedia can be embedded, a platform for submitting homework, ease of use, timeliness which Facebook users get notifications of new postings on Facebook, and uncertainty whether students read postings or not. This study was to provide language instructors with the insights into the adoption of Facebook in an EFL context and to support them to design tasks on Facebook better. It also recommended that future studies should be included students' voices, students' opinions about Facebook usage in the class, measurement of students' English writing abilities, and students' attitude toward English writing before and after Facebook discussion.

Surakhai's (2012) study entitled "The Development of Weblog-based English Writing Instructional Model for University Students" aimed to develop a weblog-based English writing instructional model which then was used as plan for writing instruction. The study employed a pre-test, a post-test, a guide for reflective guided writing, and a questionnaire on students' satisfaction toward learning with the developed weblog-based English writing instructional (Surakhai WEWI) model with

thirty first-year students of the English for Study Skills Development in 2011 at Valaga Alongkorn Rajabhat University in Pathum Thani, Thailand. The results of the study were the components of eleven logical steps of the developed weblog-based English writing instructional model, the writing instruction based on the developed Surakhai WEWI model was efficient with 77.03/75.53. Moreover, students' learning achievement after the writing instruction was significantly different and the high level of students' satisfaction toward learning with the Surakhai WEWI model.

2.8.2 Related Studies on Collaborative Writing

A study entitled "Student-initiated Attention to Form in Wiki-based Collaborative Writing" by Kressler (2009) examined the degree to which the NNS EFL teacher trainees tried to correct their own and the others' grammar error in a long-term collaborative task and the level of accuracy that teacher participants achieve and their attention to grammar revision versus content revision. Moreover, follow-up interviews were conducted to collect the perceptions of the importance of grammar in the context of collaborative technologies among these NNS teacher trainees. The participants seemed willing to edit their peers writing/ postings than their own, and they showed that they were able to correct and learn from their own and the peers' errors.

The study "Collaborative Writing: Fostering Foreign Language and Writing Conventions Development" by Elola & Oskoz (2010) employed essay drafts, questionnaires, wiki drafts and chats to explore ESL learners' approaches to the writing task in the wikis, to examine learners' collaborative synchronous interactions when discussing content, structure and other aspects related to the elaboration of the writing task, and to describe learners' perceptions toward individual and collaborative

writing and their impressions on the use of social tools in the FL writing class. The results showed that there were no statistically significant differences between collaborative writing and individual writing when using wikis and chats. The results also indicated that the collaborative writing activities with the wikis and the chats brought different benefits to L2 writing components. Moreover, the study found out that although students showed their interest more on individual learning, they noted that working collaboratively improved the overall quality of their written products. At the end of the report of this study, the authors suggested that more research on collaborative writing and its effect on EFL or ESL development basing on social interaction, the support of available social technologies is needed.

Limbu (2011)'s study entitled "Processing First-year College Writing via Facebook Pedagogy in Linguistically and Culturally Diverse First-year Composition Classes" reviewed the Facebook pedagogy, the potential of Facebook and Facebook applications in writing classes to engage students and merge their roles as writers or readers in a digital environment or a social media site. In his review, he recommended that writing teachers should have known and employed new media technology, and also supports the use of Facebook or other social networking sites in teaching writing to first year students.

Shukor and Hussin (2015) study entitled "ESL Students' Perceptions on the Use of Facebook as a Collaborative Writing Tool in Improving Writing Performance" adopted a quasi-experimental design with 16 students who were delegated into an experimental groups and 17 students were in a comparison group using a matching-only design. The study compared the use of Facebook and face-to-face methods in measuring students' perceptions toward a conventional method, face-to-face in the

collaborative writing activities via a questionnaire. The questionnaire consisted of 1) the use of Facebook as digital language learning platform, 2) the use of collaborative writing in language learning, 3) the use of Facebook in collaborative writing for language learners, and 4) the effects of Facebook usage in collaborative writing for language learners. The findings of the study revealed that the majority of participants had positive perceptions toward the Facebook collaborative writing group.

From previous studies mentioned above, researchers conclude that Facebook has a positive effect on improving language learning and writing skills, learners have a favorable attitude toward utilizing Facebook. Besides, they suggest that Facebook should be integrated into teaching writing. Moreover, collaborative writing helps students learn English better and improve their skills in group-working.

This chapter reviews some methods of teaching ESL/EFL writing, their benefits and shortcomings, and teaching ESL/EFL writing with Facebook. The main related research studies helped determine the most appropriate and interesting medium to provide university students with a course for improving their English writing ability which is almost ignored in teaching and learning of English in higher education in Thailand. An important part of this chapter is the review and summary of definitions of instructional design and instructional design models.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter first discusses the research design of the study. Then the participants, variables, and research instruments for the study are described. Research instruments are explained including their constructions and evaluation. And finally, data collection procedures and data analysis are presented.

3.1 Research Design

The present study was experimental research using both quantitative and qualitative methods. It aimed to develop an instructional model using Facebook based collaborative learning to enhance EFL students' writing for SUT students of English 1. The research design was determined by the research objectives and research questions. There were two phases in the research design. The first phase was to develop the instructional design model using Facebook based collaborative learning (FBCL) to enhance EFL university students' writing skills and determine the efficiency of the Facebook based collaborative learning lessons. The second phase was to identify grammatical errors of students' guided writing, to investigate effects of using Facebook based collaborative learning lessons, and to analyze the students' perceptions and feedback toward the FBCL lessons.

3.1.1 Phase 1 Design

In the first phase, five previously described instructional models were analyzed and synthesized to design the instructional model on Facebook based collaborative learning. The FBCL Instructional model and the evaluation form was sent to three experts in the field of Instructional Design and English Language Teaching for their evaluation. Then the FBCL Instructional model was revised according to the experts' evaluation and suggestions. After that, the lessons were constructed based on the FBCL Instructional model which was developed by the researcher. The FBCL lessons were tested for efficiency of the process and product through three try-out stages: individual testing, small group testing, and field testing in Trimester 3 of the academic year of 2013 and Trimester 1 of the academic year of 2014 at Suranaree University of Technology.

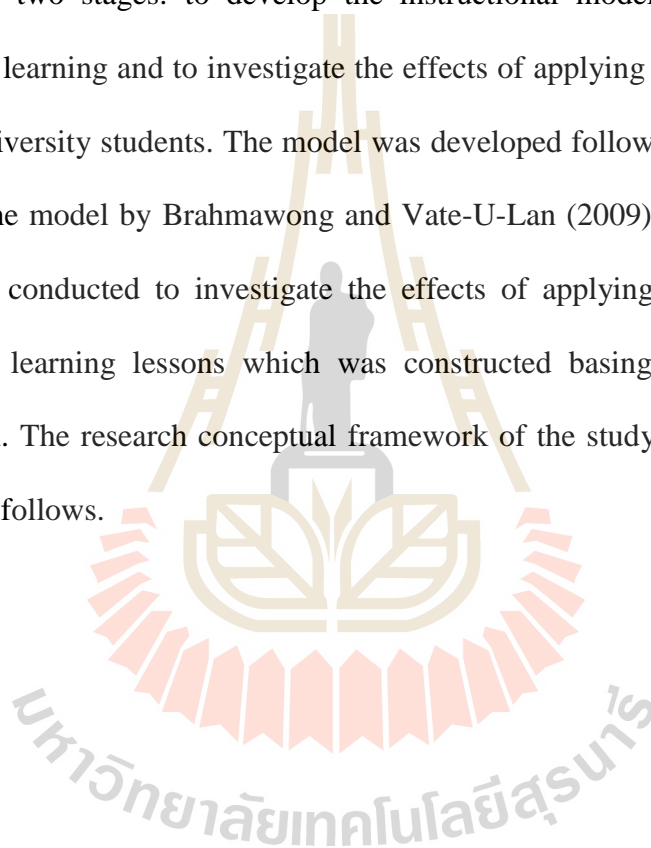
3.1.2 Phase 2 Implementation

In the second phase, the main study experiment (trial run) was conducted in the second trimester of the academic year of 2014 at Suranaree University of Technology. In order to avoid the Hawthorne effect, the students were not aware that they were involved in an experiment. Before the experiment, students were evaluated for the writing skills with a pre-test. Then the whole class joined the Facebook based collaborative learning lessons to enhance EFL students' writing skills as a complementary course along with the main course they were doing in the classroom. After the treatment with the FBCL lessons in Facebook groups, all the students were given a post-test to find out whether the Facebook based collaborative learning lessons would be efficient to the class or not. In addition, a questionnaire and semi-

structured interviews were administered to explore the students' perceptions and feedback toward the Facebook based collaborative learning lessons.

3.2 Research Conceptual Framework

Based on the research purposes and research questions, the study was conducted in two stages: to develop the instructional model on Facebook based collaborative learning and to investigate the effects of applying the model in teaching writing to university students. The model was developed following the seven steps in developing the model by Brahmawong and Vate-U-Lan (2009). The experiment was subsequently conducted to investigate the effects of applying the Facebook based collaborative learning lessons which was constructed basing on the instructional design model. The research conceptual framework of the study was designed by the researcher as follows.



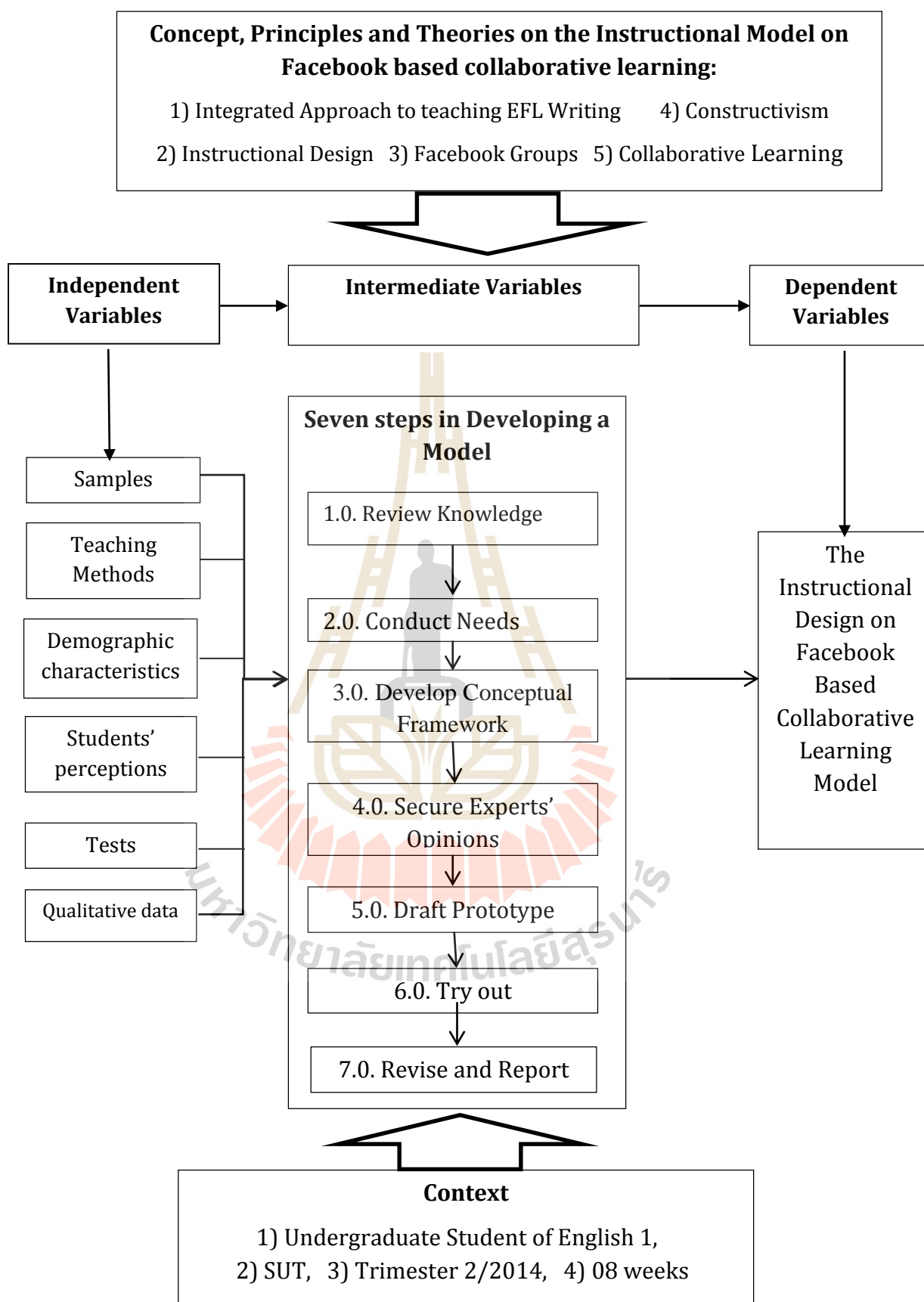


Figure 3.1 Research Conceptual Framework

3.3 Participants

Three group participants were involved in this study. The first group was the participants who evaluated the instructional design model on Facebook based collaborative learning. The second group was those who were the samples for the try-outs to evaluate the efficiency of the FBCL model. And the population and samples of the experiment were in the third group.

3.3.1 Participants for the Evaluation of the Instructional Design Model on FBCL

The participants were chosen through the purposive sampling to review and evaluate the model. They consisted of three experts who are in the field of Instructional Design and English Language Teaching in Thailand. They are lecturers from universities in Thailand. All of them are Ph.D. holders and one of them is a Senior Professor. Most of them have experience in teaching English with technology. The FBCL model together with the evaluation form was sent to those experts to get their evaluation and suggestions.

3.3.2 Participants for the Try-out Studies to Evaluate the Efficiency of the FBCL Lessons

The participants were selected from the first year students in Trimester 3/2013 who just finished English 1 courses at Suranaree University of Technology, Thailand. They were not students who would be the students for the main experiment study. They were fifty-six students from English 1 Courses and they were assigned into groups of four students randomly. Four students participated in the individual testing, twelve students joined the small group testing, and forty students took part in the field testing.

3.3.3 Population and Samples for the Experiment

The population of the study was the first year university students who took English 1 in Trimester 2/ 2014. Those students who were new to the university life and need to improve their English language skills more to have a stronger foundation to continue with more English courses at Suranaree University of Technology joined this experiment. They were expected to be more interested to join the course with the assistance of technology enhancement to the online course which was supplemented to the classroom instruction. Moreover, they were also supposed to be more independent in their own study not only after this course but also in their long-life learning.

Samples of the study were selected by purposive sampling technique. Purposive sampling is a non-random sampling technique in which the researcher specifies the characteristics of the population of interest and then tries to locate individuals who have those specific characteristics to participate in a research study (Johnson & Christensen, 2012). In addition, the main goal of purposive sampling is to focus on particular characteristics of a population that are of interest, which were best enable to answer the research questions. Therefore, the sample for this study was a group of fifty-two students who took English 1 course at Suranaree University of Technology. These fifty-two students were from one real group of English 1 who took the English 1 course in Trimester 2 2014. They had more chance to practice their EFL writing skills in Facebook groups which attracted students to be more concentrated on learning English independently and autonomously. Another group of students were also purposively selected by being a representative from each group. They were

agreed to be a representative among their group members, and they were the sample for the semi-structured interview.

3.4 Variables

Independent, intermediate, and dependent variables were created according to the objectives and research questions of this study.

3.4.1 Independent variable

The independent variables in this study were the instructional design model on Facebook based collaborative learning to enhance EFL students' writing skills (FBCL Model), the Facebook based collaborative learning lessons to enhance EFL students' writing skills (FBCL Lessons) in the experimental stage.

3.4.2 Intermediate variable

The intermediate variable in this study was the seven steps in developing the instructional model on Facebook based collaborative learning to enhance EFL students' writing skills.

3.4.3 Dependent variable

The dependent variables were the students' achievement scores from pre-test and post-test, and the students' perceptions and feedback toward the Facebook based collaborative learning lessons to enhance EFL university students.

3.5 Research Instruments - Construction and Evaluation of the Instruments

In this part, the research instruments were presented with how they were constructed. Then the efficiency of these instruments was investigated through several testings based on Brahmawong's Seven Steps Model.

3.5.1 The Instructional Model on Facebook Based Collaborative Learning

The Model was designed by the researcher after analyzing and synthesizing five instructional design models: ADDIE, Kemp, Dick and Carey, SREO, and OTIL Model. This model is an online instructional design model. The orientation of this model is systematic and social media site based, using Facebook based collaborative learning environment to enhance EFL university students' writing skills.

3.5.1.1 Steps in Developing the Instructional Model on Facebook Based Collaborative Learning to Enhance EFL Writing Skills for Thai University Students.

The instructional model on Facebook based collaborative learning is an online instructional design model. Facebook based collaborative learning is determined as the instructional medium. The characteristics of the model are learner-centered, flexible, synchronous, and asynchronous. The model was based on the analysis and synthesis of five instructional design models: ADDIE, Kemp, Dick and Carey, SREO, and OTIL Model. According to Brahmawong and Vate-U-Lan (2009), there are seven steps in developing the Model: Review Knowledge; Conduct Need Assessment; Develop Conceptual Framework; Seek Expert's Opinion; Draft Prototype; Try out; and Revise and Report. In the present study, these seven steps were adopted in the developmental process of the model. The model together with the

evaluation form was sent to experts in Instructional Design and English Language Teaching for evaluation. Basing on the results from their evaluation and suggestions, the model was revised. The steps of the model are illustrated as follows.

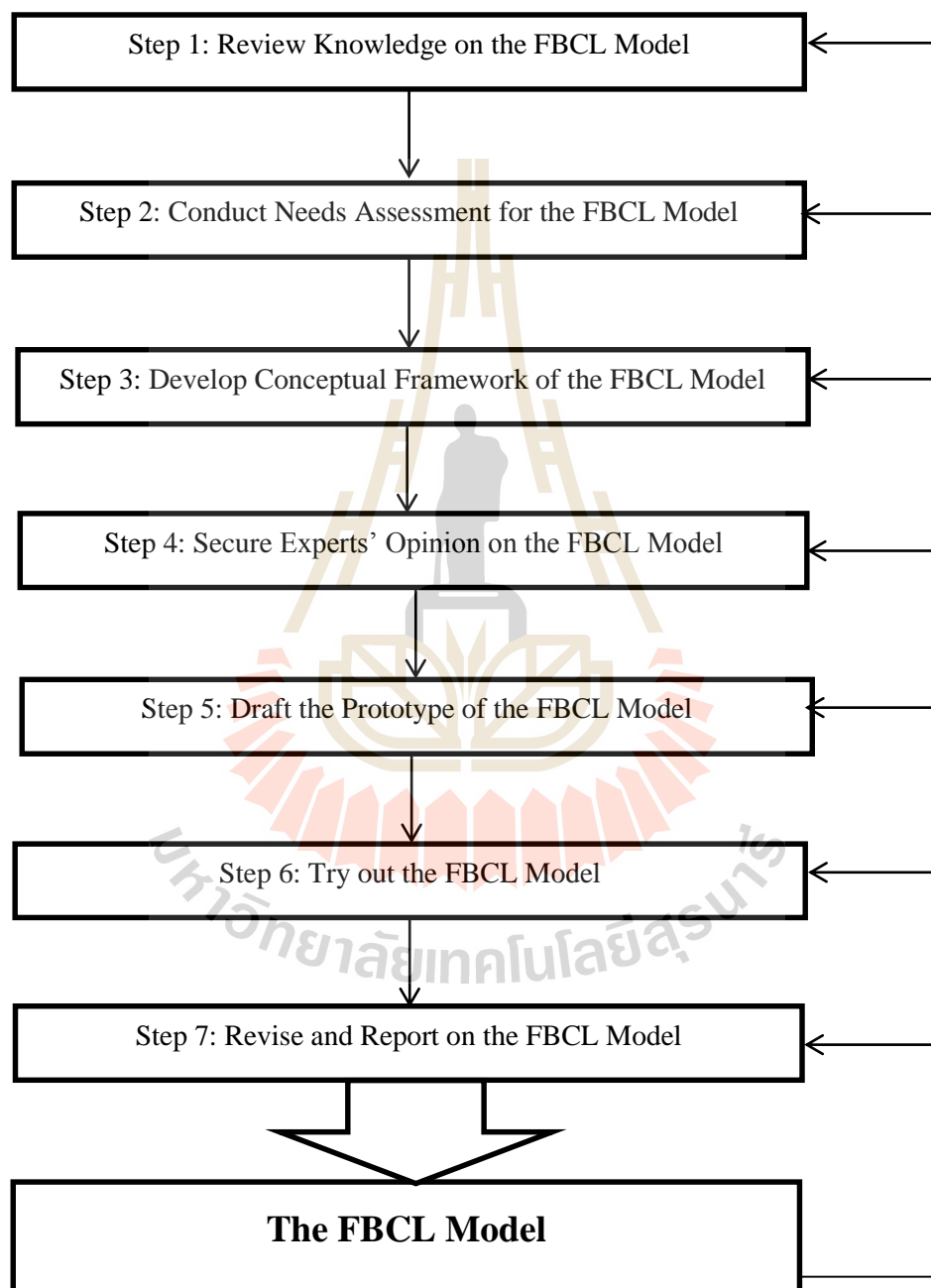


Figure 3.2 Seven steps in developing the instructional model on Facebook based collaborative learning (FBCL)

3.5.1.2 Evaluation Form of the Instructional Design Model on Facebook Based Collaborative Learning to Enhance EFL Students' Writing Skills

This evaluation form was designed by the researcher for this study. Before the main study, this form together with the description of the instructional model on Facebook based collaborative learning was sent to experts in the field of instructional design and English Language Teaching for 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) (see Appendix B). The second part is an open-ended question about the participants' suggestions and comments on the FBCL model. Then, the FBCL model was revised according to the experts' suggestions.

3.5.2 Facebook Based Collaborative Learning Lessons to Enhance EFL Students' Writing Skills

The researcher constructed the Facebook based collaborative learning lessons basing on the developed model. The learning activities were embedded into Facebook groups such as Group Forums, Chats, and Quizzes. Before the main study, the Facebook based collaborative learning lessons were tried out for the efficiency of the lessons through three try-out stages: individual testing, small group testing and field testing. The lessons included two topics based on the topics from two units of Four Corners Textbook by Cambridge University Press (the main course-book for English 1 at SUT) and on the topics suggested for the final exam of English 1 course. The main experiment lasted eight weeks of learning activities within Facebook groups.

3.5.2.1 Construction and Evaluation of Facebook Based

Collaborative Learning Lessons

The lessons were designed based on the development of the instructional model on Facebook based collaborative learning. The lessons were joined by the students after they took the pre-test. The learning activities to enhance EFL students' writing skills were embedded in Facebook groups via the guided writing activities with guided questions. Student writing activities were based on a Question and Answer format which allows a little more freedom for students to structure sentences (Raimes, 1983). Before the main study, testing for the Facebook based collaborative learning lessons was conducted to evaluate the efficiency of the lessons and improve them. They were tried out and revised through 3 stages which included individual testing, small group testing, and field testing. They are illustrated in Figure 3.3. The students who took part in three try-out studies were different from the experiment group of the main study. They learned the Facebook based collaborative learning lessons, did the writing activities and obtained the assignments from the links on Facebook. Their achievement scores from both exercises and tests were recorded to evaluate the efficiency of the lessons. The 80/80 Standard was applied as a criterion to determine the efficiency of the lessons (Brahmawong, 1978). The standard includes two formulae: the efficiency of the process formula (E1) and the efficiency of the product formula (E2) (see Figure 3.5).

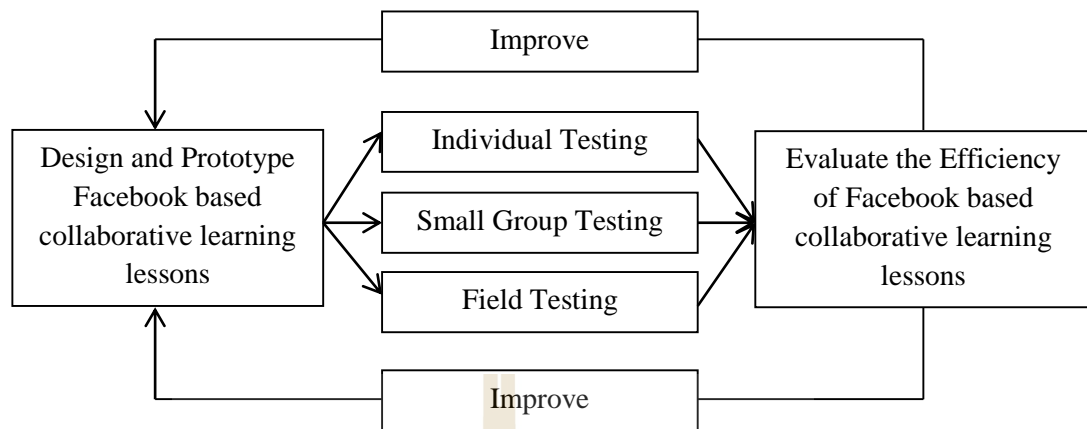


Figure 3.3 Development of Facebook based collaborative learning lessons

1. Facebook Based Collaborative Learning Lesson Plans

The Facebook based collaborative learning lesson plan was designed by the researcher. The lesson plan was a projection of real lessons, a structure filled with concrete processes, assignments, and learning tools. The lesson plan consisted of five parts: lesson description, goals and objectives, materials and tools, procedures (learning and teaching activities), assessment and evaluation (Serdyukov & Ryan, 2008).

A lesson plan is essential for instructors to follow during their instruction. It is a blueprint on which to construct a learning process made up of clearly stated goals and objectives which can guide instructors to be aware of the learning goals and language content of the lessons for instructors to review, and reflect upon, and to enhance student outcomes. Steps for constructing the lesson plans for the Facebook based collaborative learning instructional model were conducted, a series of analyses were carried out: Identify Setting, Set Instructional Goals, Design Lesson Plans, Collect Experts' Opinions on Lesson Plans, Implement and Revise.

1. Identify the setting of English teaching at SUT. This phase involves identifying the needs and problems of the English learners, identifying the existing curriculum focusing on Listening and Speaking, and identifying the technical environment and instructional structure.
2. Set instructional goals. This phase considers three elements: learning objectives, learners, and instructional media.
3. Design lesson plans for Facebook based collaborative learning
4. Collect experts' opinions on the lesson plan. The lesson plan was examined and evaluated by the experts.
5. Implement and revise the lesson plans before utilizing them in the try-outs and main experiment.

The steps of the lesson plan construction for Facebook based collaborative learning to enhance EFL students' writing skills are illustrated in Figure 3.4.

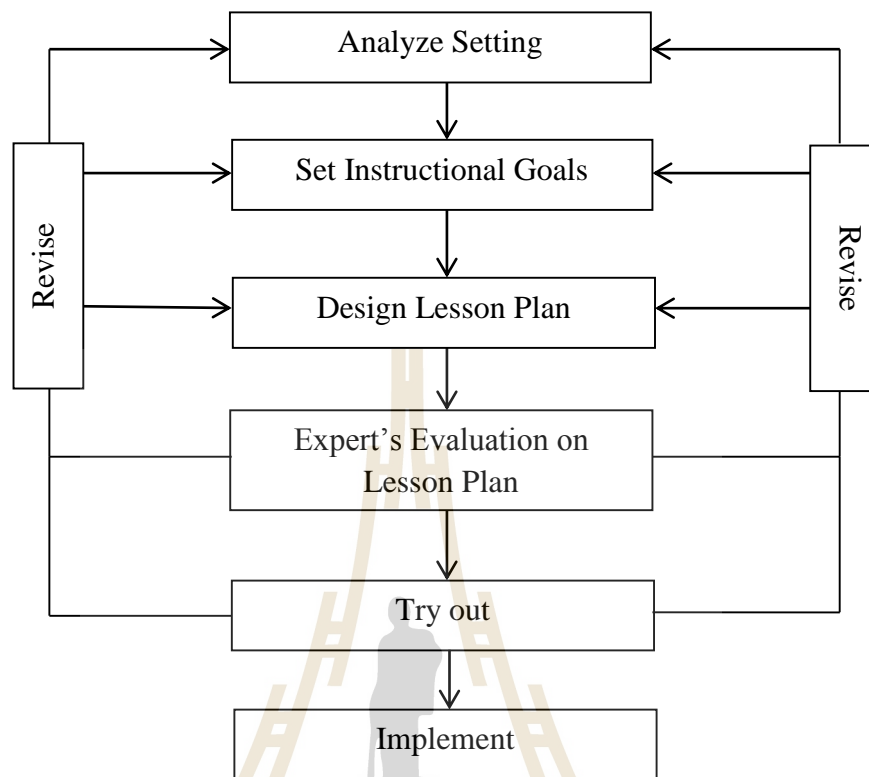


Figure 3.4 Steps of the lesson plan construction for Facebook based collaborative learning to enhance EFL students' writing skills

2. Evaluation of Facebook Based Collaborative Learning Lessons

The Facebook based collaborative learning lessons were employed in the try-outs in three stages: individual testing, small group testing, and field testing. After the three stages of try-outs, the lessons were revised and improved to make the lessons better for future use.

Individual Testing 1:1

Individual testing is the first stage of the try-out studies. Four students who just finished English 1 joined this stage. These four students took part into the Facebook based collaborative learning lessons to do the activities and tests. Then, they gave feedback and opinions about the lessons in order to improve the quality of

the lessons. The results from the activities and tests were calculated to check the efficiency of the process (E1) and the efficiency of the product (E2).

Small Group Testing 1:10

Small group testing followed the try-out study of individual testing. Twelve students who finished English 1 joined the Facebook based collaborative learning lessons. The procedures were the same as those of the individual testing.

Field Testing 1:100

The last stage of the try-out studies is the field testing. Forty students, four students grouped into one small Facebook group, were selected as samples to participate in the try-out studies. The procedures of this field study testing were the same as those of individual testing or small group testing.

3.5.3 Pre-test and Post-test

In this study, two English writing tests were employed for the pre-test and post-test. The English writing tests were developed from the guided writing activities with ten guided questions used as a clue for guided writing of 100 to 150 words. The guided questions were based on the two main topics from the two units of the FBCL lessons. The criteria for grading the students' writing comprised content, organization, spelling, grammar, punctuation, and capitalization (RCampus, n.d.). Since the organization of a guided writing was assessed for how students combine their answers from the guided questions to make a well-organized journal. And the students of English 1 were just beginners of this writing course, the researcher based more emphasis on the content of the guided writing and how students used appropriate grammar, punctuation, capitalization, and spelling. Thus these aspects were given more weight in the scoring rubrics. Based on the criteria mentioned, the scoring

rubrics for these pre-tests and post-tests were adapted from Hyland (2003) and RCampus (n.d.) (see Appendix G). The separate scales for content, organization, and spelling, grammar, punctuation, and capitalization were adopted from Hyland (2003) with the analytic scoring rubrics of a set of criteria to evaluate writing tasks in general. In addition, more detailed descriptors were provided for each feature to assess the quality of guided writing for beginning language learners were obtained from RCampus (n.d.). They were suitable to assess students' guided writing from the English 1 course at Suranaree University of Technology.

Before the main study, the pre-test and post-test were examined by experts in English Language Teaching for content validity, clarity and appropriateness of the guided questions to write short guided writing activity. For the reliability of the pre-test and post-test, two raters were chosen to assess and calculate the error rates from students' papers of pre-test and post-test in order to gain reliable results. During the main experiment, rater training was also conducted for the raters in marking students' papers of pre-test and post-test. The researcher read or presented the scoring rubrics to the raters to make sure that they were clear with the different points on the scale. Four writing papers from two lowest scores and two highest scores (which are marked by the researcher in advance) were assessed by two raters to familiarize them with the scale. Every point that was raised by the raters should be discussed and agreed between these two raters. In addition, prior to analyzing and rating students' papers, the researcher and another rater discussed the scoring rubrics and types of grammatical errors together in order to reach an agreement. According to Weigle (2002), the integrity of the scoring procedure is essential for raters to give the scores independently, without reference to the given scores from other raters. Therefore, it is

crucial that raters should not write any comments or underline any errors when scoring students' papers to avoid the influence on the given scores from other raters. At the end of independent scoring process, two raters compared their scores and discussed with each other to come to the agreement if they had any points/scores they gave differently. The frequency of errors rated by two raters were also compared and analyzed.

3.5.4 Writing Fluency

The data from the guided writing in this study were collected from students' writing through 3 stages of their revision: peer feedback within their own small Facebook groups, among their big Facebook groups, and teacher feedback. For each stage, based on the checklists for checking their guided writing in groups, students received feedback for their writing, they worked in groups to rewrite them and posted again in their Facebook groups. Each version after receiving feedback were collected and counted for the frequency of correctly spelled words and sentences.

3.5.5 Questionnaires

The questionnaire adapted by the researcher was administered to investigate the students' perceptions and feedback toward the instructional design model on Facebook based collaborative learning. The questionnaire is a self-report data-collection instrument which aimed to obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of research participants (Johnson & Christensen, 2012; Nunan, 2002). The questionnaire consisted of two parts. The first part was about participants' demographic information. The second part was a five-point Likert-liked scale (1: strongly agree; 2: agree; 3: uncertain; 4: disagree; 5: strongly disagree) to elicit the students' perceptions

and feedback toward the Facebook based collaborative learning lessons. To avoid misunderstanding and confusion, the questionnaire was translated into Thai, the mother tongue of the participants. The questionnaire was also tested with the students who joined the try-out studies to check its reliability and validity before the main study was conducted. It was also examined by experts for the index of item objective congruence (IOC) analysis (see Appendix D).

Using Likert's scale method, the questionnaire was constructed and developed via the following procedures.

1. All the statements were examined by experts for content validity. The value of IOC 0.5-1.0 is valid, otherwise it is invalid.
2. According to IOC analysis of the questionnaire evaluated by experts, the researcher modified the items ($0.5 \leq \text{IOC} < 1.0$) and deleted the items ($\text{IOC} < 0.5$)
3. After modifying, the questionnaire was tried out with 40 students who were not the participants of the main experiment for item analysis.
4. T-test were used to discriminate the items
5. The items with the most significant differences at the level 0.05 (Saitakham, 2010) were selected and tested for reliability. The reliability coefficient value of +1.0 stands for perfect reliability (Johnson & Christensen, 2012)
6. The items using Likert-like scale were chosen for the second part of the questionnaire based on their value results of its reliability coefficient.

3.5.6 Semi-structured Interviews

The data collected for the study from one source did not give sufficient evidence to draw conclusions from the findings. To triangulate the data of the study, interviews were conducted to explore further and more profound information (Nunan, 2002; Seliger & Sohamy, 1989; Wilkinson & Birmingham, 2003). Johnson and Christensen (2012) state that the interview is employed to obtain to in-depth information about the participants' thoughts, beliefs, knowledge, and feelings toward a topic. And the interviews allowed a researcher to enter the inner world of another person and to gain an understanding of that person's perspective (Patton, 1987). In order to be flexible for the study, semi-structured interviews were employed in this study. With semi-structured interviews, the interviewer asked follow-up questions that might naturally emerge during the interview (Johnson & Christensen, 2012). The interview guided questions developed by the researcher were employed in the interviews for more in-depth information about the students' perceptions and feedback. The interview lasted from 5 to 10 minutes per each representative from each group (Johnson & Christensen, 2012). To have a better understanding and convenience, interviews were conducted in Thai, the students' native language. The interview questions were examined by experts for the index of item objective congruence (IOC) analysis and tried out with students who were not in the experiment group for internal consistent reliability testing (see Appendix F).

The procedures in developing interview questions will be as follows

1. All of the interview guided questions were examined by experts for content validity. The value of IOC 0.5-1.0 is valid, otherwise it is invalid

2. According to IOC analysis, the researcher revised the items for which the value of IOC is between 0.5 and 1.0 and deleted the items which are less than 0.5.
3. The interview questions were tested to ensure the validity of the guided questions of the interview with 3 students who did not participate in the experiment.
4. Three students were interviewed for the pilot study in order 1) to see whether the interview questions worked properly; 2) to see whether there is anything wrong with the question items, interview procedure (including other factors like timing, recording, or any other technical problems that may occur in the actual data collection); and 3) to ensure that the student oral interviews would be effective and serve the objectives of the research (Intaraprasert, 2000). Students' responses from the field study showed that the guided interview questions might work in a proper and effective manner to serve the research purpose.

3.6 Data Collection Procedures

The data collection had two phases. In the first phase, data from the experts and the Facebook based collaborative learning lessons had been collected before the instruction was implemented. The second phase was to collect the results of the pre-test and post-test, the information from students' questionnaire and semi-structured interviews, and their grammatical errors were also collected for their frequency.

3.6.1 Phase 1 Design

In the first phase, the evaluation form was sent to the experts for evaluation. The instructional design model on Facebook based collaborative learning was revised according to the experts' evaluation and suggestions. Based on the developed model, the Facebook based learning lessons were constructed and tested to investigate the efficiency of the process (E1) and the product (E2) with three try-out studies: individual testing, small group testing, and field testing.

3.6.2 Stage 2 Implementation

In the second phase, prior to the main study, the experiment group were tested with a pre-test to check their writing skills. After the 8-week treatment for the experimental group, all the students took the post-test to examine whether the effects of the experiment showed a significant difference. Then the questionnaire and semi-structured interviews were conducted for the experiment class to collect data on the students' perceptions and feedback toward the Facebook based collaborative learning lessons. All the students completed the questionnaire. After the questionnaire, 13 student representatives, one from each of the 13 groups joined the interview. The 13 interviews were conducted, recorded, and transcribed for data analysis. For a clear understanding and convenience for the students, the questionnaire and interviews were conducted in Thai, the students' native language.

3.7 Data Analysis

Data in this study were analyzed qualitatively and quantitatively. The data were obtained from the evaluation forms of the FBCL Model, the FBCL lessons, the questionnaire, the scores from the pre-test and post-test, the semi-structured interviews.

3.7.1 Quantitative Data Analysis

The data collected from the FBCL Instructional model evaluation form, the pre-test and post-test, and the questionnaire were analyzed quantitatively.

3.7.1.1 Analysis of Evaluation Form of the FBCL Model

To evaluate the efficiency of the FBCL model, the data obtained from the evaluation form of the FBCL model were calculated for arithmetic means. The criteria of means were adopted from Suppasetseree (2005). These means indicate that the experts' judgment toward the efficiency of the FBCL model. The criterion is as follows:

Table 3.1 The Criterion of the Efficiency for 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

3.7.1.2 The FBCL Lessons

The efficiency of the process (E1) and the efficiency of the product (E2) formula were used to evaluate the efficiency of the instructional model on Facebook based collaborative learning. The 80/80 standard (Brahmawong, 1978) was

applied as a criterion to determine the efficiency of the Facebook based collaborative learning lessons.

$$E_1 = \frac{\bar{X}}{A} \times 100$$

E_1 : Efficiency of the process in percentage

\bar{X} : Average score all students obtain from the exercises

A : Total score of the exercises in the lessons

$$E_2 = \frac{\bar{F}}{B} \times 100$$

E_2 : Efficiency of the product in percentage

\bar{F} : Average score all students obtain from the tests

B : Total score of the tests in the lessons

Figure 3.5 Efficiency of the Process (E_1) and Efficiency of the Product (E_2) Formula

3.7.1.3 Analysis of Pre-test and Post-test

To answer research question 4, a pair-sample T-test in SPSS was used to compare the participants' means scores of the pre-test and post-test to find out differences of students' writing achievement before and after learning from the Facebook based collaborative learning lessons. A T-test is "a statistical procedure for testing the difference between two or more means. It is used for estimating the probability that the means have been drawn from the same or different populations" (Nunan, 2002, p. 232).

3.7.1.4 Analysis of Questionnaires

In order to interpret the students' perceptions toward the FBCL lessons, the data from the questionnaires were tallied and calculated for frequency, percentage, mean, and standard deviation (S.D.). To examine the levels of the students' perceptions after taking the FBCL lessons, the levels were classified into "good," "neutral," and "not good." The researcher compared the students' questionnaire scores with the neutral level score that had been obtained from the interval estimate using the following formula (Kijpredarborisuthi, 2003)

$$\text{Interval estimate} = \mu \pm z \frac{S.D.}{\sqrt{n}}$$

μ = total score of the "uncertain" level of satisfactions receiving from the items of the five scale questionnaire giving 3 points per item.

n = number of students

S.D. = standard deviation of the students' questionnaire scores

z = z score at the significant level of .05

The criteria for examining the levels of students' perceptions could be seen in Table 3.3.

Table 3.3 The Criterion of Satisfaction for the FBCL Lessons

Level of Satisfaction	Criteria
Good	More than $\mu \pm z \frac{S.D.}{\sqrt{n}}$
Neutral	From $\mu - z \frac{S.D.}{\sqrt{n}}$ to $\mu + z \frac{S.D.}{\sqrt{n}}$
Not good	Less than $\mu - z \frac{S.D.}{\sqrt{n}}$

After calculations, the interval estimate results were used to determine the criteria for the levels of students' perceptions toward the FBCL lessons.

3.7.2 Qualitative Data Analysis

Data collected from students' writing assignments and semi-structured interviews were analyzed qualitatively.

3.7.2.1 Students' Writing Fluency

The writing texts from the two topics of the FBCL lessons that students submitted in Facebook groups were collected for further analysis of the writing fluency in term of counting the frequency of correctly spelling words and sentences that students might create in their texts. The writing fluency through each version of students' revision stage were collected and analyzed with the frequency of correctly spelled words, and sentences written in three versions as Katstra, et al. (1987) and Rosenthal (2007) in their studies.

3.7.2.2 Semi-structured Interviews

Content analysis was employed with open and axial coding to interpret the data from the interviews. Strauss and Corbin (1998) point out that open coding involves identifying, naming, categorizing, and describing phenomena. And axial coding is the process of putting relating codes according to categories and properties.

The reliability of a content analysis study refers to its stability, reproducibility and accuracy. To increase the reliability and validity of the interview transcripts, the translation of the taped interviews were translated into English and then checked by other experts in both Thai and English. The researcher read the transcripts many times to check and understand students' perceptions and feedback thoroughly.

This chapter explains the research design employed in the present study. More detailed explanations on variables, research instruments, participants, data collection, and data analysis are included as well. In the chapter, the construction and evaluation of the instructional model on Facebook based collaborative learning to enhance EFL students' writing skills are also presented.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter presents the two main sections: results and discussion. The first section reports the findings from the data from the evaluation for the FBCL Model, the efficiency of the FBCL lessons, the frequency of words and sentences from the participants' guided writing in groups, the participants' pre-test and post-test scores, and the questionnaire and the semi-structured interviews on the students' perceptions and feedback toward the FBCL lessons. The second section discusses the research findings.

4.1 Results

In this part, the results from the FBCL Instructional model development, the efficiency of the FBCL lessons, the writing fluency in term of counting words and sentences written in guided writing activities, the pre-test and post-test results, and the students' opinions, perceptions, and feedback on the FBCL lessons are reported.

4.1.1 Results from the Development of an Instructional Design Model on Facebook Based Collaborative Learning to Enhance EFL Writing Skills

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 Results of Experts' Evaluation on the Development of an Instructional Model using FBCL 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 Instructional model are clear and easy to implement.	4.33	.577
8	Each element of the FBCL Instructional model has appropriate connection.	4.67	.577
9	The FBCL Instructional model can help student-student interaction.	4.33	.577
10	The FBCL Instructional 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 sufficient 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?”

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.

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. In this first major step, there are four sub-steps such as 1.1 Analyze Existing Curriculum for Writing Course, 1.2 Analyze Learning Context, and 1.3 Analyze Instructional Content for Writing Activities.

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. There are three sub-steps in this major step including 2.1 Set Teaching Goals for Writing, 2.2 Set Learning Goals for Writing, and 2.3 Identify Learners or Participants.

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. In this major step, there are four sub-steps including 3.1 Select Content for Writing Activities, 3.2 Identify Instructional Strategies for Writing Activities, 3.3 Develop Writing Activities, 3.4 Design Writing Skill Testing.

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 that were utilized to deliver the lessons based on an analysis of learning context were decided to 4.1 Develop Prototype Lessons for Writing Activities and 4.2 Integrate Media to Writing Instruction.

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. There are three sub-steps including 6.1 Formative Evaluation of Writing Skills, 6.2 Summative Evaluation of Writing Skills, and 6.3 Revision of Instruction.

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.

4.1.2 Results of the Efficiency of the Facebook Based Collaborative Learning (FBCL) Lessons to Enhance EFL Writing Skills.

The FBCL lessons were evaluated for the efficiency in two phases: try-outs and the main experiment. Before the main experiment, three try-out studies were applied to evaluate the efficiency of the FBCL lessons and to improve the lessons. The try-out studies consisted of three steps: 1) individual testing, 2) small group testing, and 3) field testing. In order to improve the FBCL lessons, the 80/80 standard (Brahmawong, 1978) was employed as a criterion to determine the efficiency of the FBCL lessons. In each step of the try-out studies, according to the results and student's feedback, components of the FBCL lessons were modified and improved to make the lessons become more suitable and effective. After the try-out studies, the main experiment (trial run) was carried out to determine the efficiency of the FBCL lessons.

Results of the Individual Testing

The individual testing was the first step of the try-out studies. Four students of English 1 in Term 3/2013 with mixed different English proficiency level were selected to learn the FBCL lessons. Their scores were recorded and presented in Table 4.2 to show the efficiency of the process and product for the individual testing.

Table 4.2 Results of Individual Testing for Efficiency of the FBCL lessons

UNIT	ST.s	EXERCISE			\bar{X}	FINAL GROUP WORK (100 pts.)		E₁	E₂
		EX. 1	EX. 2	EX. 3		Final core	F		
1	1	88	55	75	78.08	76	76.75	78.08	76.75
	2	63	93	67		76			
	3	88	77	67		76			
	4	88	88	88		79			
2	1	63	70	50	78.66	74	76.25	78.66	77.00
	2	75	70	80		76			
	3	88	80	80		79			
	4	88	100	100		79			

According to Table 4.2, the average scores of E1/E2 for Unit 1 and Unit 2 were 78.08/76.75, and 78.66/77.00, respectively. Therefore, none of the lessons in the individual testing satisfied the 80/80 standard. The findings indicated that the contents did not cover some of the learning objectives and some instructions were not appropriate to the characteristics of the online learning. From the student's opinions and feedback, it was determined that they needed more learning scaffolding, explanation, and more activities to assist them improve their writing skills. Firstly, the format of the exercises was adjusted to the multiple choice format to suit the online activities to get students involved and more interested in doing those exercises online, more than just typing their answers in sentences. The video clip listening comprehension used open ended questions for the first lesson assignments were changed to multiple choice questions for all the units. Secondly, more grammar exercises using Present Simple and Present Continuous tenses were added to the second assignments of Unit 1; Past Simple and Present Perfect tenses for the second assignment of Unit 2 FBCL lessons reviewed their knowledge related to the learning

objectives and was to help students with their writing. Otherwise, some interview activities were removed because this activity was repeated in the second lesson to prepare the students for the group writing task. Thirdly, the instructions for the Grammar Review assignments in the second part of Units 1 and 2 of the FBCL lessons were revised and made simpler allowing students to follow more easily. After a revision of the first try-out step, the FBCL lessons were to be employed for the second try-out step, small group testing.

Results of the Small Group Testing

The second try-out step was the small group testing. In this try-out step, 12 students from mixed English proficiency levels were divided into 3 groups. The results of the try-out are shown in Table 4.3

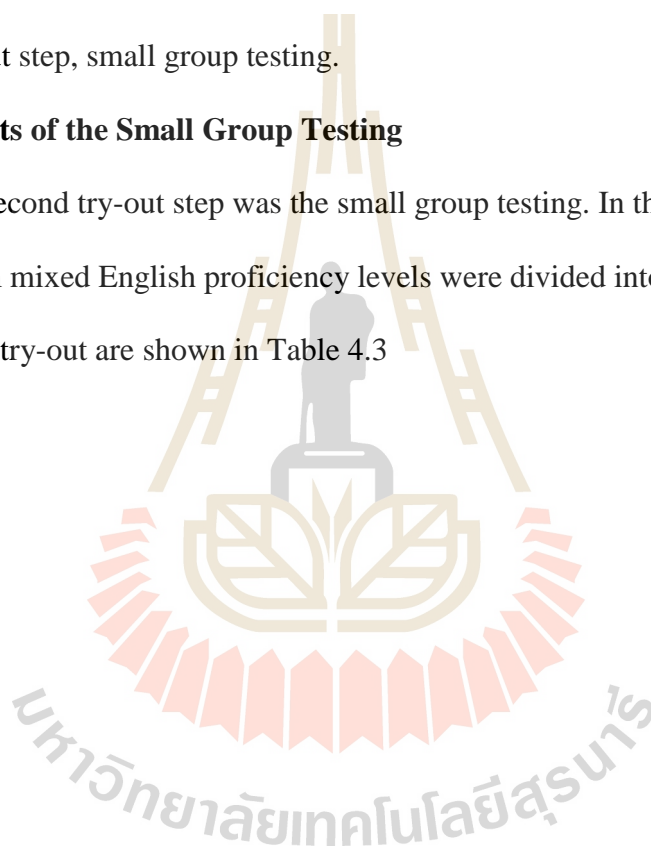


Table 4.3 Results of Small Group Testing for Efficiency of the FBCL lessons

Unit	Student	EXERCISE			\bar{X}	FINAL GROUP WORK (100 pts.)		E ₁	E ₂
		EX. 1	EX. 2	EX. 3		Final score	F		
Unit 1	1	88	82	67	79.64	79	78.92	79.64	78.92
	2	75	89	90		80			
	3	88	67	67		76			
	4	67	63	67		74			
	5	88	82	90		83			
	6	75	83	83		80			
	7	88	74	83		80			
	8	90	85	83		80			
	9	90	78	67		78			
	10	88	75	90		82			
	11	71	82	67		75			
	12	90	72	83		80			
Unit 2	1	95	90	80	79.78	85	79.00	79.78	79.00
	2	88	80	70		74			
	3	90	90	60		76			
	4	63	60	60		71			
	5	88	95	90		85			
	6	75	90	70		80			
	7	75	90	60		80			
	8	75	90	90		80			
	9	75	80	90		85			
	10	88	90	70		80			
	11	75	80	60		74			
	12	100	80	70		78			

As shown in Table 4.3, the scores of E₁/E₂ of twelve participants were 79.64/78.92 and 79.78/79.00, accordingly for Unit 1 and 2 respectively. In this step, none of the lessons met the 80/80 standard. However, the scores of E₁/E₂ in this step increased compared to those found in the individual testing step. This indicated that the efficiency of the process and the product for small group testing from twelve students was improved. In addition, after the student feedback was collected, the lessons were

revised and improved by adding more examples to the instructions of the second part of Unit 1 and Unit 2 of the FBCL lessons to make them clearer and easier for students to grasp. Eight links to the websites about Present Simple, Present Continuous, and Zero Conditional Sentences were provided to offer the additional grammar exercises in the second parts of Units 1 and 2 of the FBCL lessons with the intended purpose of assisting students in the review of previous grammar points taught in the classroom. The FBCL lessons were edited and revised for the next step of try-out studies.

Results of the Field Testing

Field testing was the last step of the try-out studies. In this step, forty students with mixed level English proficiency level participated. These students were divided into ten groups of four students.

Table 4.4 Results of Field Testing for Efficiency of the FBCL lessons

Unit	Student	EXERCISE			\bar{X}	FINAL GROUP WORK (100 pts.)		E ₁	E ₂
		EX. 1	EX. 2	EX. 3		Final score	F		
Unit 1	1	88	82	67	80.49	80	80.00	80.49	80.00
	2	75	74	67		75			
	3	88	62	83		80			
	4	71	74	67		75			
	5	88	82	67		80			
	6	88	82	83		80			
	7	84	78	83		80			
	8	88	94	83		85			
	9	75	82	67		75			
	10	88	84	83		85			
	11	71	78	67		75			
	12	88	94	83		85			
	13	88	94	83		85			
	14	88	84	83		85			
	15	71	78	83		80			
	16	88	84	83		85			

Table 4.4 Results of Field Testing for Efficiency of the FBCL lessons (cont.)

Unit	Student	EXERCISE			\bar{X}	FINAL GROUP WORK (100 pts.)		E ₁	E ₂
		EX. 1	EX. 2	EX. 3		Final score	F		
Unit 1	17	88	80	83	80.49	80	80.00	80.49	80.00
	18	75	84	67		70			
	19	88	80	83		85			
	20	88	84	83		85			
	21	88	62	83		80			
	22	75	78	67		75			
	23	88	68	83		80			
	24	88	94	83		85			
	25	88	82	83		85			
	26	88	82	83		85			
	27	88	94	83		80			
	28	67	80	67		70			
	29	71	72	83		80			
	30	88	62	67		70			
	31	88	94	83		90			
	32	88	94	83		85			
	33	88	84	83		85			
	34	88	84	83		85			
	35	75	62	67		70			
	36	88	84	83		85			
	37	63	80	83		70			
	38	71	88	67		75			
	39	75	62	83		70			
	40	88	84	83		85			
Unit 2	1	88	90	70	80.60	80	80.13	80.60	80.13
	2	63	80	70		75			
	3	63	70	80		70			
	4	75	80	80		85			
	5	88	90	90		85			
	6	50	50	70		80			
	7	63	80	70		80			
	8	90	80	90		90			
	9	75	50	80		80			
	10	90	90	90		80			
	11	88	90	80		85			
	12	88	90	80		85			

Table 4.4 Results of Field Testing for Efficiency of the FBCL lessons (cont.)

Unit	Student	EXERCISE			\bar{X}	FINAL GROUP WORK (100 pts.)		E ₁	E ₂
		EX. 1	EX. 2	EX. 3		Final score	F		
Unit 2	13	75	90	80	80.60	80	80.13	80.60	80.13
	14	90	90	80		85			
	15	88	90	80		85			
	16	90	70	80		85			
	17	75	80	90		80			
	18	100	90	80		85			
	19	88	80	70		80			
	20	90	80	80		85			
	21	88	60	80		75			
	22	75	80	90		80			
	23	88	90	80		80			
	24	90	70	90		85			
	25	75	60	70		70			
	26	90	90	80		85			
	27	90	80	90		85			
	28	75	80	70		75			
	29	88	80	70		75			
	30	90	80	80		80			
	31	88	90	80		80			
	32	88	80	80		75			
	33	88	90	90		80			
	34	88	90	80		80			
	35	63	80	90		75			
	36	88	90	90		85			
	37	75	60	70		70			
	38	63	70	60		70			
	39	90	90	80		80			
	40	75	90	80		80			

The results of this step were 80.49/80.00 and 80.60/80.13, respectively of the FBCL lessons shown in Table 4.4. It showed that the scores for the process and the product had met the 80/80 standard. In this stage, all of the contents, exercises, tasks,

and instructions of the lessons were reviewed again, especially the guided questions to prepare for group guided writing, the final group product of the FBCL lessons. All of the links of the video clips and additional grammar exercises were checked again to ensure availability and functionality and were then ready to be implemented in the main experimental study.

Results of the Main Experiment (Trial Run Study)

After three stages of trying out, the FBCL lessons were implemented in the trial run phase for the main study with the whole group of fifty-two English 1 students to test the efficiency of the FBCL lessons. They were from mixed English proficiency level and divided into 13 small groups of four students. The results of the efficiency of the process (E_1) and the product (E_2) of the main experiment are shown in Table 4.5

Table 4.5 Results of Experiment for Efficiency of the FBCL Lessons

Unit	Student	EXERCISE			\bar{X}	FINAL GROUP WORK (100 pts.)		E_1	E_2
		EX. 1	EX. 2	EX. 3		Final score	F		
Unit 1	1	95	94	90	81.22	90	80.19	81.22	80.19
	2	85	86	83		85			
	3	75	72	67		75			
	4	85	67	67		75			
	5	85	83	83		85			
	6	85	86	83		85			
	7	85	82	75		80			
	8	85	90	90		85			
	9	85	83	75		80			
	10	80	74	67		75			
	11	85	83	83		80			
	12	85	86	75		80			
	13	85	86	83		85			
	14	80	89	67		75			
	15	85	94	90		90			
	16	75	72	67		75			

Table 4.5 Results of Experiment for Efficiency of the FBCL Lessons (cont.)

Unit	Student	EXERCISE			\bar{X}	FINAL GROUP WORK (100 pts.)		E ₁	E ₂
		EX. 1	EX. 2	EX. 3		Final score	F		
Unit 1	17	85	74	67	81.22	75	80.19	81.22	80.19
	18	75	83	83		80			
	19	85	86	83		85			
	20	85	86	83		85			
	21	85	83	75		80			
	22	70	74	67		70			
	23	85	86	83		85			
	24	80	74	67		70			
	25	75	83	83		70			
	26	75	86	67		70			
	27	85	86	75		80			
	28	85	83	83		85			
	29	80	74	67		70			
	30	75	70	67		70			
	31	75	74	67		75			
	32	75	86	75		80			
	33	70	89	83		80			
	34	85	98	83		90			
	35	90	96	90		90			
	36	85	86	83		85			
	37	85	86	83		80			
	38	75	86	83		80			
	39	85	89	90		90			
	40	75	98	83		85			
	41	80	86	75		75			
	42	85	89	75		80			
	43	75	86	83		75			
	44	75	94	67		75			
	45	85	96	83		85			
	46	85	89	90		90			
	47	85	89	83		85			
	48	85	86	83		85			
	49	85	89	83		85			
	50	75	65	75		75			
	51	85	86	83		80			
	52	75	70	67		70			

Table 4.5 Results of Experiment for Efficiency of the FBCL Lessons (cont.)

Unit	Student	EXERCISE			\bar{X}	FINAL GROUP WORK (100 pts.)		E_1	E_2
		EX. 1	EX. 2	EX. 3		Final score	F		
Unit 2	1	95	84	92	81.89	90	80.96	81.89	80.96
	2	85	80	86		85			
	3	80	79	82		80			
	4	80	80	86		85			
	5	85	80	89		85			
	6	90	74	81		80			
	7	85	79	84		80			
	8	90	80	90		85			
	9	90	82	86		85			
	10	80	79	86		80			
	11	85	79	81		80			
	12	85	74	86		80			
	13	95	80	89		90			
	14	85	74	81		80			
	15	90	80	89		90			
	16	75	79	84		80			
	17	85	71	89		80			
	18	80	74	81		80			
	19	95	80	89		90			
	20	90	79	86		85			
	21	85	74	81		80			
	22	85	75	81		80			
	23	85	79	86		80			
	24	75	79	81		75			
	25	85	72	86		80			
	26	75	74	81		75			
	27	95	80	84		85			
	28	75	79	86		80			
	29	75	74	89		80			
	30	80	74	81		75			
	31	80	74	79		75			
	32	75	79	86		80			
	33	80	79	86		80			
	34	90	86	89		90			
	35	90	79	86		85			
	36	80	79	86		80			
	37	80	74	81		75			

Table 4.5 Results of Experiment for Efficiency of the FBCL Lessons (cont.)

Unit	Student	EXERCISE			\bar{X}	FINAL GROUP WORK (100 pts.)		E ₁	E ₂
		EX. 1	EX. 2	EX. 3		Final score	F		
Unit 2	38	80	71	81	81.89	75	80.96	81.89	80.96
	39	85	80	84		85			
	40	85	79	81		80			
	41	85	74	75		70			
	42	85	79	81		80			
	43	85	75	81		75			
	44	80	71	75		70			
	45	85	82	84		85			
	46	95	86	92		90			
	47	85	86	86		85			
	48	85	86	89		85			
	49	85	85	86		85			
	50	75	71	73		70			
	51	70	79	81		80			
	52	70	74	75		70			

According to Table 4.5, the efficiency of the process (E₁) and of the product (E₂) of Unit 1 and Unit 2 were 81.22/ 80.19 and 81.89/80/96 respectively. These scores clearly showed that the efficiency of the exercises and tasks of the FBCL lessons met the 80/80 standard criterion. The results indicated that the FBCL lessons were efficient, able to help students reach the learning objectives, and suitable for English writing instruction with EFL students, especially English 1 students at SUT. The results also responded well to the second research question of this study “Does the efficiency of Facebook based collaborative learning lessons to enhance EFL students’ writing skills meet the 80/80 standard criterion?”

4.1.3 Results of Writing Fluency of Participants' Guided Writing

This part also had further investigation into the writing fluency of students' guided writing through three versions from revision stage. During students' revision stage, they received feedback from their group members within their small Facebook groups; then they worked with each other to write their texts again. After posting their rewritten texts, they received more comments from their peers of other small Facebook groups. They wrote their texts again with their group members based on their peer comments. They reposted their texts in their small Facebook again. At this time, students received feedback from the teacher and wrote their texts again and designed them in the poster to upload to the big Facebook groups. They could get the vote from their peers for their favorite poster.

Through each stage of their revision, their guided written texts were collected and counted for the frequency of the words and sentences written. The results for this part were presented in Table 4.6

Table 4.6 Frequency of Word and Sentence in Guided Writing

		File length (Bytes)	Tokens (Running words)	Types (Different words)	Type/token ratio(M)	Sentences
Unit 1	Version 1	21,338 (31.49%)	2,072 (31.09%)	362 (32.04%)	17.19 (32.71%)	168 (29.07%)
	Version 2	22,896 (33.78%)	2,271 (34.08%)	379 (33.54%)	17.26 (32.84%)	202 (34.95%)
	Version 3	23,536 (34.73%)	2,321 (34.83%)	389 (34.42%)	18.1 (34.44%)	208 (35.99%)
	Total U1	67,770	6,664	1130	52.55	578
Unit 2	Version 1	22,248 (32.25%)	2,112 (31.86%)	450 (32.87%)	19.77 (31.74%)	204 (30.67%)
	Version 2	22,638 (32.82%)	2,167 (32.69%)	456 (33.31%)	21.13 (33.92%)	211 (31.73%)
	Version 3	24,096 (34.93%)	2,350 (35.45%)	463 (33.82%)	21.39 (34.34%)	250 (37.59%)
	Total U2	68,982	6,629	1369	62.29	665

The results shown in Table 4.6 indicated that the frequency of the words and sentences written in each version was gradually increased. In Unit 1, the number of sentences written was sharply increased from 29.07% in Version 1 to 34.95% Version 2. Though, in Unit 2, the number of sentences surged from 31.73% in Version 2 to 37.59% in Version 3. Furthermore, the number of tokens (running words) between Versions 2 and 3 were much different from 32.69% to 35.45% correspondingly compared with other differences among tokens, types, sentences in each version of Units 1 and 2. The gradual increases in numbers of words and sentences written in students' guided writing illustrated that EFL students' writing fluency was improved; and it gave a positive response to the third research question "What is the frequency of words and sentences written in guided writing by the EFL students?"

4.1.4 Results of the Participants' Writing Achievements Before and After the FBCL Lessons

In order to evaluate students' writing ability, a parallel pre-writing test and post-writing test were employed right before and after the implementation of the FBCL lessons. Both tests which were administered to the whole group of 52 students provided students guided questions for their guided writing containing about 100 to 150 words. The results of the overall writing ability from the pre-test and post-test on writing are presented in Table 4. 6.

Table 4.7 Results of the Participants' English Writing Achievements

	N	Pre-writing test		Post-writing test	
		\bar{X}	SD	\bar{X}	SD
Experimental Class	52	60.58	9.63	69.81	10.19

As shown in Table 4.7, the students' average score for the pre-writing test and post-writing test were 60.58 and 69.81 respectively. The results indicate that the post-writing test score was higher than the pre-writing test score. In order to investigate whether there was a significant difference between the pre-writing test score and post-writing test score, a paired-sample t-test was utilized to compare. The results of the t-test are shown in Table 4.8

Table 4.8 Results of Paired Samples t-test for the Experimental Group

	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	95% Confidence Interval of the Difference				
			Lower	Upper			
Pretest – Posttest	-9.23077	8.82202	-11.68684	-6.77470	-7.545	51	.000

Table 4.8 shows the statistics of the distribution of differences between one pair scores (Pair Differences) of the experimental class. The results reveal that there was a highly significant difference between the mean scores of the pre-writing test and post-writing test ($p=.000$, $p<.05$). This indicates that the students who joined the FBCL lessons made remarkable progress in their writing skills. It proves that the FBCL lessons have assisted EFL students significantly in improving their EFL writing skills.

4.1.5 Results of the Questionnaire on Participants' Perceptions and Feedback Toward the (FBCL) Lessons

In order to investigate the students' perceptions and feedback toward the Facebook based collaborative learning (FBCL) lessons, a questionnaire was administered to all 52 students participating. The questionnaire consisted of two main parts. The first part was intended to gather students' demographic information and their experiences in learning English, using computers, as well as using Facebook. The second part comprised 10 five-point Likert scale statements. This part was used to elicit students' perceptions and feedback.

The first part of the questionnaire describes students' demographic information about their gender, years of learning English, their self-assessment of

EFL writing skills and computer skills, and their frequency of using Facebook. The results of the first part are presented with a descriptive analysis of frequency and percentage in Table 4.9.

Table 4.9 Results of Participants' Demographic Information

	Category	Frequency	Percentage
<i>Gender</i>	Female	25	48.1
	Male	27	51.9
<i>Years of learning English</i>	< 10	4	7.7
	≥ 10	48	91.3
<i>Writing skills in English</i>	Poor	21	40.4
	Fair	27	51.9
	Good	4	7.7
<i>Computer use skills</i>	Poor	1	1.9
	Fair	22	42.3
	Good	25	48.1
	Very good	4	7.1
<i>Facebook use</i>	Rarely	1	1.9
	Sometimes	8	15.4
	Often	12	23.1
	Very often	31	59.6

According to Table 4.9, of the 52 students responding to the questionnaire, 27 (51.9%) were male students while 25 (48.1%) were female. Of the participants, all were majoring in engineering and were in their first year at the university. In investigating their experiences in learning English, 48 (91.3) of them had learned English for more than 10 years while 4 (7.7) had learned for less than 10 years. Moreover, 31 (59.6%) of them reported that they were fair or good at writing in English while 21 (40.4%) reported that they were poor at writing in English.

With regard to their self-assessment of their ability to use computers, 22 (42.3%) indicated that they were fair at using computers, 29 (45.2%) indicated that they were good and very good at using computers while only 1 (1.9%) indicated that

they were poor at using computers. Participants' experiences of using Facebook were also reported. Interestingly, 43 (82.7%) indicated that they used Facebook often and very often while 8 (15.4%) indicated that they used it sometimes and 1 (1.9%) indicated that they rarely used it. The participants in this study were familiar with Facebook.

The second part of the questionnaire involved students' feedback and perceptions toward the FBCL lessons. The data obtained from the five-point Likert scale were calculated for their arithmetic means (\bar{X}) and standard deviation (SD) and were interpreted according to the following criteria (Suppasetsee, 2005):

3.68 – 5.00 = strongly agree

2.34 – 3.67 = agree

1.00 – 2.33 = disagree

The results of the analysis are shown in Table 4.10

Table 4.10 Results of Participants' Perceptions and Feedback Toward the FBCL**Lessons**

<i>Items</i>	\bar{X}	<i>SD</i>
1. FBCL lessons can make English learning enjoyable.	4.42	.499
2. FBCL lessons can meet my learning objectives.	4.19	.487
3. FBCL lessons do not make me feel isolated or alone in practice writing in English	3.98	.3131
4. FBCL lessons can enhance student-student interaction	4.44	.539
5. FBCL lessons are convenient to learn and review the lessons	4.40	.495
6. Materials in FBCL lessons are suitable for my English proficiency level.	4.23	.469
7. FBCL lessons provides a variety of activities for writing in English	4.29	.498
8. The activities in FBCL lessons are interactive.	3.98	.242
9. The activities in FBCL can improve learning in groups/ with your classmates	4.40	.495
10. The activities in FBCL lessons can improve my writing skills effectively	4.19	.445
Total	4.25	.448

According to data shown in Table 4.10, the total mean score is 4.25 which shows that students had good perceptions toward the FBCL lessons because they strongly agreed with the items stated in Table 4.10, according to the criteria by Suppasetseree (2005). With regard to each aspect, the highest mean scores were 1) FBCL lessons can enhance student-student interaction ($\bar{X} = 4.44$, $SD=0.539$), 2) FBCL lessons can make English learning enjoyable ($\bar{X} = 4.42$, $SD=0.498$), 3) FBCL lessons are convenient for learning and reviewing the lesson material ($\bar{X} = 4.40$, $SD=0.495$), 4) The FBCL activities can improve learning in groups/ with your classmates ($\bar{X} = 4.40$, $SD=0.495$). In contrast, the aspects receiving the two lowest mean scores were 1) FBCL lessons do not make me feel isolated or alone in practice writing in English ($\bar{X} = 3.98$, $SD=0.312$ and 2) The activities in FBCL lessons are

interactive ($\bar{X} = 3.98$, $SD = 0.241$). However, the total mean score of all of the statements ($\bar{X} = 4.25$) was higher than 3.68, which showed that students had good perceptions and feedback toward the FBCL lessons.

4.1.6 Results of Semi-Structured Interviews

After the questionnaire was collected, the semi-structured interviews were conducted to obtain more qualitative data which revolved around five main aspects: (1) participants' interests in learning English via FBCL lessons in Facebook groups, (2) their collaboration in group' guided writing, (3) improvement of their writing skills in English via FBCL lessons, (4) their suggestions for FBCL lessons, and (5) distractions they might have while participating in FBCL lessons. In this part, the 13 students were representative and selected randomly for interview from the 13 groups drawn from the 52 students of the main study. All of the data were recorded and transcribed for data analysis.

Theme 1. Participants' interests in learning English via FBCL lessons in Facebook groups.

All thirteen (100%) students who were interviewed liked the FBCL lessons and they all agreed that they liked learning English via FBCL lessons because they all said that the FBCL lessons were convenient for them to access using personal computers or mobile devices they had available anytime, anywhere. Some examples of their answers are as follows:

- ✓ *"Yes. I like it. They are **convenient**. I can do the exercises anytime and anywhere when I have free time."* (S1)
- ✓ *"Yes. Because it's **convenient**. I can do outside the class, at home, or at the dorm"* (S10)

- ✓ “Yes, it is **convenient** and there are a lot of exercises. It is more convenient than classroom with interesting videos. I can watch these videos again and again. It is also convenient to submit the assignments via smartphone, laptops to Facebook. The contents and lessons are **interesting**” (S8)

In addition to the convenience, three (23.08%) of them also mentioned the FBCL lessons were enjoyable;

- ✓ “Yes. I like it. It is convenient for me because I can study anywhere I have a computer or a mobile device- at the library or at my dorm to complete my assignments with the FBCL lessons. The contents of the lessons are **enjoyable**.” (S7)

three (23.08%) of them agreed that the lessons helped them work in groups and they could learn more while working within groups;

- ✓ I like it. I enjoy the lessons because I can improve my grammar, read the posters from other groups, learn to **work with a group** to prepare for guided writing (S13)

two (15.38%) confessed that the lessons helped them improve their English skills;

- ✓ Yes, I like it because I have more interaction with friends. The FBCL lessons can improve my writing skill and thinking skill as well. They help me improve **Listening, Reading, Writing skills**, not Speaking skill. (S11)

and two (15.38%) remarked they could improve their English grammar through the FBCL lessons.

- ✓ *“Yes, I like it. Normally I didn't do any kinds of this activity before but since the teacher asked me to do, I have learnt more about **grammar** points and I like them very much” (12)*

This confirmed that the FBCL lessons were convenient for their participation. Moreover, the participants were asked about what they like most about the FBCL lessons; 8 (61.54 %) of them liked the Listening Comprehension part. In this part, they could watch the videos that helped them learn more vocabulary from the speakers in the video clips. Then they had to do the listening comprehension exercises after watching the videos. They indicated that they liked to listen to native speakers. Also, 4 (30.77%) of them liked the preparation stage of the group writing activity such as working with their group-mates and having discussions with their group members to help each other answer the guided questions. Then they had chances to practice speaking with their group members. During this preparation stage, they also made video clips of their interviews to show that they worked in their groups to prepare for their group's guided writing. And one (7.69%) of them liked the guided writing activity because it helped the student understand more about vocabulary and grammar and to write better.

Here are some examples of students' answers in which they indicated that they liked the Listening Comprehension part.

- ✓ *“I like the Listening Comprehension because I can listen to the conversation, learn more vocabulary that I can apply what's in the video to guided writing assignment.” (S13)*

- ✓ *“I can improve my grammar, vocabulary through listening comprehension with the videos. I can learn from conversations of native speakers on the videos.” (S3)*
- ✓ *“I like all of the assignments of the FBCL lessons, especially the Listening Comprehension, I can listen to native speakers and learn new words from the videos” (S7)*

And some examples of students' answers in which they mentioned making the video during their preparation for the group's guided writing

- ✓ *“I like making videos with my group members most . It helps me have some background knowledge of the topic (of the group writing) and it also helps increase my background knowledge about the topic” (S2)*
- ✓ *“I like making video clips with my group-mates because there are many activities in the lessons such as Q & A in videos, I can practice grammar, vocabulary. Besides, I like the interview part the most because the teacher gives different topics, so it activates me to think critically and differently. It then helps me develop the communication skills” (S5)*
- ✓ *“I like making or producing videos the most because we worked in groups so they can develop their relationships, they can consult each other to complete the assignments, to answer the questions or find solutions to the assignments” (S6)*

One of them mentioned that he liked the guided writing activity

- ✓ *“I like guided writing most because I can write much better, understand grammar, know more new vocabulary and I can write more accurately.” (S11)*

Theme 2. Participants’ collaboration in the groups’ guided writing

The participants were asked again about how they felt about the FBCL lessons when they learnt with their group members via the FBCL lessons. Thirteen (100%) of them had positive feelings toward group work in the FBCL lessons. They indicated that most of them felt “good, enjoyable, interesting, helpful, closer to their group members, had fun” while collaborating together in their small groups during the FBCL lessons.

- ✓ *“I feel quite positive about group work. It is better than working alone by myself. I can learn to work with the others as team work; we learn to share what we know with friends and can learn from each other. Learning with a foreign teacher I am more confident because I will use more effort to ask what I don't understand. As we are Thai, I feel shy when I speak English to each other. As working with other group members via the FBCL lessons, I learn team working skills and get to know my friends' behavior; therefore, I know how to work with the others.” (S5)*
- ✓ *“I like it because I can have good relationships with friends, have more new friends, share knowledge with each other so they can learn from each other” (S11)*

- ✓ *“It is interesting and enjoyable and I can share ideas with them. I have more fun when learning in groups. I also have a little bit problems of finding the same free time that we can meet to do our group work” (S13)*

When they were asked whether working in groups improved their writing skills, 13 (100%) of them agreed that working in groups improved their writing skills. It seemed that they collaborated during every step of their guided writing throughout the FBCL lessons.

- ✓ *“Yes, it helps improve writing. Group members help each other to discuss the ideas and answer guided questions. We help each other to divide the jobs in the group to finish the group work” (S12)*
- ✓ *“Yes. Learning with group helps me improve my writing skills. As to write journals, both the teacher and friends will help correct my work and give comments so that I can be raised my awareness of writing. As a result, I can rewrite the journal more accurately. So I think the lessons improve my writing skills a lot” (S5)*
- ✓ *“Yes. Group work can help improve my guided writing such as sharing ideas, consulting each other, help each other check group guided writing, learning more grammar, new vocabulary from each other” (S11)*
- ✓ *“Yes. When we make mistakes, we have to write and write again until it is correct. My friends help me explain what’s wrong with writing about the wrong things until we in groups write better” (S4)*

Theme 3. Improvement of Participants' Writing Skills in English via FBCL Lessons

When they were asked whether the FBCL lessons could help them enhance their writing skills or not, 13 (100%) of them agreed that the FBCL lessons helped improve their writing skills,

- ✓ *“The lessons are very useful to improve my writing skills. We worked in groups to help each other prepare for the answers of the guided questions, and then we wrote the journal, edited within the groups, got help from other groups, and our teacher helped us point out our mistakes. We wrote again many times and our writing was better and better.” (S3)*
- ✓ *“The lessons can improve my writing skill particularly through the interview part. My group members help each other think, prepare for the guided writing.” (S5)*
- ✓ *“Yes, I know more grammar and vocabulary, and I can learn from other groups' journals so I can write more accurately. The lessons help me know more vocabulary, grammar points that I can use in guided writing.” (S11)*

Furthermore, the participants were asked about whether the FBCL lessons could help them improve English grammar points from the main textbook of the course. Thirteen (100%) of them agreed that the FBCL lessons improved their grammar knowledge; they understood more and could apply what they learned directly in their guided writing.

- ✓ *“It helps support my grammar knowledge from the textbook I am learning in the classroom. I have more exercises on grammar that I learnt from the textbook.” (S2)*
- ✓ *“The lessons can help improve my grammar. In the FBCL lessons, the teacher asked us to write journals and post on the Facebook. After that, our friend can write comments on what we have done well or on which mistakes we made. As friends pinpoints the errors I made, my group members and I could correct them and simultaneously the teacher also checked the journal with the errors highlighted with symbols. Then my group members could correct them and write the journals again. We learn a lot about our grammar errors through correcting guided writing.” (S5)*
- ✓ *“Yes, it helped improve my writing skills because I get better understanding about grammar, and the FBCL lessons provide structures and examples to help my writing as well. When I understand grammar better, I could apply those grammar points in writing assignments and my writing became better.” (S13)*

Theme 4. Participants’ suggestions for FBCL lessons

When the participants were asked what more could be included in the FBCL lessons to improve their English writing skills, all of them agreed that the lessons were OK already, but they suggested adding some additional activities for practice listening, speaking, vocabulary for their writing, as well as more fun activities to be added to the FBCL lessons.

- ✓ *“It is OK for me, but if possible, more fun activities should be added.”*
(S1)
- ✓ *“The lessons are OK. More songs to practice listening should be included.”* (S3)
- ✓ *“I think more vocabulary which is provided for students to use in learning, especially in writing journals.”* (S6)
- ✓ *“OK. That is enough for listening, reading, and writing. More speaking activities should be added.”* (S12)

In addition, they were asked whether they would like to learn English through FBCL lessons in other English courses, all of them agreed that Facebook was useful to study. They also liked to use Facebook to learn in other courses or English skills as well. When they were asked which English skills should be taught on Facebook, 12 (92.31%) of them would like to learn with Listening skills, 7 (53.85%) would like to learn Speaking skills, 7 (53.85%) indicated Reading skills. However, 1 (7.69%) student reported that he would prefer to learn Speaking skills in the classroom to learning online or on Facebook.

- ✓ *“Yes. I like to learn more with other language skills: **Listening, Reading, Speaking** skills online on Facebook.”* (S3)
- ✓ *“The other course I would like to learn is such as **Listening**. The lesson on Facebook can help me to improve listening apart from writing because there are various activities on Facebook I can practice”* (S5)
- ✓ *“I think Facebook is useful and can be applied for other course such as **Listening, Reading** skills”* (S6)

- ✓ *“Yes. It is good to study on Facebook. I would like to study **Listening, Speaking, and Reading** on Facebook too because I like to do the exercises and then I can review them again and again. I think I can learn, absorb more when I repeat what I learnt” (S13)*

Theme 5. Distractions While Participating in FBCL Lessons

When they were asked whether they were distracted while using Facebook to learn in the FBCL lessons, 9 (69.23%) of them mentioned that there was no distraction while using Facebook to learn the FBCL lessons. They also used Facebook to contact and to have discussions with their group members about their group work when they were asked about other things that they did on Facebook while they were studying via the FBCL lessons. And they confirmed that it was not a problem for them to complete their assignments.

- ✓ *“No. There is no interruption from the other things online. I know that I need to complete the assignments first. But sometimes, I also use Facebook to contact friends about my group work from the FBCL lessons” (S12)*
- ✓ *“I rarely use Facebook before, but when I study here at SUT, I use Facebook more often to contact or make appointments with my friends. Using Facebook does not affect much on my study with FBCL lessons because I am discipline with my study, I have to complete my work” (S13)*
- ✓ *“No. I just listen to music while I completed my assignments there but it did not affect much on my study with the FBCL lessons” (S8)*

In contrast, 4 (30.77%) of students implied that they were distracted while using Facebook during the course since their group members or friends sent messages to them via Facebook while they were doing their assignments. In this situation, they said they needed to reply to their friends' messages, and it took time for them to do that. Therefore, three out of four indicated that chatting or sending messages to their group members via Facebook distracted them.

- ✓ *“Yes, it disturbs my study sometimes. When I focus on my lessons or do my assignments, my friend sends me a message, I turn to reply to my friends' messages” (S2)*

while one out of four disclosed that he was affected by listening to music or songs online.

- ✓ *“Yes, it affects me sometimes. Besides doing my assignments on FB, I practice listening online, songs, I can learn little by little” (S3)*

4.2 Discussion

The findings of the study presented showed that the FBCL Instructional model and lessons were effective for enhancing EFL university students' writing skills. In this part, discussion with regard to the research purposes and research questions in Chapter 1 is summarized as follows:

4.2.1 Discussion of the Findings of the Development of the FBCL

Instructional Model to Enhance EFL Students' Writing Skills

One of the purposes 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 students at SUT. The model was developed in 6 major steps and

16 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 Instructional model was due to the fact that the FBCL Instructional 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). Since these learning theories were applied in the development of the FBCL Instructional model and the FBCL lessons, student-student interaction was also rated highly by the participants of the main experiment with $\bar{X}=4.44$ from the results of the study questionnaire. Therefore, the student-student interaction was not only a strong point in the development of the FBCL model, but also from the participants' perceptions toward the FBCL lessons.

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 Instructional

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 Suppatsere'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 (Johnson 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.

4.2.2 Discussion of the Efficiency of the Facebook Based Collaborative Learning (FBCL) Lessons to Enhance EFL Students' Writing Skills

According to the results of the efficiency of the FBCL lessons in this study, it was revealed that the efficiency of the process (E_1) and the efficiency of product (E_2) of the FBCL lessons in the main experiment (trial run) reached the 80/80 standard criterion. This confirmed that the FBCL lessons would be efficient to enhance EFL students' writing skills. This might result from the systematic development of the FBCL lessons from a step-by-step process of the FBCL Instructional model, which has been approved to be very appropriate to the enhancement of EFL students' writing skills.

Another reason why the FBCL lessons were found to be efficient might be that the lessons were tested before the main experiment (trial run) through three try-out stages: individual testing, small group testing, and field testing. These try-out stages were applied to support the determination of the efficiency of the process (E_1) and the product (E_2) of the FBCL lessons with the 80/80 standard criterion. During each stage of the try-outs, the scores of the exercises and the tests were collected to evaluate the efficiency of the FBCL lessons. Based on students' scores and feedback, the FBCL lessons were gradually modified and improved. Student's feedback is believed to assist teachers in improving teaching (Davis, 2014). Moore and Kuol (2005) also mention that students can provide useful feedback on the effectiveness of teaching. Student feedback also enhances the quality of teaching (Penny & Coe, 2004). That the FBCL lessons were improved and found to be efficient during the try-out stages, may have led to why the FBCL lessons were also efficient in the main experiment (trial run). Therefore, the three try-out stages might make the FBCL lessons efficient and appropriate to enhance EFL students' writing skills.

One more reason why the FBCL lessons were efficient in enhancing EFL students' writing skills might be from the systematic process of the assignments or exercises and the tests or the final group work's written product. Students had chances to review the linguistic knowledge before they made use of it in their group writing activities. They could practice listening to video clips about the same topics that they were going to write about. Those video clips also provided them more vocabulary relevant to the topics they were going to work on. In addition, they did grammar exercises to review the grammar points that would be used in the group writing activities. As Ismail, Elias, Albakri, Perumal, and Muthusamy (2010) stated that EFL

students were normally weak in linguistic knowledge such as grammar, vocabulary, and in thinking and writing critically. In the FBCL lessons, guided questions provided support for the students' weaknesses before they started to write journals in groups. Moreover, there was a significant correlation between the grammar knowledge and writing ability (Suthiwartnarueput & Wasanasomsithi, 2012). The linguistic knowledge of grammar and vocabulary that they got from their practice of the exercises could prepare them for guided writing activities in groups. Their collaborative guided writing activities including peer comments within their own groups and from other groups, and teacher comments could help them improve much of their group guided writing which was the written product at the end of each unit of the FBCL lessons. This idea was supported by the studies of Yunus, et al. (2011) and Yunus and Salehi (2012) that learning using Facebook improve students' writing skills, and by another study conducted by Shih (2013) found that peer feedback in Facebook groups helps students learn English more effectively. As a result, owing to those connected and systematic activities of the lessons, the FBCL lessons were approved as efficient for the enhancement of EFL students' writing skills.

The results of this study were consistent with the findings from Suppasetseree's study (2005), Dennis's study (2011), and Tian's study (2012). In Suppasetseree's study, the scores of the process (E_1) and product (E_2) of the Remedial English lessons were higher than the 80/80 standard criterion. The Remedial English lessons on the Internet were proved to be efficient for teaching Remedial English via the Internet for first year students at Suranaree University of Technology since the lessons were developed and improved through three try-out stages from individual, small group to field testing. Likewise, BOLA packages by Dennis (2011) were also

approved to be efficient through the expert evaluation, the development of the BOLA packages in which the contents were based on the systematic process of analysis of learners' needs and interests, and the careful try-outs of the three stages of individual, small group, and field testing. Correspondingly, the results of E₁/E₂ for the experiment of the OTIL lessons by Tian (2012) also reached the 80/80 standard criterion. Tian's OTIL lessons were efficient for teaching English listening online since his lessons were systematically designed based on the results of a careful analysis of learners' needs and instructional contents. Then, the lessons were consistently tried out through three stages of individual, small group, and field testing.

All in all, the FBCL lessons were efficient to enhance EFL students' writing skills since the results of the lessons met the efficient level of the 80/80 standard that had already been set. The FBCL lessons were proven to be efficient resulting from the logical design process, the systematic testing procedures, and being consistent with previous studies of teaching English online or via the Internet.

4.2.3 Discussion of the Results of the Participants' Writing Fluency in

Guided Writing

The results of the frequency of words and sentences in students' guided writing showed that their writing fluency was improved through three versions of their guided writing. This proved that the frequency of the words and sentences was increased because students gained more writing fluency through the learning process with grammar exercises and vocabulary from the FBCL lessons. Consequently, this part also proved that as Harklau (2002), Ortega (2007), and Swain (2000) mentioned that students' attention to vocabulary and grammar helps them interact collaboratively in fostering their language awareness and develop their EFL learning.

The students learned by themselves through their participation in the FBCL lessons, the number of words and sentences were increased gradually through comments or feedback from their own groups, from other groups, and from their teacher as well. This indicated that when working in groups for guided writing activities, students got assistance from their group members, and learned from their group members. As they prepared they had many chances to help each other while answering guided questions from writing practice activities. While working together to write guided texts in their own groups, they checked their group guided texts, and they wrote again (Version 1). Next they received comments from peers in other groups and wrote their group guided texts one more time (Version 2). After they received comments from the teacher, students wrote their group guided texts for the third time (Version 3). Paulus (1999) confirmed that students write multiple drafts resulted in improving writing skills. In addition, peer feedback can be effective not only to improve students' grammar knowledge as Shih (2013) mentioned in his research study, but also help learners learn English effectively. Frequency of numbers of words and sentences which were increased through each stage of their group guided writing might also result from their collaborative learning. The collaborative learning style helps EFL students release their stress or anxiety in writing a foreign language individually (Spratt & Leug, 2000). Therefore, the three stages of the writing process in groups with the assistance from their peers and teacher could help students improve their writing fluency through the increase of their numbers of words and sentences written in each version of their group guided writing.

As mentioned, the frequency of students' writing fluency as counting words and sentences was increased gradually due to their independent learning associated

with their collaborative learning gained from peer feedback from their own groups and other groups; and from teacher feedback.

4.2.4 Discussion of the Results of the Participants' Writing Achievements Before and After the FBCL Lessons

In this part, the results of the students' pre-writing test and post-writing test were discussed. The results showed that the average scores of post-writing test ($\bar{X} = 69.81$) were higher than those of pre-writing test ($\bar{X} = 60.58$). And the result of a statistically significant difference between the scores of the pre-writing and post-writing tests showed that there was very significant difference between the average scores of the pre-writing test and post-writing test ($p = .000$, $p < .05$). It indicated that students' guided writing skills were improved after the intervention provided by the FBCL lessons. This indicated that the FBCL lessons had a positive effect on first year SUT students' writing achievements. The reasons why the students' writing achievements were significantly greater after applying the FBCL lessons might be explained as follows.

The first reason was probably because before students took the post-writing test, they practiced the learning activities of each unit. In one unit, students were asked to watch video clips for the Listening Comprehension part to gain more vocabulary about the topic mentioned in the group writing activities later. They were also required to do more grammatical exercises to review grammar points that were applied later in the group writing practice. They could practice these activities several times at their own pace. Students could also learn more about the new vocabulary and grammar points from peer comments or feedback which helped them have fewer spelling errors, and use grammar more correctly (Yunus, et al., 2011). It was

confirmed that students learn better and retain the newly learned knowledge longer when they can do meaningful practice and repetition (Thorndike, 1991). Moreover, students had chances to practice the writing skills which were later tested in the post-writing test. The writing skills were trained in groups where students were prepared to help each other answer guided questions in writing practice activities and then work together to write a group journal which was also tested for on the post-writing test. The fact that students were trained in the linguistic knowledge and skills within the FBCL lessons might have led to a positive effect on students' post-writing test scores.

The second reason for students' writing achievements might be from the collaborative learning. During their participation with the FBCL lessons, students were provided with linguistic knowledge through their independent participation at their own pace. Their guided writing skills were also improved by learning together in groups or through feedback from other groups. The reason why students' writing skills were improved through collaborative learning was also revealed from the questionnaire and semi-structured interviews which probed for perceptions and feedback toward the FBCL lessons. The results indicated that the activities in the FBCL lessons can improve their ability to learn in groups ($\bar{X}=4.40$) and can improve their writing skills effectively ($\bar{X}=4.19$). This corresponded well with the results from the interview where 100% of the students interviewed agreed that the FBCL lessons could enhance their writing skills, especially helping them improve their grammar. This knowledge could be applied in their guided writing. This corresponded well with results from a study by Suthiwartnarueput and Wasanasomsithi (2012) that found a significant correlation between the scores of grammar points and writing skills in the pretest and posttest.

In summary, EFL students' writing achievements between the pre-writing test and post-writing test were significantly different due to the development of students' guided writing skills which were trained systematically through the FBCL lessons and effectively learning in groups.

4.2.5 Discussion of the Results of the Questionnaire and Semi-structured Interviews on Participants' Perceptions and Feedback Toward the Facebook Based Collaborative Learning (FBCL) Lessons

This part discusses students' perceptions and feedback toward the FBCL lessons as revealed through the results from the questionnaire and semi-structured interviews that took place after the experiment. As a whole, the findings from the questionnaire and the interviews indicated that the students had positive feedback toward the FBCL lessons as they indicated that they liked to study English writing skills with the FBCL lessons. The following parts are explanations on why the students had positive feedback and why they liked the FBCL lessons.

First, students showed their interests in learning English writing skills via the FBCL lessons in Facebook groups. They expressed in the results of the questionnaire that the FBCL lessons were convenient for them to learn and review the lessons ($\bar{X} = 4.40$). And in the results of the semi-structured interviews, 100% of the students interviewed also agreed that they could access the FBCL lessons conveniently with any kind of personal computer or mobile device which they had available anytime, and anywhere. Students just needed a computer or mobile device with an Internet connection to join the FBCL lessons. This convenience for students might be partially from the usefulness of Facebook as it is regarded as a more advanced interactive media site (Shih, 2013) and one of the useful, enjoyable, and commonly used social

networks among university or college students. The positive impact of Facebook on students were also indicated by Blattner and Lomicka (2012), Shih (2011, 2013), Suthiwartnarueput and Wasanasomsithi (2012), Wang, Woo, Quek, Yang, and Liu (2012), Yunus and Salehi (2012), and Yunus et al. (2011). Thus, the convenience of using Facebook helps increase students' interests in learning with the FBCL lessons.

Second, the FBCL lessons allowed students to work in groups which helped them improve their EFL writing skills. From the results of the semi-structured interviews, 100% of students had positive feelings toward the group work activities of the FBCL lessons. The results also revealed that students felt good, had an enjoyable experience, had fun, found it helpful, and grew closer to their group members when they worked in groups during their participations in the FBCL lessons. Moreover, all the interviewed students agreed that working in groups improved their writing skills. They showed that they collaborated with each other at every stage of writing journals in groups. This point was consistent with the results from the questionnaire as students very strongly agreed that the FBCL lessons could enhance student-student interaction ($\bar{X}=4.44$); the activities in the FBCL lessons could improve their ability to work in groups ($\bar{X}=4.40$); and the activities in FBCL lessons can improve their writing skills effectively ($\bar{X}=4.19$). As Blattner & Lomicka (2012) suggested that Facebook has a great potential and incentives for personal writing, self-reflection, interactive learning, or collaborative learning. Shih (2013) and Yunus, et al. (2011) stated that learning in Facebook groups and peer feedback significantly enhance students' interest, interactions, and knowledge. In short, the FBCL lessons enhanced students' interests in working in groups which led to improved EFL writing skills since they had positive feelings from working in groups.

In addition to their positive perceptions and feedback toward the FBCL lessons, students showed their satisfactions with the FBCL lessons since they said the lessons were useful and met their needs to learn writing skills with Facebook. This might also be because the students had learned more than what they needed from English 1 course at SUT. They had no chance to practice writing in English and fewer chances to learn through Facebook, one of the social media sites that they used every day. This might be explained from the questionnaire result found that 43 students (82.7%) used Facebook often and very often. It showed that students were really familiar with using Facebook.

This part explained the reasons why students had good perceptions and feedback toward the FBCL lessons. It might be from the students' interests or the convenience of learning on Facebook which could also help their interactions with others, improve their group work skills, and then improve their writing skills. On the contrary, some students were negatively affected in using Facebook to learn writing through the FBCL lessons.

This chapter has presented and discussed the results of the study of the development of the FBCL Instructional model, the efficiency of the FBCL lessons, frequency of students' common grammatical errors in group guided writing, students' writing achievements, and students' perceptions and feedback toward the FBCL lessons. The FBCL Instructional model will be described in more details and the FBCL lessons will be illustrated with examples in the following chapter.

CHAPTER 5

THE INSTRUCTIONAL MODEL ON FACEBOOK BASED COLLABORATIVE LEARNING TO ENHANCE EFL STUDENTS' WRITING SKILLS (THE FBCL INSTRUCTIONAL MODEL)

This section presents the development of the instructional model on Facebook based collaborative learning (FBCL) to enhance EFL students' writing skills. Each step of the model is explained in detail. The construction of the FBCL lessons is also described.

5.1 Design of the Instructional Model on Facebook Based Collaborative Learning to Enhance EFL Students' Writing Skills

Instructional design is a system of procedures that specifies the planning, design development, implementation, and evaluation of effective and efficient instruction in a variety of educational environments. The specifications of instructional design process should be both functional and attractive to learners. Moreover, in developing the instructional model for this study, five previous instructional design models were reviewed and synthesized as discussed in Chapter Two. The ADDIE model is a foundational instructional system design model upon which most of the existing instructional models are based (Kruse, 2011). The Dick

and Carey Model is known as the systems-oriented instructional model while the Kemp Model is a classroom-oriented instructional model. The SREO Model is an Internet-based instructional system design model for language teaching which involves the interactions between learners and the content while the OTIL Model is an online instructional system design model for task-based interactive listening teaching. These five instructional models, range from the traditional classroom to an online teaching setting. Each model includes an analysis of the needs and context, establishment of instructional or performance objectives, identification of instructional media and strategies, development of the prototype, formative and summative evaluation. With the purpose of developing an instructional model on Facebook and to apply collaborative learning theories and principles to enhance the EFL writing skills of Thai university students, the model for this study which was developed from the syntheses and combination of the strong points from each model mentioned was oriented on Facebook based collaborative learning, students' comments and feedback on their writing activities.

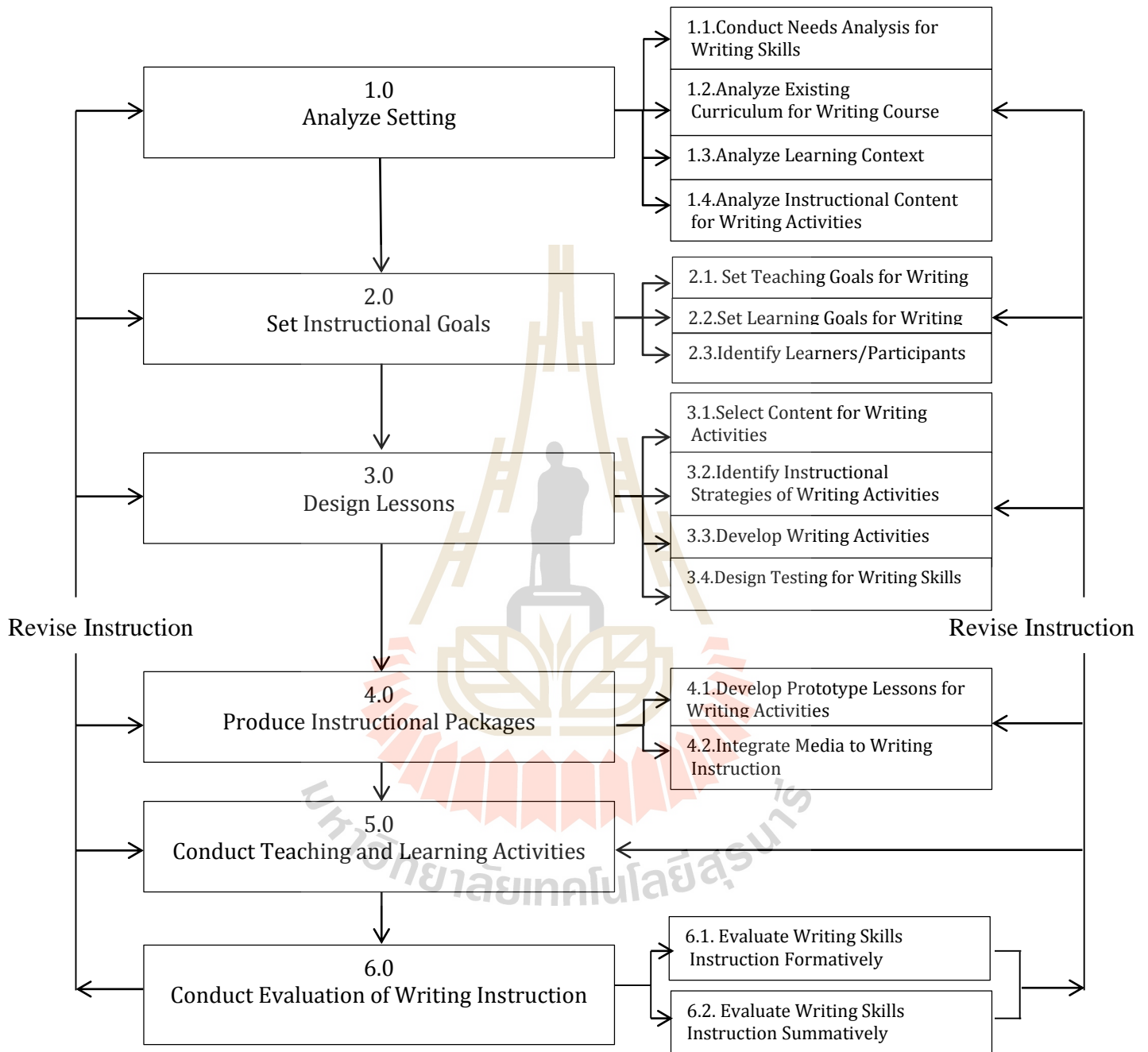


Figure. 5.1 Design of the Instructional Model on Facebook Based Collaborative Learning to Enhance EFL writing skills

The FBCL Model includes 6 major steps and 15 sub-steps in the development process. They will be explained in more details as follows.

Step 1.0 Analyze Setting

To construct the instructional model, it is necessary to analyze the background and problems of EFL writing skills at Suranaree University of Technology. This phase 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 Analyze Existing Curriculum for the Writing Course

It is necessary to analyze the existing curriculum or syllabus to know its prescription for 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. This complementary writing course also helps students review some grammar points of the main course and practice other language skills besides writing.

1.2 Analyze Learning Context

It is essential to identify the learning contexts at higher education institutions for online instruction. The purpose of this sub-step is to identify the availability of technology and methodology for Facebook based collaborative learning lessons. The technical environment and instructional structure can be focused through the analysis. For the technical environment, the instructor should be concerned with 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 other mobile device which can have an Internet browser or Facebook application to participate. For the instructional structure, the instructor should search for an appropriate teaching methodology for teaching and learning with Facebook based collaborative learning lessons. In addition, attention should be placed on the appropriate allocation of time during the course.

1.3 Analyze Instructional Content for Writing Activities

The instructional content should be analyzed to help state the instructional goal clearly. From the content analysis, the instructor should analyze the type (domain) and level (sequence) of the instructional content, and be able to state specific lesson objectives, instructional strategies and assessment methods for use in the instructional steps which are required in the course (Chyung & Trenas, 2009; Punithavathy & Mangai, 2011). An analysis of the content domain identifies whether the main purposes of instructional content is to change the learners' cognitive, emotional, or physical status, while the analysis of domain content determines the optimal range for the learning sequence required for achieving the instructional goal (Chyung & Trenas, 2009). In addition, Gagné's (1985) five categories of learning outcomes (intellectual skills, verbal information, cognitive strategies, motor skills, and attitudes) and Bloom's taxonomy of educational objectives (Bloom, 1956) are used to identify what the educators expect their students to have learned by the end of instruction.

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. Well-planned instructional goals will be the guide for the instructor to focus their effort and minimize deviations during the course design and delivery. In setting instructional goals, teaching goals and learning goals are the two main elements that should be considered with the learners of the instruction.

2.1 Set Teaching Goals for Writing

Teaching goals are very important for instructors to control the writing instruction. They are about what the instructor plans to teach, what the instructor will include in this writing course, and how the instructor will include it. These teaching goals are usually broad, and vague at times depending on the students' different level. Moreover, with the instructional goals, the instructor is well aware of language contents of the writing lessons to plan real world tasks and choose teaching techniques appropriately for the students.

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 is also examined to make sure the objectives are set at the appropriate level for the students' learning context. Learning goals involve enabling objectives and terminal objectives. Enabling objectives are more specific than terminal objectives. Enabling objectives define the skills, knowledge, or behaviors students must reach to successfully complete terminal objectives. Terminal objectives describe the expected performance of the students by the end of the course and the results, not the processes. The terminal objectives will be described in each unit of the course.

2.3 Identify Learners/ Participants

The instructor needs to determine the learners of the course based on the instructional goals. This sub-step is helpful to know the required skills the learners have to join the writing instruction. This helps the instructor to understand the starting level of the writing course and to choose the best strategies to deliver the course effectively and appropriately. The learners should have computer and Internet skills, especially be Facebook users.

Step 3.0 Design Lessons

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

3.1 Select Content for Writing Activities

Authentic materials found from books, the Internet, or other media are required to support the writing instruction and the learners. In writing, the ideology of teaching writing skills is based on models. A variety of texts are presented as models. Before the students begin to write, they need to study a model text of the task in order to learn and apply the correct form for the type of writing; especially students' writing work should be recognized as correct or appropriate. Furthermore, students will be provided with foundational knowledge of the topics and some related grammatical exercises to practice before they come to the actual writing practice of the instruction. When the instructor manages materials from the textbook, online, and other media, (s)he should consider their authenticity and suitability.

3.2 Identify Instructional Strategies for Writing Activities

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

3.3 Develop Writing Activities

It would be wrong to ignore the following good reasons to develop writing skills at early learning stages: “reinforcement of material learned orally, variety of activity in the classroom and increased contact with the language through work that can be done out of class” (Byrne, 1988, p. 31) . Writing refers to writing a connected text and not just single sentences. Writing activities should be directly based on learners’ target communicative goals or pedagogic tasks with an audience, and what students write must be clear, precise and specific: defining the length, scope and purpose of the exercises before writing (Hyland, 2003) . The three components of real world writing activities should embody correctness of form, appropriateness of style, and unity of theme and topic. The techniques drawn from other approaches including model paragraphs, controlled compositions, free writing, sentence exercises, all of which are useful approaches and students need them (Raimes, 1983). For the

level of first year students of English 1 at SUT, the controlled writing activities with guided questions will be the key component of the learning process.

3.4 Design Testing for Writing Skills

The results of testing are used to evaluate the progress of students in the writing instruction and the effectiveness of the Facebook based collaborative learning lessons. Controlled writing assessment should be used to in the instructional model on Facebook-based collaborative learning. 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, and from normative to summative assessment. The assessment should give students objective feedback and remediation when necessary. The pre-test and post-test will also be designed for the study.

Step 4.0 Produce Instructional Package

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

4.1 Develop Prototype Lessons for Writing Activities

Prototyping is the design of the generic Facebook based collaborative learning lesson template for the instruction including all aspects of each lesson. The template should be flexible and encourage student interaction. The prototype will be evaluated in a formative way to check whether it serves the instructional goals. And based on the formative evaluation, the instructor will find potential problems and

revise the lessons before the development of the model is completed and the main experiment is conducted.

4.2 Integrate Media to Writing Instruction

The instructor should manage the media content properly to integrate it into the instruction. Based on the learning goals, the instructor should choose instructional media that can add value and support the learning activities effectively. Media for online instruction include videos, texts, images/graphics, e-books, and links for English language learning. All media should be optimized to match the requirements of the Facebook based collaborative learning lessons and be delivered effectively for improving writing skills.

Step 5.0 Conduct Teaching and Learning Activities

This step involves the preparation for conducting the instruction for students. The instructor should provide the lessons in an interactive and effective way. Learner-centered learning of controlled writing activities with guided questions and online interaction will be the main focus in the teaching process. Teacher-students and student-student interactions will be encouraged in the teaching process as well. Students will be expected to write their responses in the discussion board or have discussions with their teacher or peers via messages in the Facebook groups synchronously and asynchronously.

Step 6.0 Conduct Evaluation and Revision of Writing Instruction

It is essential to evaluate the learning processes and the outcomes. The instruction is not complete until it shows that students can reach the instructional goals. From the result of the evaluation, the instructor can improve the learning

process and check whether the learners achieve the goals or not. There are two types of evaluation: formative and summative.

6.1 Evaluate Writing Skills Instruction Formatively

Formative evaluation takes place in each step during the development of the instructional model. It is useful for identifying any weaknesses or problems in the instructional plan before the main implementation will be conducted. The results of formative evaluation can be used to serve the suitability of objectives, contents, learning methods, materials, and delivery of the writing course.

6.2 Evaluate Writing Skills Instruction Summatively

Summative evaluation will be conducted at the end of the writing instruction. Data from the post-test will be collected to evaluate the effectiveness of the instruction. The evaluation should be accurate to ensure content validity and reliability.

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 learners, revision is done to adjust the lessons. It helps learners better achieve the projected objectives.

In summary, the FBCL Instructional model is an online collaborative learning for the enhancement of EFL students' writing skills. The model consists of 6 major steps and 15 sub-steps. For online writing instruction, it is important to analyze the learning context. For instructional strategies in the FBCL Model, learners should work collaboratively to practice writing with real world topics which might interest them and help improve their writing skills. Furthermore, learners accessed interactive assignments on the EDpuzzle platform through Facebook groups. The FBCL

Instructional Model is learner-centered and focuses on learners' collaboration in the learning process. The most prominent difference from other instructional models is in the Conduct Teaching and Learning Activities which emphasize learners' collaboration, peer feedback, and teacher feedback in the group writing process on Facebook synchronously and asynchronously.

5.2 The Components of the Facebook Based Collaborative Learning Lessons (FBCL lessons) to Enhance EFL Students' Writing Skills

The FBCL lessons which were developed in Facebook groups aimed to help learners enhance their writing skills in groups for English 1 students at SUT. The FBCL lessons consist of two units based on the textbook by Richards and Bohlke (2012), Four Corners 3, Cambridge University Press, as follows:

Unit 1: A Busy Student's Life

Unit 2: A Dream Vacation

The FBCL lessons are composed of three main sections: Listening Comprehension, Grammar Exercise, and Group Writing Practice. The main platform for the FBCL lessons was Facebook groups during the students' practice for their collaborative writing in their groups. The EDpuzzle website provided the sub platform for the listening comprehension and grammar exercises for their independent learning. After the FBCL lessons were developed, they were uploaded to Facebook groups and EDpuzzle before the main experiment was conducted.

The FBCL lessons were made up from two units according to main topics from the textbook, Four Corners 3 and of their final exams at the end of the course. Each unit was comprised of three lessons. Lesson 1 included Listening


Comprehension, Grammar Exercises, and Writing Practice. Lesson 2 included Listening Comprehension, Grammar Exercises, and Writing Practice. Lesson 3 included Comments and Feedback from Peers and Teacher. In Lessons 1 and 2, the first two sections (Listening Comprehension and Grammar Exercise) were prepared for students to learn independently in order to enlarge their vocabulary and improve their grammar knowledge which would be employed in the Writing Practice. The third section in Lessons 1 and 2 was Writing Practice where students could work in groups to prepare for their guided writing through the integrated writing approach. In Lesson 3, the main activity was Comments and Feedback from Peers and the Teacher. Students helped each other within their small groups of four students to check the group written texts with the checklist, and then helped other group written texts in the big Facebook group to improve their group writing. After that, the teacher checked their group written texts with the codes for students' own errors corrections.

Part 1 Listening Comprehension

The first part of modules 1 and 2 of the unit was Listening Comprehension. In this part, the video with five comprehensive questions which were related to the topic were provided in order to let students get general information and vocabulary about the topic they were going to write about in their guided writing. The videos which were utilized in the FBCL lessons were adopted from Four Corners 3, Teacher Edition, Cambridge University Press; however, the listening comprehension activities were created by the researcher to help students understand the topics and prepare them with vocabulary for the group writing activities later in the writing task.

This is a sample page of the Listening Comprehension part

U2 L1 P1



Travels
with
Nick and Ben

YouTube

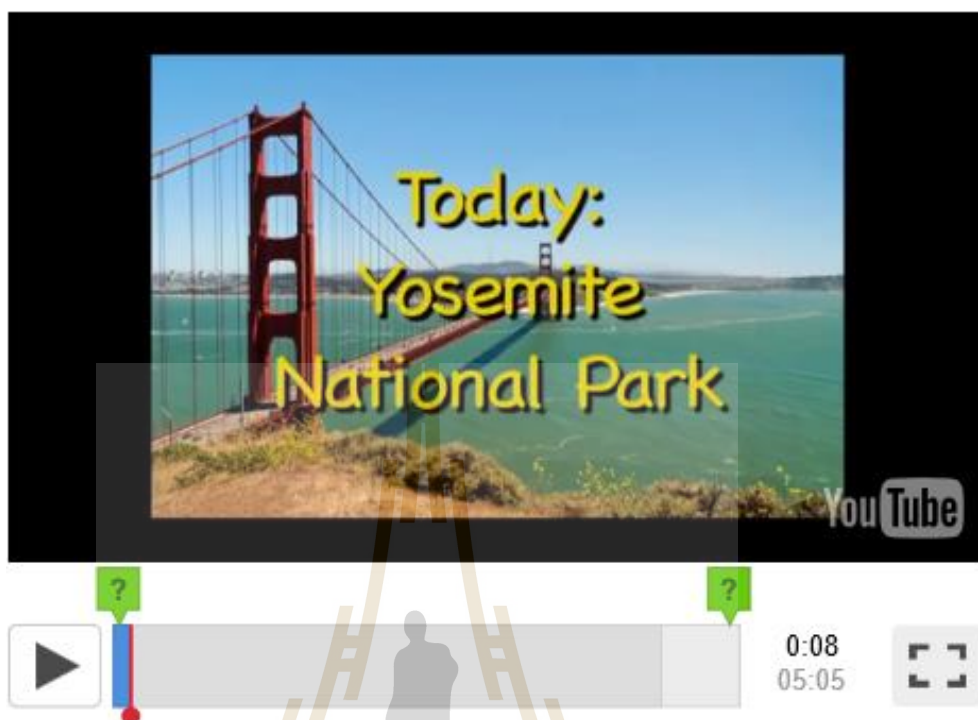
0:03

You are going to watch the video about Nick and Ben's trip to Yosemite National Park. Then choose the correct answers.

Continue

มหาวิทยาลัยเทคโนโลยีสุรนารี

U2 L1 P1



1. Which geographic feature doesn't Yosemite National Park have?

☐ Yosemite National Park doesn't have lakes.

☐ Yosemite National Park doesn't have rivers.

☐ Yosemite National Park doesn't have mountains.

☐ Yosemite National Park doesn't have forests.

2. How long does it take to drive to Yosemite National Park from San Francisco?

☐ It takes about three hours to drive to Yosemite National Park from San Francisco.

☐ It takes about six hours to drive to Yosemite National Park from San Francisco.

☐ It takes about four hours to drive to Yosemite National Park from San Francisco.

☐ It takes about five hours to drive to Yosemite National Park from San Francisco.

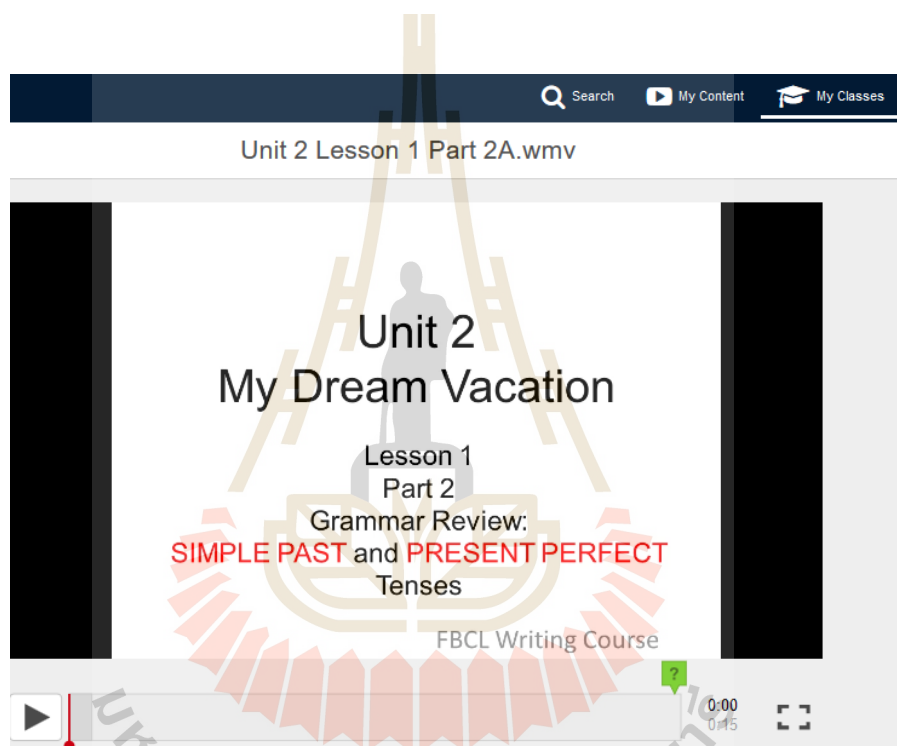
3. Why did Ben have to walk to a gas station?
<input type="checkbox"/> Because he did not fill up the car in the morning.
<input type="checkbox"/> Because he would love to walk to exercise.
<input type="checkbox"/> Because he didn't have a car.
<input type="checkbox"/> Because he stayed near the gas station.
4. What is called El Capitan?
<input type="checkbox"/> The huge box is called El Capitan.
<input type="checkbox"/> The huge fox is called El Capitan.
<input type="checkbox"/> The huge sock is called El Capitan.
<input type="checkbox"/> The huge rock is called El Capitan.
5. How high is the highest waterfall in North America?
<input type="checkbox"/> It's 2,125 feet high.
<input type="checkbox"/> It's 2,425 feet high.
<input type="checkbox"/> It's 2,452 feet high.
<input type="checkbox"/> It's 2,245 feet high.
<input type="button" value="Submit"/> <input type="button" value="Rewatch"/>

From the page, students were required to watch the video and answer the listening comprehensive questions about the content from the video.

Part 2 Grammar Exercise

The second part of lessons 1 and 2 was Grammar Exercise. The exercises were provided for students to practice and review grammar points that they were taught in the classroom with the main textbook.

This is a sample page of the grammar exercise



Unit 2 Lesson 1 Part 2A.wmv

Unit 2 My Dream Vacation

Lesson 1 - Part 2 - Grammar Review

Choose the most appropriate sentence with the correct form of **Simple Past** tense.

FBCL Writing Course

0:07 / 0:15

Unit 2 Lesson 1 Part 2A.wmv

Unit 2 Lesson 1 Part 2A.wmv

Unit 2 My Dream Vacation

Lesson 1 - Part 2 - Grammar Review

Choose the most appropriate sentence with the correct form of **Simple Past** tense.

1. Jane and Paul were making dinner on Friday when (their friends/ arrive)
2. Martin was driving to the store when (his brother/ call)
3. What were you doing yesterday when (the electricity/ go off)
4. When (Jill / send me / a text message), I was talking to Tom on my cell phone.
5. What were they doing when (the ambulance / come)?
6. When (the storm / begin), I was walking home from work.

FBCL Writing Course

0:12 / 0:15

Choose the most appropriate sentence with the correct form of Simple Past tense.

1.

☐ Jane and Paul were making dinner on Friday when their friends arrive.

☐ Jane and Paul were making dinner on Friday when their friends has arrived.

☐ Jane and Paul were making dinner on Friday when their friends arrived.

2.

☐ Martin was driving to the store when his brother called.

☐ Martin was driving to the store when his brother call.

☐ Martin was driving to the store when his brother was called.

3.

☐ What were you doing yesterday when the electricity went off.

☐ What were you doing yesterday when the electricity has gone off.

☐ What were you doing yesterday when the electricity go off.

4.
<input type="checkbox"/> When Jill sent me a text message, I was talking to Tom on my cell phone.
<input type="checkbox"/> When Jill was sent me a text message, I was talking to Tom on my cell phone.
<input type="checkbox"/> When Jill send me a text message, I was talking to Tom on my cell phone.

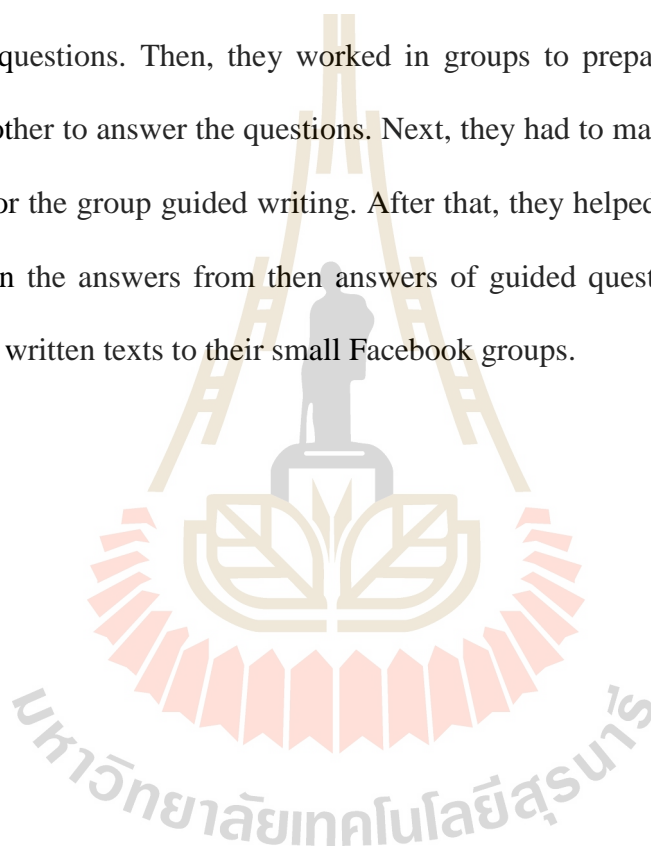
5.
<input type="checkbox"/> What were they doing when the ambulance come?
<input type="checkbox"/> What were they doing when the ambulance has come?
<input type="checkbox"/> What were they doing when the ambulance came?

6.
<input type="checkbox"/> When the storm was began, I was walking home from work.
<input type="checkbox"/> When the storm began, I was walking home from work.
<input type="checkbox"/> When the storm begin, I was walking home from work.

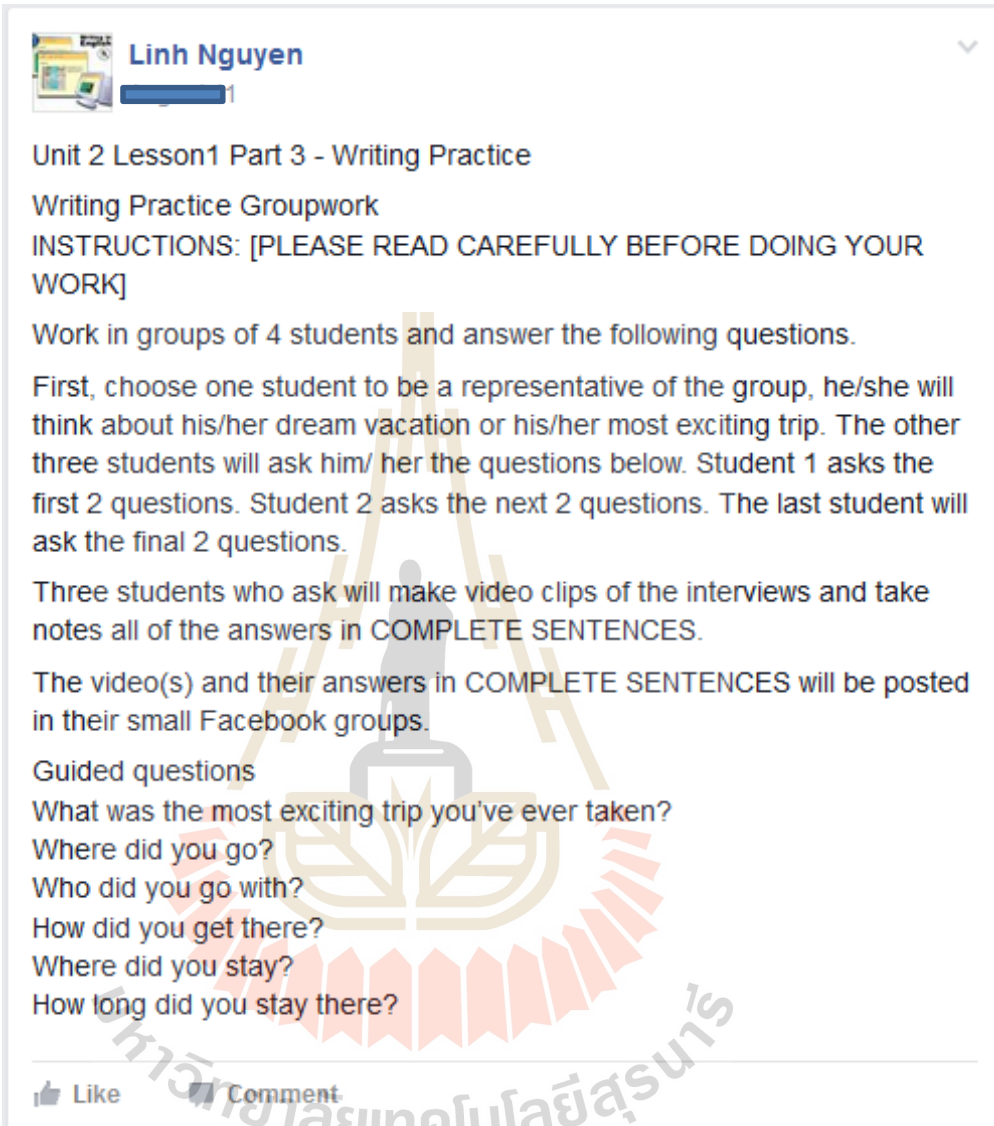
This page let students do the grammar exercise. This part also tested whether students had gained the grammar knowledge that they learned and whether understood it or not.

Part 3 Writing Practice

The main activity of the FBCL lessons was Writing Practice. Students worked in groups of four and prepared for their group guided writing. They were provided with guided questions. Then, they worked in groups to prepare the answers. They helped each other to answer the questions. Next, they had to make video clips of their preparation for the group guided writing. After that, they helped each other to write a text basing on the answers from then answers of guided questions and posted their group guided written texts to their small Facebook groups.



These are samples of their Writing Practice activity



Linh Nguyen

Unit 2 Lesson1 Part 3 - Writing Practice

Writing Practice Groupwork

INSTRUCTIONS: [PLEASE READ CAREFULLY BEFORE DOING YOUR WORK]

Work in groups of 4 students and answer the following questions.

First, choose one student to be a representative of the group, he/she will think about his/her dream vacation or his/her most exciting trip. The other three students will ask him/ her the questions below. Student 1 asks the first 2 questions. Student 2 asks the next 2 questions. The last student will ask the final 2 questions.

Three students who ask will make video clips of the interviews and take notes all of the answers in COMPLETE SENTENCES.

The video(s) and their answers in COMPLETE SENTENCES will be posted in their small Facebook groups.

Guided questions

- What was the most exciting trip you've ever taken?
- Where did you go?
- Who did you go with?
- How did you get there?
- Where did you stay?
- How long did you stay there?

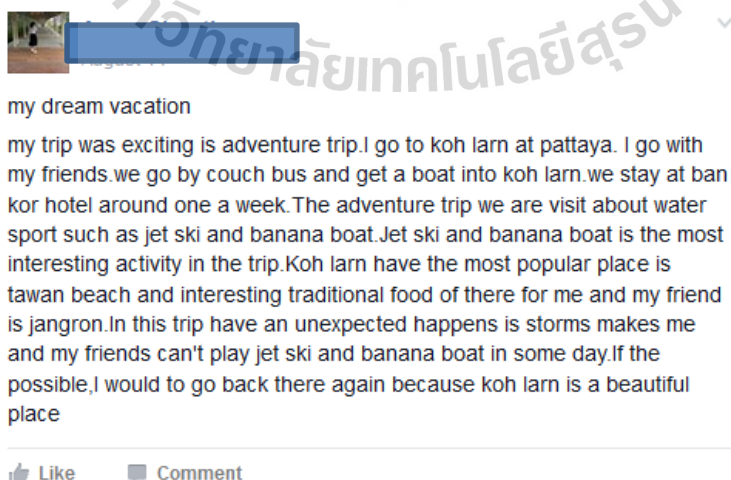
Like Comment

This is the first part of Writing Practice. Students read the instructions and worked in groups to answer these questions. After getting the answers for all of the guided questions, they made video clips of their preparation for group guided writing.





In this part, they showed that they had asked and answered the guided questions in the video clips. After students finished the two parts of the Writing Practice, they could combine the answers from the two parts to write their group guided written text.

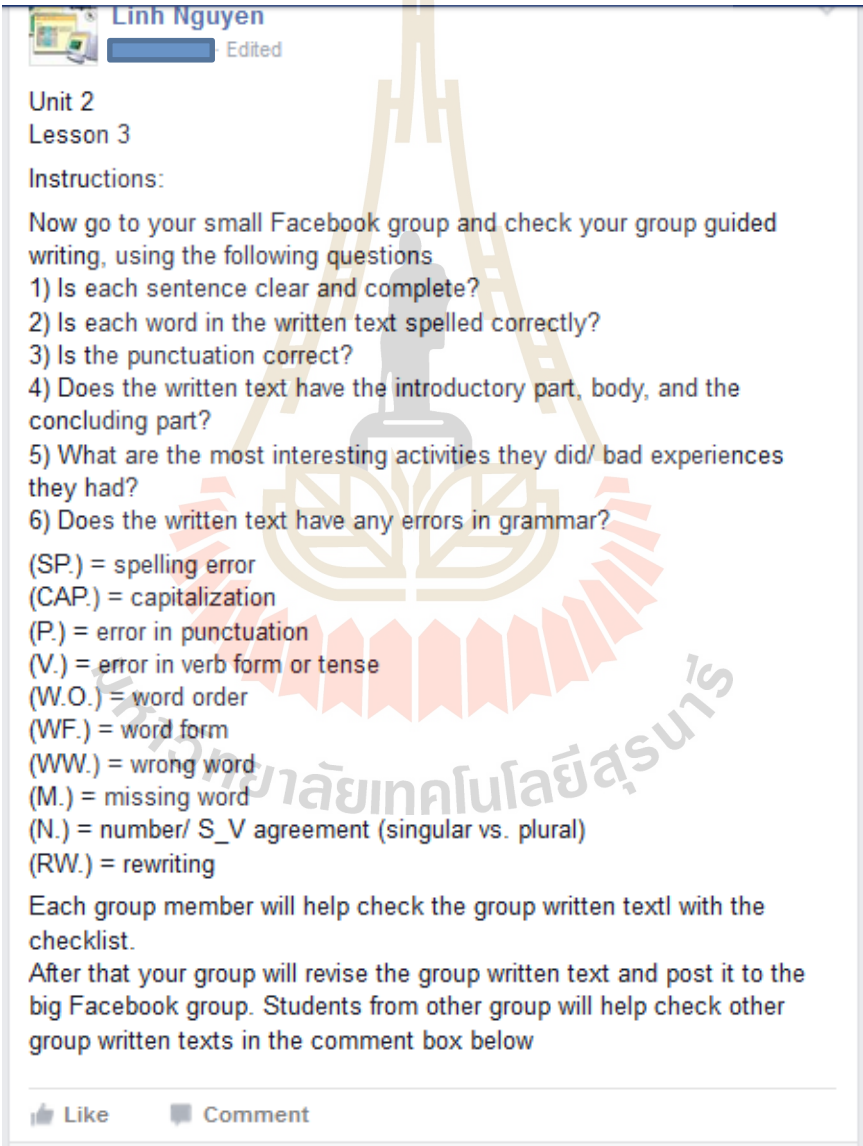


And this generated the first draft of the students' group guided writing text.

The first version was posted in their small Facebook group.

Part 4: Comments and Feedback from Peers and Teacher

In this activity, students read and checked their group written text with the checklist. Then they wrote the group written text again and posted it to the big Facebook group



Linh Nguyen · Edited

Unit 2
Lesson 3

Instructions:

Now go to your small Facebook group and check your group guided writing, using the following questions

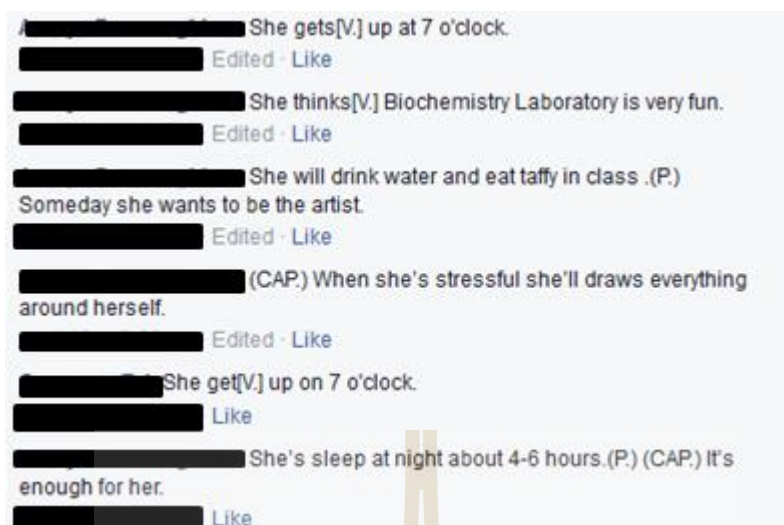
- 1) Is each sentence clear and complete?
- 2) Is each word in the written text spelled correctly?
- 3) Is the punctuation correct?
- 4) Does the written text have the introductory part, body, and the concluding part?
- 5) What are the most interesting activities they did/ bad experiences they had?
- 6) Does the written text have any errors in grammar?

(SP.) = spelling error
(CAP.) = capitalization
(P.) = error in punctuation
(V.) = error in verb form or tense
(W.O.) = word order
(WF.) = word form
(WW.) = wrong word
(M.) = missing word
(N.) = number/ S_V agreement (singular vs. plural)
(RW.) = rewriting

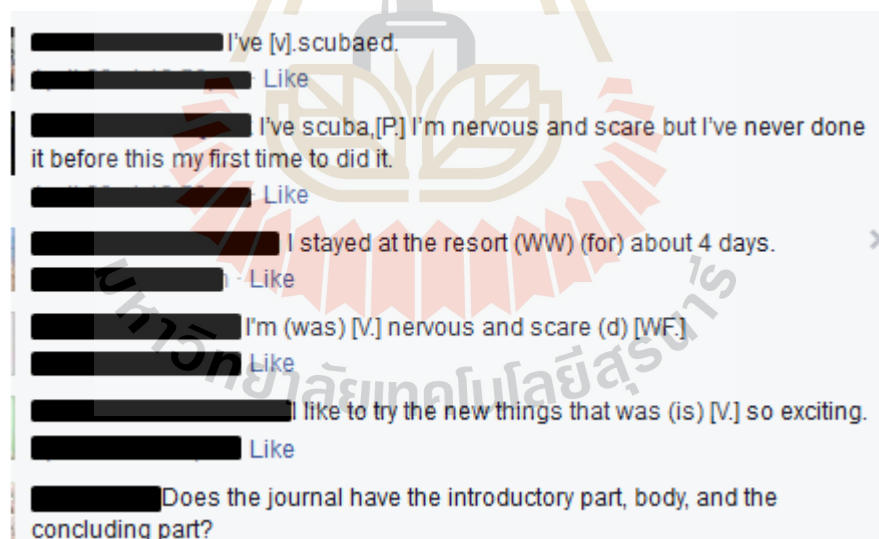
Each group member will help check the group written text with the checklist.

After that your group will revise the group written text and post it to the big Facebook group. Students from other group will help check other group written texts in the comment box below

Like Comment

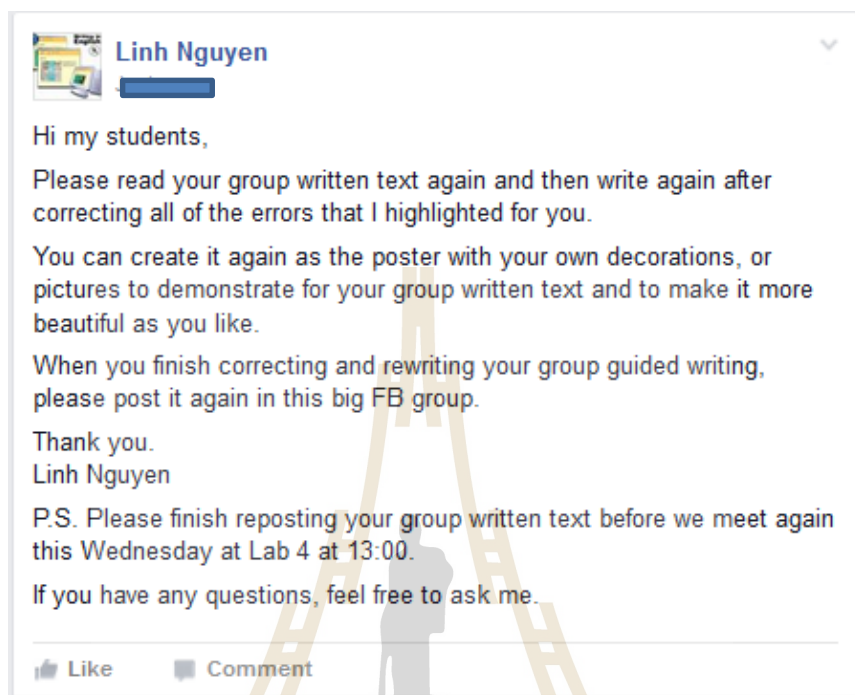


When their group written texts were posted to the big Facebook group, the classmates from other groups had to read and help check their group written texts. Then they wrote their comments in the comment boxes below their group guided written texts.



Next, students collected their classmates' feedback from the other groups to write their group guided written texts again to post in their small Facebook groups. The teacher would collect students' group guided written texts to check with the checklist and the codes for grammatical errors. When students received their teacher's feedback, they corrected and rewrote their group guided written text one more time

for a third version. The third version was designed into a poster on the big Facebook group.



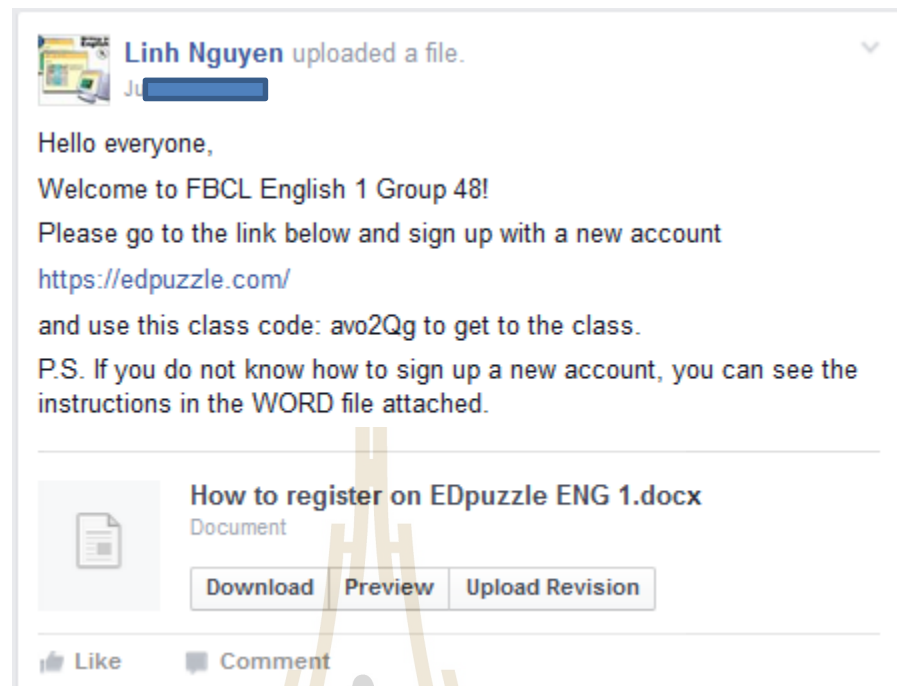
Overview of the FBCL lessons

This section provides an overview of the information from the FBCL lessons. The lessons were accessed through Facebook groups which were created by the teacher. The students, who all had to be Facebook users, were added to the FB groups.

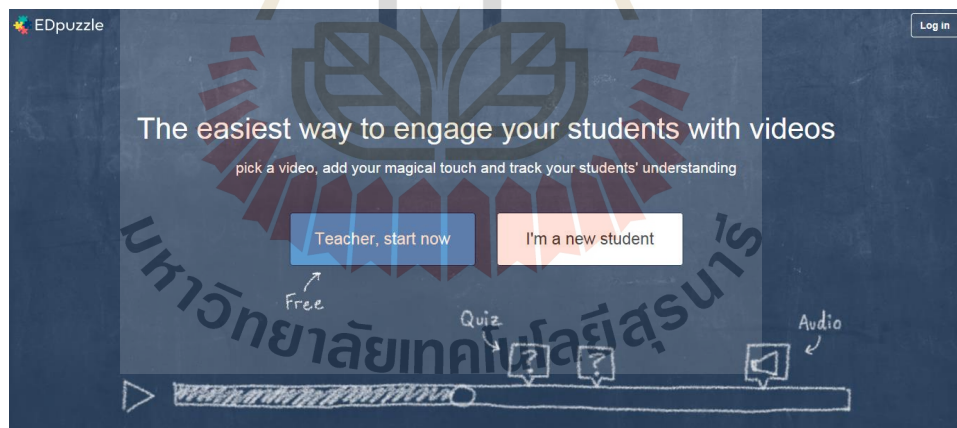
This is the view of the big Facebook where every student of the main experiment was added.



- 1) After all students were added to the group. The instructions for the FBCL lessons were posted in this big Facebook group. Next, students were provided with a link to EDpuzzle to create an account there for their independent learning with Listening Comprehension and Grammar Exercises from modules 1 and 2 of each unit.



- 2) Students would go to the link and follow the instruction to log in to the class with the class code provided.



The screenshot displays the EDpuzzle website interface. At the top, a 'Sign up as student' modal is open, featuring options to 'Sign up with Google' and 'Sign up with Edmodo'. Below these are input fields for 'First Name', 'Username', 'Password', 'Confirm Password', and 'Email (Optional)', followed by a 'Sign up' button. The background shows a dark-themed landing page with the text 'The easiest way to learn with videos' and 'Audio'. Below the modal, the main content area says 'Welcome to EDpuzzle! Start by joining a classroom.' and 'Don't have a class code? Ask your teacher!' with a '+ Join Class' button. On the left, there's a 'My Classes' sidebar with a 'Join Class' link and an 'App Store' download button. At the bottom, another modal titled 'Enter the code to join the class' is shown, with a large text input field and a 'Join the class' button. A large, semi-transparent watermark of a Thai university logo is overlaid on the bottom half of the image.

And now with the class code provided, students could log in to the EDpuzzle website and could finish the first two sections: Listening Comprehension and Grammar Exercises by themselves.

- 3) Students could start the FBCL lessons with the instructions the teacher posted on the big Facebook groups. Students followed the links provided on Facebook to go the EDpuzzle to do the Listening Comprehension there.



Linh Nguyen

Ju

Unit 1 A busy student's life

Module 1

Objectives: You will be able to get some information about a busy student's life and practice asking about the information about your student's life to prepare for your guided writing.

Unit 1 – Module 1 – Part 1- Listening Comprehension

Now go to the link below and do the Listening Comprehension exercise

Note: Do it by yourself. Choose your answers carefully before you click SUBMIT

Watch the video about a busy schedule by Amy. Danielle interviews her friend, Amy, about her life at school. Then choose the correct answers.

[Do it by yourself. Choose your answers carefully before you click SUBMIT]

<https://edpuzzle.com/.../55ad9a18120.../5597dd3f4a964b9e54122693>



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Back U1 L1 P1 Listening Comprehension



0:01 / 04:16

My Content My Classes Share

You are going to watch the video about a busy schedule by Amy. Danielle interviews her friend, Amy, about her life at school. Then choose the correct answers at the end of the video clip.

Continue

Rewatch

1. What are Danielle and April studying?

☐ They are studying journalism.

☐ They are studying art.

☐ They are studying chemistry.

2. How many classes is Amy taking?

☐ She is taking 6 classes.

☐ She is taking 4 classes.

☐ She is taking 5 classes.

3. How does Danielle feel about her schedule?

☐ She feels like she has a really easy schedule.

☐ She feels like she has a really hard schedule.

☐ She feels like she has a really busy schedule.

4. Which subjects are difficult for Amy?

☐ Chemistry is difficult for her.

☐ English is difficult for her.

☐ Physics is difficult for her.

5. What are Danielle and April making for their class?

☐ They are making a video for their class.

☐ They are making a picture for their class.

☐ They are making a poster for their class.

Submit

⏮ Rewatch

- 4) Students could continue to do the Grammar Exercises to review the grammar points that they learned in the classroom. If students forgot or they wanted to know more, they could review using some links suggested on Facebook.

Linh Nguyen

Unit 1 -
Module 1 - Part 2 GRAMMAR REVIEW

Students will review themselves about SIMPLE PRESENT and PRESENT CONTINUOUS tenses with the link below

You can go to these links to review about Simple Present tense and Present Continuous tense if you do not remember them.

<http://www.really-learn-english.com/simple-present.html>
<http://www.really-learn-english.com/Present-Progressive.html>

Like Comment

Linh Nguyen Then you can go to the link to do the following exercise. Choose the most appropriate sentence with the correct form of Simple Present tense. <https://edpuzzle.com/.../55ad9a1.../5597e09345efad9873974efd>

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July 21 at 11:22am · Like · Remove Preview

Linh Nguyen <https://edpuzzle.com/.../55ad9a1.../5597e4564a96409e541226c8>

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July 21 at 11:23am · Like · Remove Preview

Linh Nguyen If you have not finished the assignments in the link above, too. Thank you!

July 28 at 5:01pm · Like

Write a comment...

Unit 1 Lesson 1 Part 2A.wmv

Unit 1
A Busy Student's Life

Lesson 1
Part 2
Grammar Review:
SIMPLE PRESENT and PRESENT
CONTINUOUS

FBCL Writing Course

0:00
0:15

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Unit 1 Lesson 1 Part 2A.wmv

Unit 1 A Busy Student's Life

Lesson 1 - Part 2 - Grammar Review

- Choose the most appropriate sentence with the correct form of **Simple Present** tense.

FBCL Writing Course

0:06
0:15

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Unit 1 Lesson 1 Part 2A.wmv

Unit 1 A Busy Student's Life

Lesson 1 - Part 2 - Grammar Review

- Choose the most appropriate sentence with the correct form of **Simple Present** tense.

1. She _____ (do) her homework every Sunday.
2. We sometimes _____ (meet) in front of the cinema.
3. _____ Nina _____ (play) computer games?
4. Uncle George _____ (not, go) to the doctor's.
5. On Fridays, we always _____ (have) our piano lessons.
6. Bill and Tom sometimes _____ (drive) to London.
7. He _____ (ride) his bike every day.
8. My friends _____ (play) football in the park.
9. I _____ (like) big cities.
10. He _____ (study) in the library.

FBCL Writing Course



1.

- ☐ She is do her homework every Sunday.
- ☐ She does her homework every Sunday.
- ☐ She do her homework every Sunday.

2.

- ☐ We are sometimes meet in front of the cinema.
- ☐ We sometimes meets in front of the cinema.
- ☐ We sometimes meet in front of the cinema.

3.

☐ Do Nina play computer games?

☐ Does Nina play computer games?

☐ Is Nina play computer games?

4.

☐ Uncle George doesn't go to the doctor's.

☐ Uncle George don't go to the doctor's.

☐ Uncle George isn't go to the doctor's.

5.

☐ On Fridays, we always has our piano lessons.

☐ On Fridays, we are always have our piano lessons.

☐ On Fridays, we always have our piano lessons.

6.

☐ Bill and Tom sometimes drives to London.

☐ Bill and Tom sometimes drive to London.

☐ Bill and Tom are sometimes drive to London.

7.
<input type="checkbox"/> He ride his bike every day.
<input type="checkbox"/> He is ride his bike every day.
<input type="checkbox"/> He rides his bike every day.

8.
<input type="checkbox"/> My friends plays football in the park.
<input type="checkbox"/> My friends are play football in the park.
<input type="checkbox"/> My friends play football in the park.

9.
<input type="checkbox"/> I am like big cities.
<input type="checkbox"/> I likes big cities.
<input type="checkbox"/> I like big cities.

10.
<input type="checkbox"/> He is usually reads books in the library.
<input type="checkbox"/> He usually reads books in the library.
<input type="checkbox"/> He usually read books in the library.

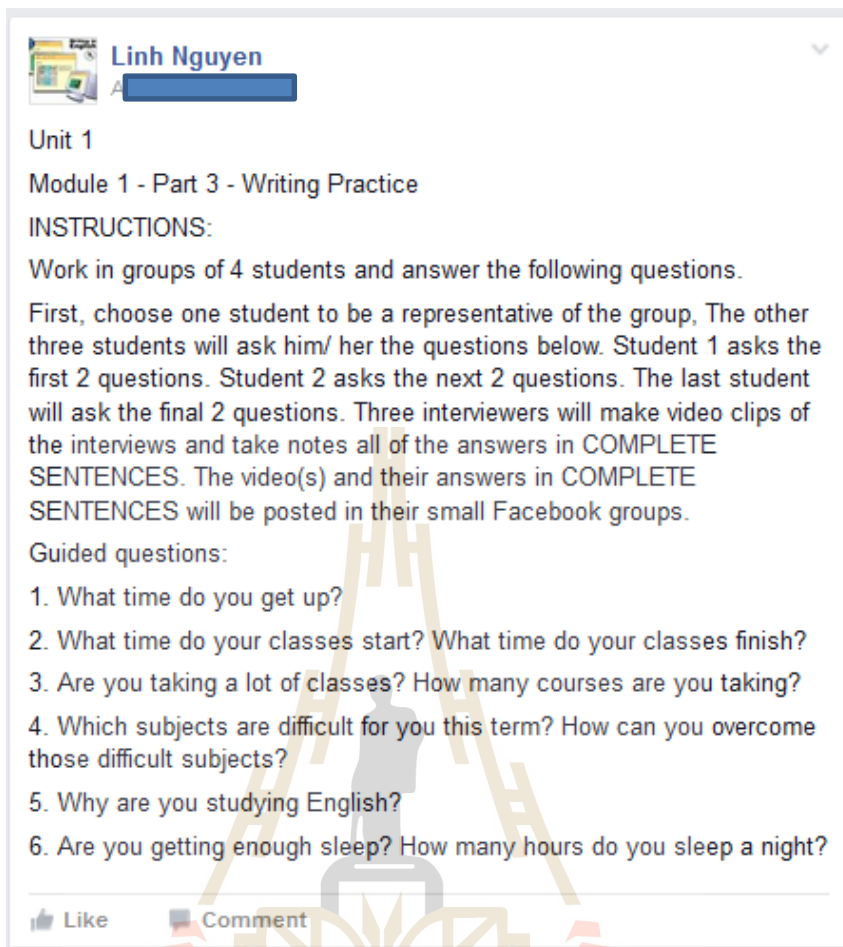
[Submit](#)[Rewatch](#)

- 5) After doing Listening Comprehension and Grammar Exercises, the students could continue to go to small Facebook groups consisting of four students which had been created by the teacher.

Here is a sample small Facebook group



- 6) Students worked in their small groups, discussing with their group members how to answer the guided questions. They were to help each other find the suitable answers for the questions. Then they could make video clips of their interviews with guided questions to show that they had worked together in their small groups.



Linh Nguyen

Unit 1
Module 1 - Part 3 - Writing Practice

INSTRUCTIONS:
Work in groups of 4 students and answer the following questions.
First, choose one student to be a representative of the group, The other three students will ask him/ her the questions below. Student 1 asks the first 2 questions. Student 2 asks the next 2 questions. The last student will ask the final 2 questions. Three interviewers will make video clips of the interviews and take notes all of the answers in COMPLETE SENTENCES. The video(s) and their answers in COMPLETE SENTENCES will be posted in their small Facebook groups.

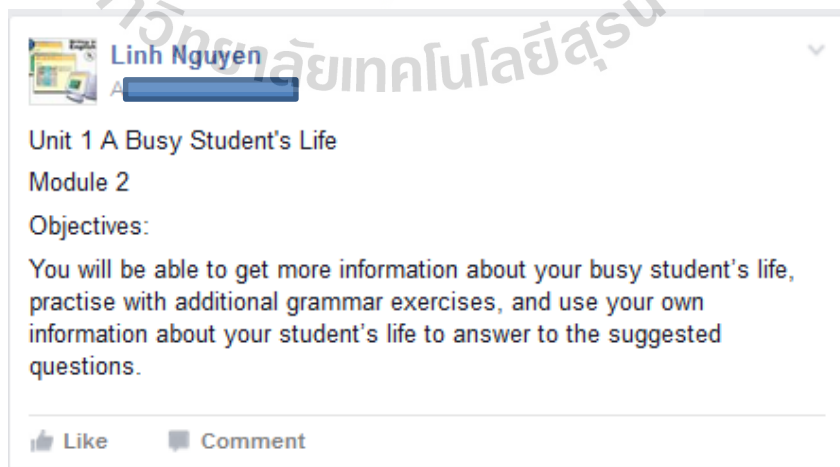
Guided questions:

1. What time do you get up?
2. What time do your classes start? What time do your classes finish?
3. Are you taking a lot of classes? How many courses are you taking?
4. Which subjects are difficult for you this term? How can you overcome those difficult subjects?
5. Why are you studying English?
6. Are you getting enough sleep? How many hours do you sleep a night?

Like Comment

This is the end of the first lesson of Unit 1.

- 7) Students could continue with Module 2 of Unit 1 with Listening Comprehension and Grammar Exercises. They could do the same as they did in lesson 1.




Linh Nguyen

Unit 1 A Busy Student's Life
Module 2

Objectives:
You will be able to get more information about your busy student's life, practise with additional grammar exercises, and use your own information about your student's life to answer to the suggested questions.


Like Comment

This is the Facebook link about the Listening Comprehension activity.




**Linh Nguyen**
A [redacted]

Unit 1 A Busy Student's Life
Module 2
Part 1 – Listening Comprehension

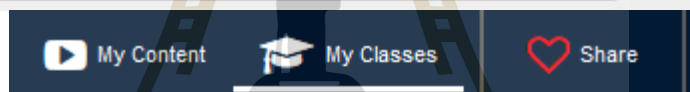
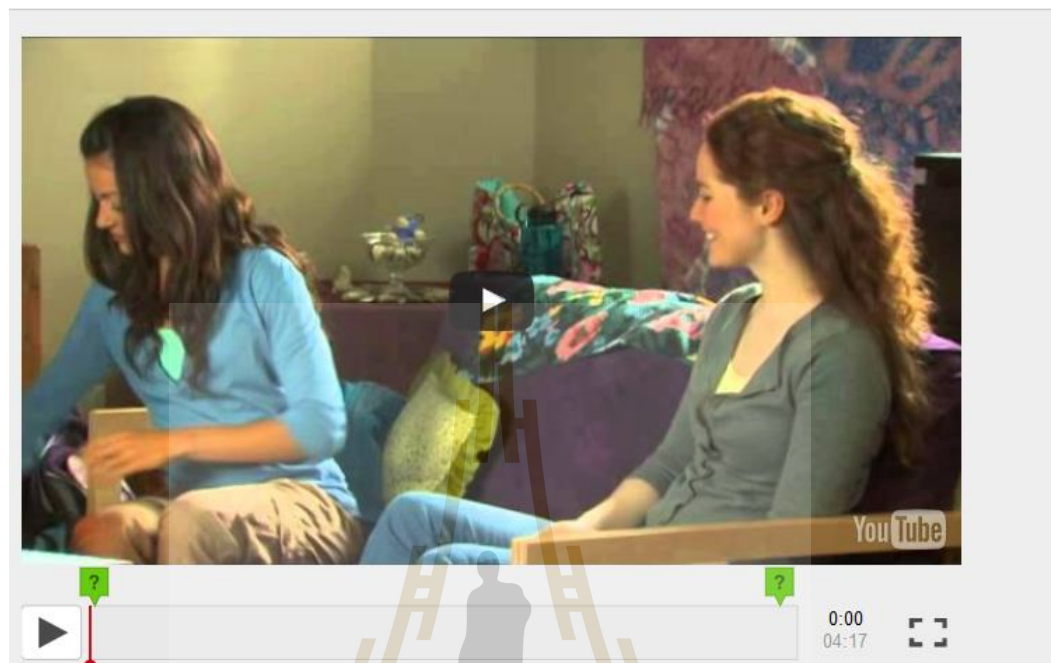
Go to the link and do the listening comprehension exercise with the video about "A busy student's life"
Warm-up activity
Instructions: Go to the link and watch the video. Then do the listening comprehension exercise by choosing the best answer.



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U1 L2 P1



You are going to watch the video about a busy schedule by Amy again. Danielle interviews her friend, Amy, about her life at school. Then choose the correct answers.

Continue

Rewatch

1. What does Amy do if she is nervous before a big exam?

☐ She drinks a lot of coffee.

☐ She eats a lot.

☐ She eats a lot and drinks a lot of coffee.

☐ She studies a lot.

2. Why is Amy taking art class?

☐ She wants to be an artist.

☐ She is stressful.

☐ She has a lot of free time.

3. What does Amy do if she feels sleepy in class?

☐ She drinks a lot of coffee.

☐ She eats a lot of popcorn.

☐ She puts her head on her hand.

4. What job does Amy want to do someday?
<input type="checkbox"/> She hopes to be an artist.
<input type="checkbox"/> She hopes to be an engineer.
<input type="checkbox"/> She hopes to be a doctor.

5. What is Danielle learning in journalism course?
<input type="checkbox"/> She's learning to write journals for newspapers.
<input type="checkbox"/> She's learning to interview people and make video stories.
<input type="checkbox"/> She's learning to write stories for newspapers.
<input type="checkbox"/> She's learning to write stories, interview people, and make video stories.

[Submit](#)[Rewatch](#)

This is the Grammar Exercise Facebook link.


Linh Nguyen

Unit 1 A Busy Student's Life
 Module 2 -Part 2 – Grammar Review
 Lead-in activity
 Link to review zero conditional sentences
https://www.englishclub.com/grammar/verbs-conditional_5.htm
<http://www.edufind.com/english-grammar/zero-conditional/>
<http://www.perfect-english-grammar.com/zero-conditional.html>
<http://www.learnenglish-online.com/.../t.../zeroconditional.html>
<http://www.ecenglish.com/learnengli.../.../what-zero-conditional>



Zero Conditional | EnglishClub
 Take some ice. Put it in a saucepan. Heat the saucepan. What happens? The ice melts (it becomes water). You would be surprised if it did not.
ENGLISHCLUB.COM

 Like
  Comment
  Share


Linh Nguyen Instruction: Practice using zero-conditional sentences. Go to the link and do the exercise by choosing the best zero-conditional sentences.
<https://edpuzzle.com/.../55ad9a1.../5597f4b245efad9873974f5c>

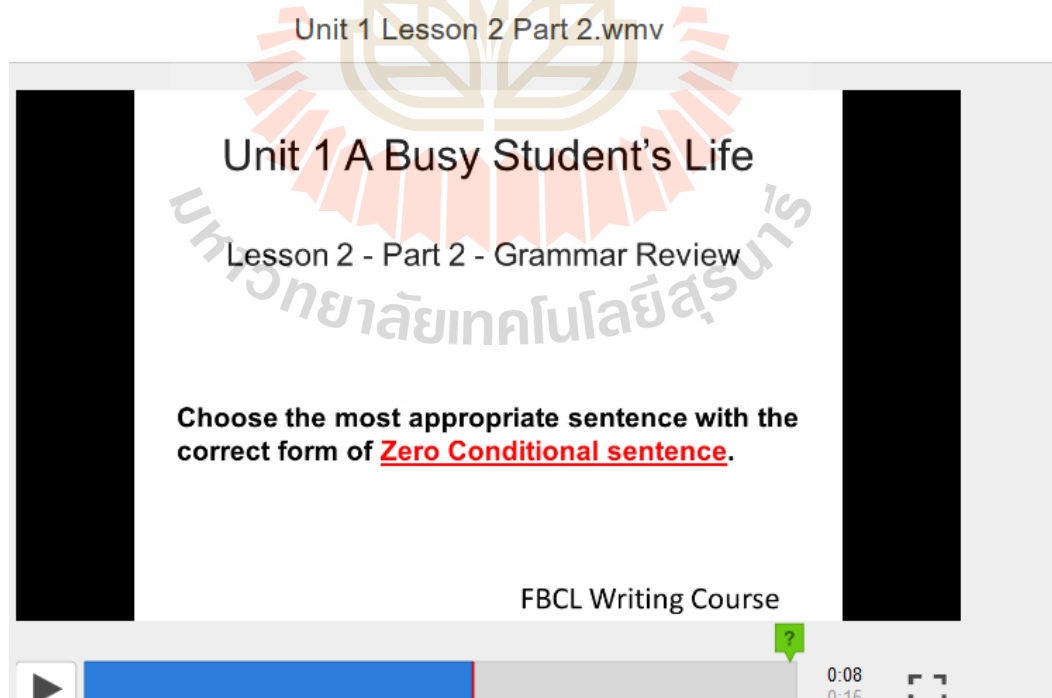
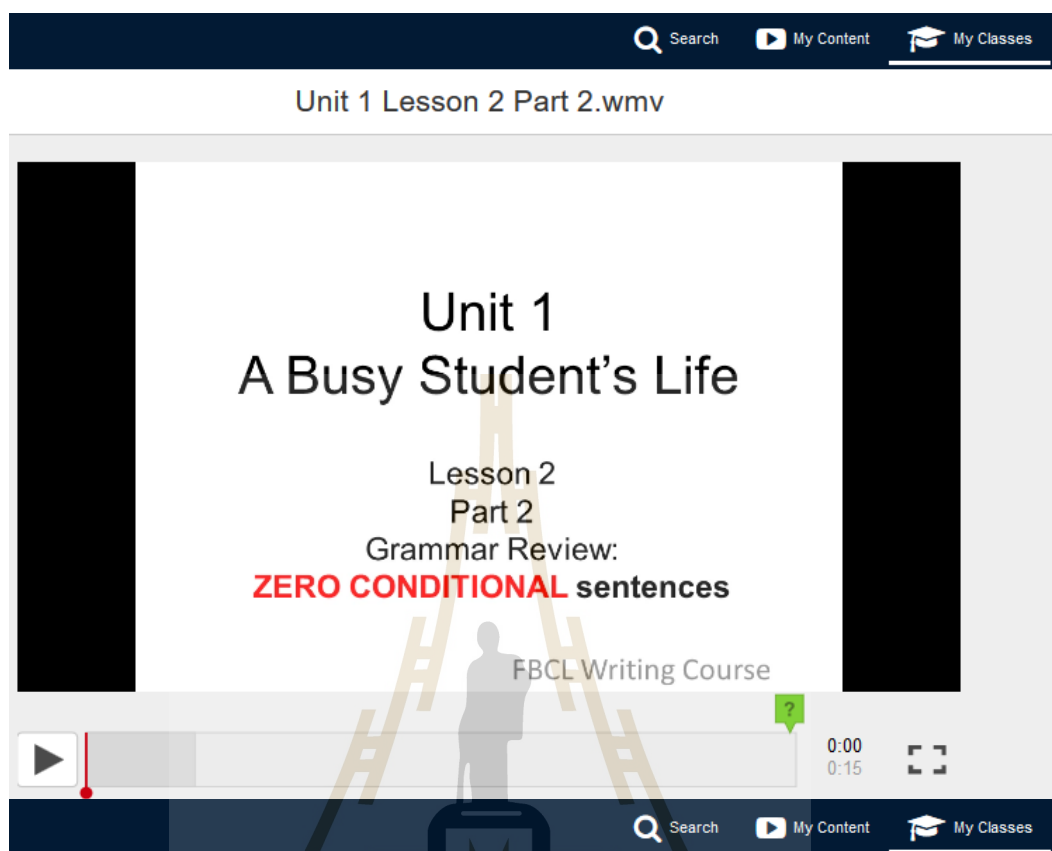


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Then, they could go to the link to do the grammar exercises



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Unit 1 Lesson 2 Part 2.wmv

Unit 1 A Busy Student's Life

Lesson 2 - Part 2 - Grammar Review

Choose the most appropriate sentence with the correct form of Zero Conditional sentence.

Condition	Main clause	if/ When
1. Tonya's sister/ go to a party	tonya / always / get jealous	when
2. Greg/ be lonely	he / often / call a friend	when
3. I/ get scared	I / always / call my brother	if
4. Kyle and Rick / be busy	they / sometimes / not eat	if
5. Leticia / get angry	she / usually / not say anything	when
6. I / be late for work	I / usually / say I'm sorry	if

FBCL Writing Course

▶

0:12
0:15

Choose the most appropriate sentence with the correct form of Zero Conditional sentence.

1.

☐ 1. When Tonya's sister goes to a party, Tonya always get jealous.

☐ 1. When Tonya's sister goes to a party, Tonya always gets jealous.


☐ 1. When Tonya's sister go to a party, Tonya always get jealous.

2.	
<input type="checkbox"/>	2. When Greg be lonely, he often call a friend.
<input type="checkbox"/>	2. When Greg is lonely, he often calls a friend.
<input type="checkbox"/>	2. When Greg is lonely, he often call a friend.
3.	
<input type="checkbox"/>	3. If I gets scared, I always call my brother.
<input type="checkbox"/>	3. If I get scared, I always calls my brother.
<input type="checkbox"/>	3. If I get scared, I always call my brother.
4.	
<input type="checkbox"/>	4. When Kyle and Rick is busy, they sometimes don't eat.
<input type="checkbox"/>	4. When Kyle and Rick are busy, they sometimes don't eat.
<input type="checkbox"/>	4. When Kyle and Rick are busy, they sometimes not eat.



5.
<input type="checkbox"/> 5. When Leticia gets angry, she usually not say anything.
<input type="checkbox"/> 5. When Leticia gets angry, she usually doesn't say anything.
<input type="checkbox"/> 5. When Leticia get angry, she usually doesn't say anything.
6.
<input type="checkbox"/> 6. If I'm late for work, I usually say I'm sorry.
<input type="checkbox"/> 6. If I am late for work, I usually says I'm sorry.
<input type="checkbox"/> 6. If I be late for work, I usually say I'm sorry.
<input type="button" value="Submit"/> <input type="button" value="Rewatch"/>


For Listening Comprehension and Grammar Exercises, students could review the answers immediately after finishing the exercises. They could review which items that they had completed incorrectly.


Here are the instructions for Writing Practice on Facebook. Students continued to work in groups to answer the guided questions, and to make video clips of their interviews from the guided questions and answers. After that, they could write the group guided writing from their answers to the guided questions from lessons 1 and 2. They posted their group written texts on their small Facebook groups.



Linh Nguyen

Unit 1 A Busy Student's Life
 Module 2- Part 3 - Writing Practice
 INSTRUCTIONS:
 Work in groups of 4 students and answer the following questions.
 First, choose one student to be a representative of the group, The other three students will ask him/ her the questions below. Student 1 asks the first 2 questions. Student 2 asks the next 2 questions. The last student will ask the final 2 questions. Three interviewers will make video clips of the interviews and take notes all of the answers in COMPLETE SENTENCES. The video(s) and their answers in COMPLETE SENTENCES will be posted in their small Facebook groups.
 Guided Questions
 7. When I am nervous about something, I try not to think about it. What do you do when you are nervous?
 8. What do you do if you have a big exam?
 9. What do you do if you feel sleepy in class?
 10. What do you do when you forget to do your homework?
 11. Are you taking any fun classes this term? /What activities are you doing for fun (besides main classes/ courses) this term?
 12. What job do you want to do someday?

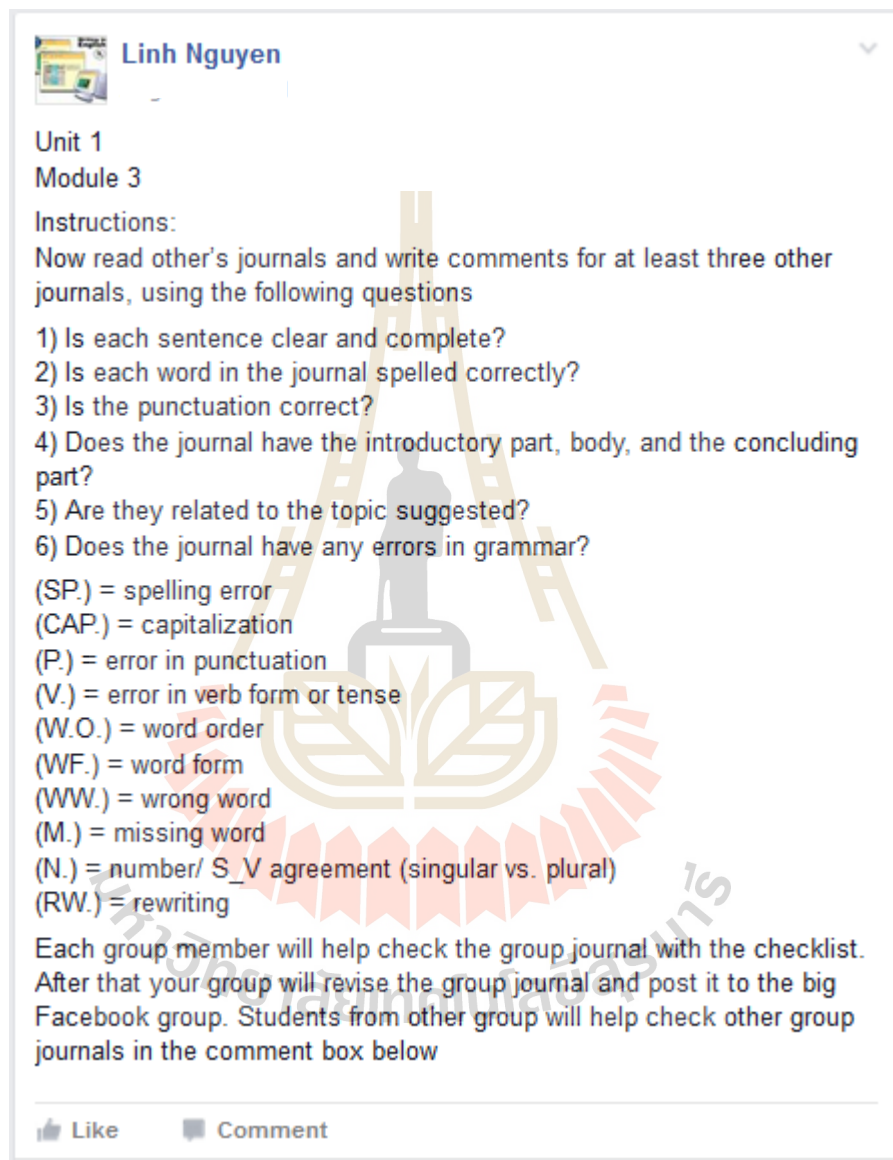
 Like
  Comment


Linh Nguyen Then, the representative or the leader of the group will collect all of the answers from all of the video clips to write a journal (about 100 to 150 words) for the whole group to tell your friends about your busy student's life. And post your group journal to your small Facebook group. All of the group members should check the journal together before the group leader will upload the journal the whole class Facebook group.

 Like


 Write a comment...

- 8) Students would use on the checklist and the suggested correction codes to check the group journals. They could help each other with their journal. They wrote their journals again and posted to the big Facebook group.



Linh Nguyen

Unit 1
Module 3

Instructions:
Now read other's journals and write comments for at least three other journals, using the following questions

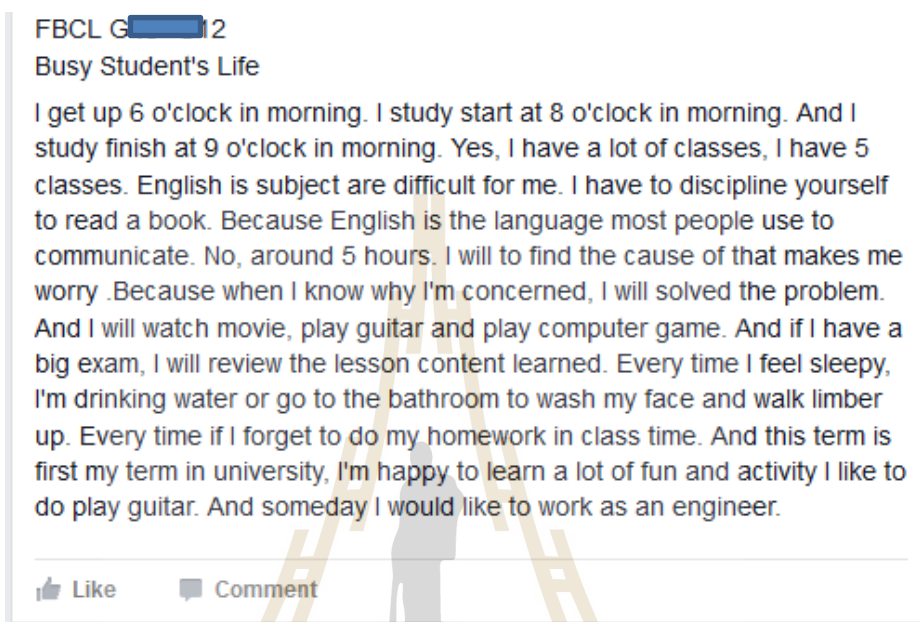
- 1) Is each sentence clear and complete?
- 2) Is each word in the journal spelled correctly?
- 3) Is the punctuation correct?
- 4) Does the journal have the introductory part, body, and the concluding part?
- 5) Are they related to the topic suggested?
- 6) Does the journal have any errors in grammar?

(SP.) = spelling error
(CAP.) = capitalization
(P.) = error in punctuation
(V.) = error in verb form or tense
(W.O.) = word order
(WF.) = word form
(WW.) = wrong word
(M.) = missing word
(N.) = number/ S_V agreement (singular vs. plural)
(RW.) = rewriting

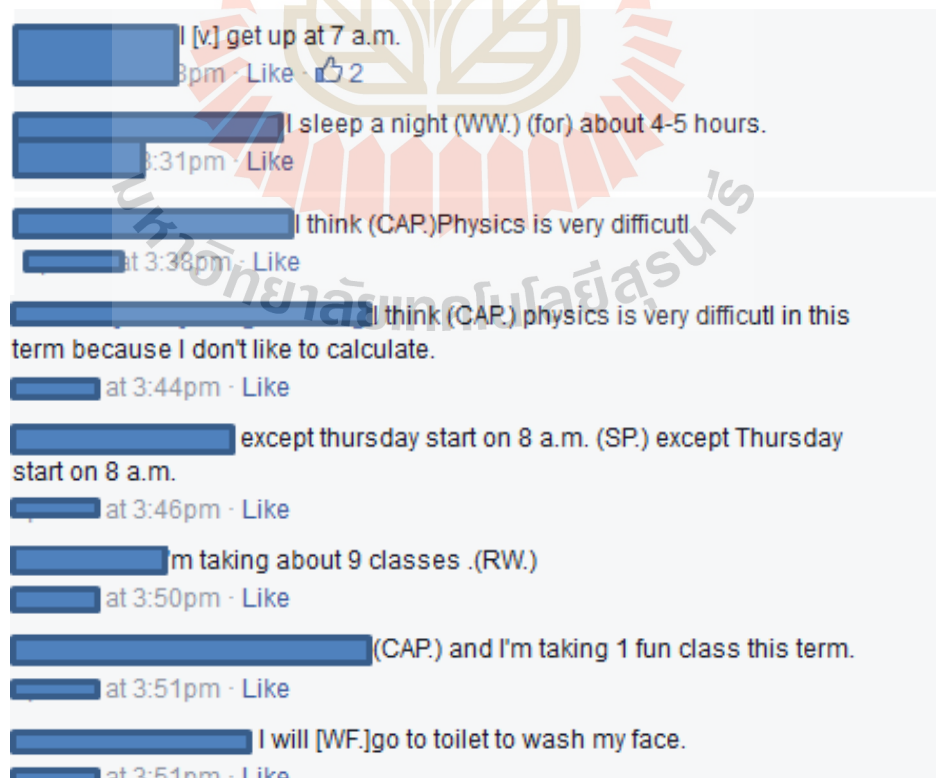
Each group member will help check the group journal with the checklist. After that your group will revise the group journal and post it to the big Facebook group. Students from other group will help check other group journals in the comment box below

Like Comment

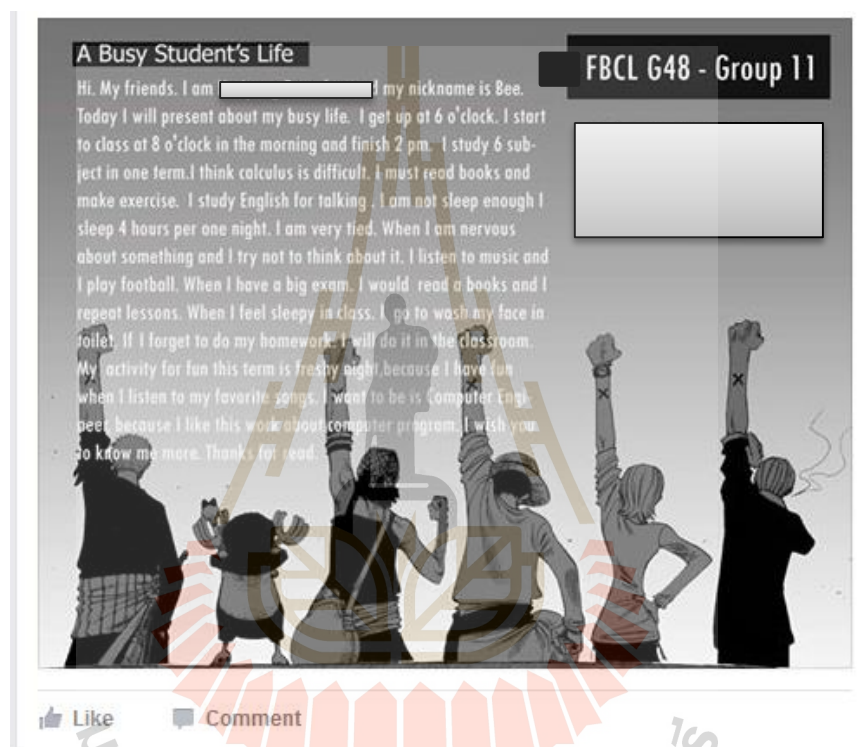
- 9) Students from other groups read and checked the group journals from the other groups. They had to write again and posted to their small Facebook groups.



Below are some examples of students' comments on other group journals



10) The teacher collected all the group journals, checked them and gave feedback using the correction error codes. Students used the codes, corrected, and rewrote their group journals the last time, and posted it to the big Facebook group again in the poster design. The last versions of group journals were rated as a unit test.



This chapter presents the procedures for the construction of the FBCL Instructional model and the FBCL lessons. There were 6 major steps and 15 sub-steps in the FBCL Instructional model. Each component of the FBCL Instructional model was described in detail. The FBCL lessons were explained and illustrated with sample images from the learning activities. The next chapter will discuss the conclusion, implications, and suggestions for further research.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

In this chapter, the findings of the study are first summarized. Then, pedagogical implications and limitations of this study follow. Suggestions for future research are presented in the last part.

6.1 Conclusion

The present study was conducted 1) to develop an instructional design model on Facebook based collaborative learning to enhance EFL students' writing skills; 2) to evaluate the efficiency of Facebook based collaborative learning lessons developed according to an FBCL Instructional model to enhance EFL students' writing skills based on the 80/80 standard; 3) to investigate the writing fluency in guided writing in English by EFL students; 4) to determine whether or not there are significant differences in EFL students' writing achievements before and after learning the FBCL lessons; and 5) to investigate students' perceptions and feedback toward the FBCL lessons. Based on these objectives, the study was carried out to answer the following research questions:

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

2. Does the efficiency of Facebook based collaborative learning lessons to enhance EFL students' writing skills meet the 80/80 standard criterion?
3. What is the frequency of words and sentences written in guided writing by the EFL students?
4. Are there any significant differences of the students' writing achievements before and after learning using Facebook based collaborative learning lessons?
5. What are the students' perceptions and feedback toward Facebook based collaborative learning lessons?

In order to examine these research questions, mixed research methods were applied. The quantitative research method was used to evaluate the FBCL instructional model. To determine the efficiency of the FBCL instructional Model, to identify the frequency of words and sentences written in guided writing in English by EFL students, to test students' writing achievements before and after learning the FBCL lessons, and to analyze student demographic information and the students' perceptions toward the FBCL lessons from a questionnaire, qualitative research methods were used to explore the students' opinions and feedback toward the FBCL lessons from semi-structured interviews.

The participants of the present study consisted of three groups: 1) three experts for the evaluation of the FBCL Instructional Model; 2) 56 first year students of English 2 at Suranaree University of Technology for the three try-out stages to evaluate the efficiency of the FBCL lessons; and 3) 52 first year students of English 1 at Suranaree University of Technology as a sample for the main experiment (trial run) to determine the efficiency of the FBCL lessons.

The present study consisted of two phases: 1) developing the FBCL Instructional Model and determining the efficiency of the FBCL lessons through three try-out stages; 2) determining the efficiency of the FBCL lessons through the main experiment (trial-run), identifying the grammatical errors of students' writing, investigating students' perceptions and feedback toward the FBCL lessons. In the first phase, the research was based on the analysis and synthesis of five previous instructional models (ADDIE, Kemp Model., Dick and Carey Model, SREO Model, and OTIL Model), Brahmawong's Seven-Step Model for research and development, two main learning theories (constructivism and collaborative learning), and an integrated writing process to construct the FBCL Instructional model. Afterward, an evaluation form for the FBCL Instructional model was also designed. The description of the FBCL Instructional model and the evaluation form were sent to three experts in the field of Instructional Design and English Language Teaching for evaluation. The FBCL Instructional model was revised accordingly with the results of the evaluation and from experts' suggestions. After that, the FBCL lessons were designed based on the developed FBCL instructional model. The FBCL lessons were then tried out for the efficiency of the process and product (E_1/E_2) through three try-out stages: individual testing, small group testing, and field testing. In the second phase, the whole group of English 1 students at Suranaree University of Technology was sampled in the main experiment (trial run) with the FBCL lessons. Before the main experiment, the whole group was measured for their writing ability in English by the pre-writing test. During the experiment, students' assignments and group journals were collected and assessed for the efficiency of the FBCL lessons and to identify the common grammatical errors of EFL students' writing. After the experiment, a post-

writing test was administered to the students to see if the effects of the FBCL lessons were significantly different. Furthermore, a questionnaire and semi-structured interviews were employed to collect data on students' perceptions and feedback toward the FBCL lessons.

The findings from the present study can be summarized as follows:

First, the instructional model using Facebook based collaborative learning to enhance EFL university students' writing skills was developed in 6 major steps and 15 sub-steps. The six major steps include: 1) Analyze Setting, 2) Set instructional goals, 3) Design lessons, 4) Produce instructional package, 5) Conduct teaching and learning activities, and 6) Conduct an evaluation and revision of the writing instruction. All of the systematic elements of the instructional model were designed to enhance EFL university students' writing skills. The FBCL Instructional model was rated by the experts with a mean score of $\bar{X}=4.47$ ($SD=.577$) which indicated that the FBCL Instructional model was very appropriate and satisfactory.

Second, the efficiency of the FBCL lessons (E_1/E_2) were 81.22/80.19 and 81.89/80.96 respectively which met the 80/80 standard criterion. This indicated that the FBCL lessons had reached the learning goals and was suitable to enhance EFL students' writing skills.

Third, the results of the frequency of the words and sentences written in guided writing were increased through each version they wrote and rewrote in words (Version 1= 31.48%, Version 2=33.39%, Version 3= 35.14%) and in sentences (Version 1= 29.93%, Version 2=33.23%, Version 3= 36.85%). This indicated that their writing fluency was improved through peer and teacher feedback from their collaborative learning in group guided writing activities in Facebook groups.

Fourth, the scores of pre-writing test and post-writing test were compared and analyzed with a pair sample t-test. The results revealed that there was a significant difference between the pre-writing test scores and post-writing test scores ($p=.000$, $p<.05$). This also showed that student's writing skills had progressed and improved significantly.

Finally, the results of the questionnaire and semi-structured interviews revealed that the students had positive perceptions and feedback toward the FBCL lessons ($\bar{X} = 4.25$). This implied that the students were satisfied that the FBCL lessons were effective and suitable to enhance EFL students' writing skills.

6.2 Pedagogical Implications from the Study

Since the appropriateness of the FBCL instructional model and the efficiency of the FBCL lessons were confirmed and approved to be beneficial to students to enhance their EFL writing skills, some pedagogical implications from this study are as follows:

First, when developing the FBCL instructional model, the systematic process of building the model was very crucial to help it reach the learning goals. Therefore, model designers should carefully decide which learning theories to apply to the instructions as well as which materials should be analyzed to reach the learners' needs. Due to the data from the interviews, more fun activities and songs should be added to help increase student interest and engagement in the lessons. Rather, more fun or real world activities should be based on the instructional strategies employed by the designers (Herridge-Groupers, 2004).

Second, the organizations of the lessons were carried out in a proper order which could help students learn or review the linguistic knowledge (such as learning vocabulary from listening comprehension activities; reviewing grammar from doing grammar exercises) that they would be able to apply to the writing activities. They had chances to use the knowledge they learned many times. This can help learners achieve writing skills more effectively in their learning. The logical process of learning activities should be carefully examined to help learners gain or reach their learning goals with the highest results. Consequently, English instructors or teachers should follow the order of the structures of the FBCL lessons which could help learners of English learn more effectively.

Third, learners could learn from each other and help each other gain their learning destinations by constructing new knowledge or skills by the previous knowledge gained from their former learning or in their life as described by the constructivist learning theory which was employed in this study. In addition, collaborative learning helped students improve their group work skills as well as helped students improve their knowledge and writing skills in groups since they could help each other during their learning process. These two theories were employed in this study, which led to an improvement in the students' writing skills and the FBCL lessons were found to be efficient by the results of this study. These two learning theories are highly recommended for inclusion in online writing instruction via social networking sites or media sites.

Fourth, the FBCL lessons were used as a supplementary course since English 1 students at SUT have not had any chances to practice their writing skills. Since the efficiency of the FBCL lessons was approved for enhancing the EFL students writing

and students were able to learn more in groups, the lessons could be considered for application as an official course to provide learners with more chances to practice their writing skills and enhance their English learning.

6.3 Limitations of the Study

Although this study developed an instructional design model using Facebook based collaborative learning to enhance ELF writing skill, there were limitations as follows:

This study aimed to develop a Facebook based collaborative learning instructional model to teach English writing to first year students at Suranaree University of Technology through group activities on this popular social media site. Therefore, the subjects of this study were not representative of first year students who studied in the same fields at other universities since the students had different backgrounds, learning experiences, and needs. The findings were used to describe only the subjects of this study, the first year students who study English 1 at SUT. More research is needed to generalize the population of English 1 students at SUT as well as students of English at the pre-intermediate level or other levels in Thailand or in ASEAN or Asia context.

The instructional model for teaching English writing in Facebook groups to first-year students at SUT was rated by experts in the field of Instructional Design and English Language Teaching. This study was expected to improve students' guided writing skills using an integrated writing approach for first year students since writing skills have not received much attention in their English learning during the course. The FBCL lessons were also conducted as a supplementary course since it served the purpose of this study.

6.4 Suggestions for further research

According to the limitations and the results of this study, the following suggestions may be taken into considerations for future research.

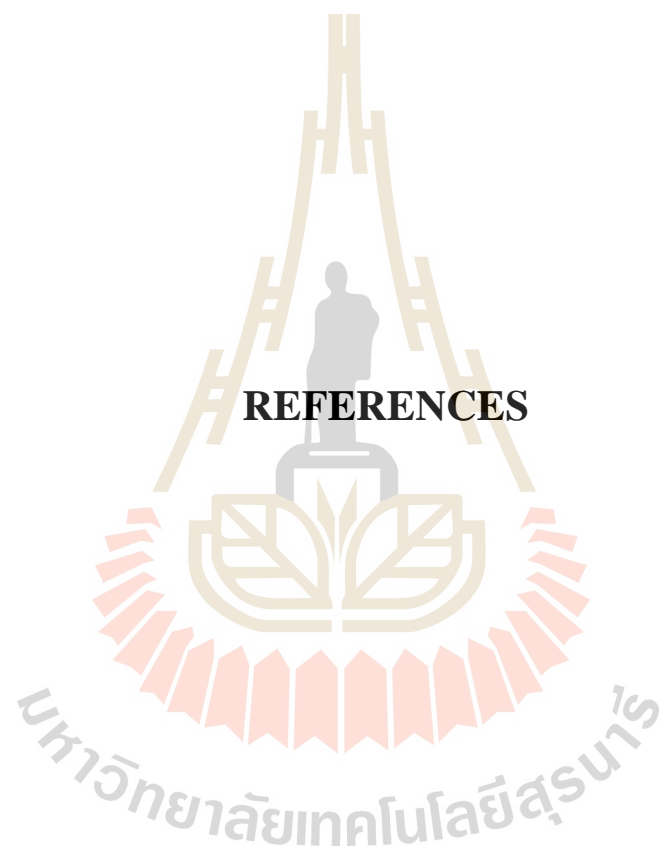
First, the findings of the present study indicated that learning with the FBCL lessons could improve students' writing skills; and students had positive perceptions toward the FBCL lessons. This suggests that the development of the Facebook based collaborative learning instructional design model to enhance EFL students' writing skills should be conducted for other online writing instructions.

Second, from the interviews, students liked to learn other English skills such as Listening, Speaking, or Reading skills on Facebook as well. Therefore, these English skills should be taught on Facebook to help students, especially EFL students in ASEAN countries, be more engaged in their learning since ASEAN Economic Community will be initiated at the end of the year 2015.

Third, the results from the frequency of writing fluency in this study did not reflect a more complete perspective. Further studies should be considered more aspects of writing fluency applied in social networking sites to have a thorough perspective of investigating writing fluency of EFL students at higher education institutions in Asia or in ASEAN.

Fourth, the FBCL instructional model should be used in different learning contexts such as in other countries of the ASEAN community or Asia such as Vietnam to verify whether it is appropriate and effective regionally or globally.

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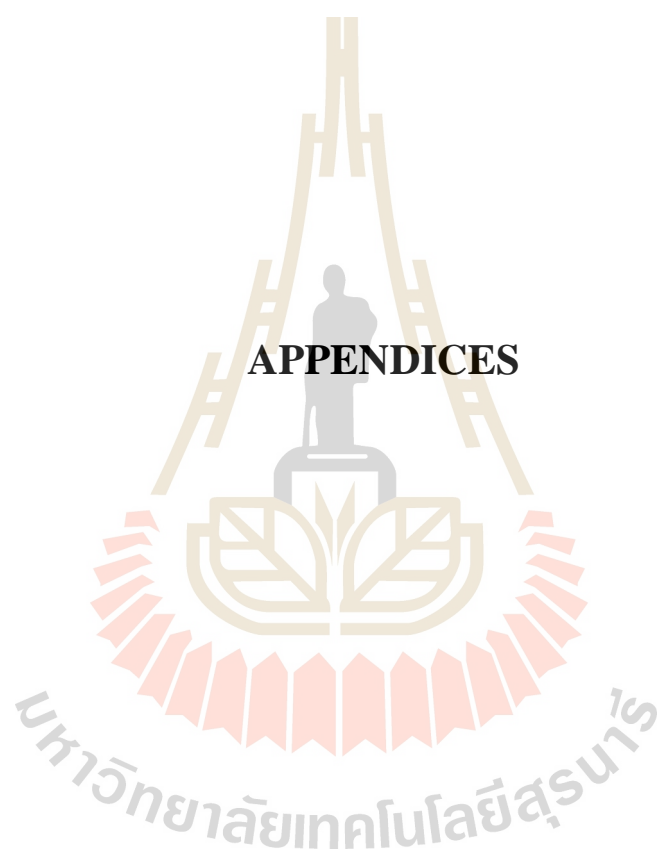
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APPENDICES



APPENDIX A

Evaluation form of the Instructional Model on Facebook Based Collaborative Learning to Enhance EFL Writing Skills (FBCL instructional model)

Instructions: Please kindly read each item in the form carefully and check (✓) in the rating box that best describe your opinion about each statement.

- 1 = Strongly Disagree
2 = Disagree
3 = Uncertain
4 = Agree
5 = Strongly Agree

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

Other comments and suggestions:

Thank you

APPENDIX B
LESSON PLAN
FOR THE FBCL LESSONS

Unit 1 A Busy Student's Life

1. Proficiency Level: Pre-Intermediate

2. Subject: English 1

3. Trimester 2/ 2014

4. Periods: 3 periods (150 minutes)

5. Objectives

Students will be able to

- get some information about a busy student's life,
- review and practice with additional grammar exercises [Simple Present, Present Continuous, Zero-conditional sentences],

- practice asking about the information about their student's life to prepare for their group journal writing by answering the suggested questions,
- use their own information about their student's life to write a journal in groups, and
- help each other in their small groups and their whole class group check their group journal writing with the checklist.

6. Teaching Procedure

Period	Teaching Phase	Activity	Learning and Teaching Activity	Duration	Type of Learning	Assessment	Interactive Pattern
1	Pre-writing	Introduction to the class	(1) Students can log in their Facebook account, and then log in to EDpuzzle with gmail account /or create new EDpuzzle account with their name and student's ID. [Teacher creates the Facebook group for the whole class (big FB group), adds students to the big Facebook group and small Facebook groups for each group of 4 students (small	10 mins	Individual	Online exercise	T – S S – S

		<p>- Warm-up:</p> <p>Listening Comprehension</p>	<p>Facebook groups)]</p> <p>(2) Students go to EDpuzzle from the link provided on Facebook to watch the video clip about a busy student's life and do the listening comprehension exercise. <i>[If they want to see the English subtitles for the video clips, they can watch it on Youtube]</i></p>	10 mins	Individual	Online exercise	T – S
		<p>- Lead-in:</p> <p>Grammar Review</p> <p>[Simple Present vs. Present Continuous]</p>	<p>(3) Students continue to go to EDpuzzle to do more exercises to review of grammatical points [Simple Present and Present Continuous tenses].</p>	20 mins	Individual	Online exercise	T – S S -- S
		<p>- Preparing for group journal writing</p>	<p>(4A) Students work in groups of 4. They help each other to answer the guided questions to prepare for their writing journal. Students interview one person in their</p>	10 mins	Collaboration	Online exercise	S - S

			groups and record their interviews by making video clips of their interviews. The videos will be posted in small Facebook groups. Then students write the answers they got from the interviews in complete sentences.				
2		<p>- Warm-up:</p> <p>Listening Comprehension</p> <p>- Lead-in:</p> <p>Grammar Review</p> <p>[Zero Conditional Sentences]</p>	<p>(5) Students to go to the link from EDpuzzle provided on Facebook to continue to do another listening comprehension by watching the video clip about a busy student's life.</p> <p>(6) Students go to EDpuzzle from the link on Facebook to do another grammar exercise to review of zero-conditional sentences [Simple Present tense].</p>	<p>10 mins</p> <p>10 mins</p>	<p>Individual</p> <p>Individual</p>	<p>Online exercise</p> <p>Online exercise</p>	<p>T – S</p> <p>T – S</p>

	While-writing	<p>Writing Practice:</p> <p>Within small Facebook groups</p>	<p>(4B) Students work in groups and prepare for their writing journal. Students interview one person in their groups and record their interviews by making video clips of their interviews. The videos will be posted in small Facebook groups. Then students write the answers they got from the interviews in complete sentences.</p> <p>(7) After that, the group leader collects all of the answers. Every student helps each other to write a journal for the group and upload the group journal to their small Facebook group.</p> <p>Teacher gives more explanation to students, follow their work and encourage them to post their group writing in their small FB groups.</p>	30 mins	Collaboration		<p>T – S</p> <p>S – S</p>
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3	Post-Writing	Peer Feedback: - Within small FB groups	(8) Students in the small FB groups check and help each other correct their group journals with the checklist and symbols to check grammatical errors. Write errors that they find in the comments box.	15 mins	Collaboration		T – S S – S
		- Within big FB groups	(9) After checking within their small FB groups, they rewrite and post their group journals to the big FB groups <i>[Teacher asks students to assign a member of small FB groups to post their group journal that they all agreed and has already been checked]</i> . Members from other groups will help them check their group journals. Write the errors that they find in the comment box. <i>[Teacher reminds them that they have to check at least 03 journals from other groups]</i> .	15 mins	Collaboration		T – S S – S

		Rewrite journals	(10) Then students write their journal again and post their group journal in their small FB group.				
		Teacher feedback	(11) Teacher checks and writes comments for each group journal basing on the checklist and correction symbols. Teacher returns group journals with feedback to each small FB group and ask them to write their group journal again with teachers' comments. [<i>Teacher uses Word file to check and write comments for student's group journal</i>]	20 mins	Collaboration		T – S S - S
			(12) Teacher rates group journals basing on the scoring rubrics for journal writing. Students write their group journal again and post	Out-of-class time	Individual + Collaboration	Student's writing work	

			<p>it in the big Facebook group. Teacher and other students can write some comments and feedback to some good group journals. Students can vote which group is the best or of their favorite.</p>				
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Notes:

Interaction Patterns: T – S : Teacher – Student Interaction

S – S : Student – Student Interaction

All students are required to have an FB account to join the course

Students are required to log on to EDpuzzle from the link on Facebook to do all of the exercises. [They can sign up the new account with their nickname and their ID. It can help teacher keep track of student's work easier. They can log in with the class code from EDpuzzle which is given by the teacher]

Students are encouraged to join every activity in big Facebook groups. Their comments and feedback will be counted and given bonus scores for their enthusiastic contribution to class activity

Unit 2 A Dream Vacation

1. Proficiency Level: Pre-Intermediate

2. Subject: English 1

3. Trimester 2/ 2014

4. Periods: 3 periods (150 minutes)

5. Objectives

Students will be able to

- get some information about a dream vacation or a favorite trip,
- review and practice with additional grammar exercises [Simple Past, Comparative and Superlative forms with Adjectives and Nouns],
- practice asking about the information about their dream vacation or their favorite trip to prepare for their group journal writing by answering the suggested questions,
- collect and organize their own information about their interesting life to write a journal in groups, and
- help each other in their small groups and their whole class group check their group journal writing with the checklist.

6. Teaching Procedure

Period	Teaching Phase	Activity	Learning and Teaching Activity	Duration	Type of Learning	Assessment	Interactive Pattern
1	Pre-writing	- Warm-up: Listening Comprehension	(1) Students go to EDpuzzle from the link on Facebook to watch the video clip about a favorite trip with travel experiences and their favorite places and do the listening comprehension exercise. <i>[If they want to see the English subtitles for the video clips, they can watch it on Youtube]</i>	15 mins	Individual	Online exercise	T – S
		- Lead-in: Grammar Review [Simple past and Present Perfect]	(2) Students continue to go to EDpuzzle on Facebook to do more exercise to review of grammatical points [Simple Past and Present Perfect].	20 mins	Individual	Online exercises	T – S

		- Preparing for group journal writing	(3A) Students work in groups of 4. They help each other to answer the guided questions to prepare for their journal writing. Students interview one person in their groups and record their interviews by making video clips of their interviews. The videos will be posted in small Facebook groups. Students write the answers they got from the interviews in complete sentences.	15 mins	Collaboration	Online exercise	S - S
2		- Warm-up: Listening Comprehension	(4) Students go to EDpuzzle from the link provided on Facebook to continue to do another listening comprehension by watching the video clip about a favorite trip with travel experiences and their favorite places.	10 mins	Individual	Online exercise	T – S

	While-writing	- Lead-in: Grammar Review [Present Perfect vs. Simple Past]	(5) Students go to EDpuzzle from the link provided on Facebook to do another grammar exercise to review of Comparisons and Superlatives with Adjectives and Nouns.	20 mins	Individual	Online exercise	T – S
		Writing Practice: Within small Facebook groups	(3B) Students work in groups and prepare for their group journal writing. Students interview one person in their group and record their interviews by making video clips of their interviews. The video will be posted in small Facebook groups. Then students write the answers they get from the interviews in complete sentences. (6) After that, the group leader collects all of the	30 mins	Collaboration		T – S S – S

			<p>answers. Every student in groups helps each other to write a journal for the group and upload the group journal to their small Facebook groups.</p> <p>(7) Teacher gives more explanation to students, follow their work and encourage them to post their group writing in their small FB groups.</p>				
3	Post-Writing	<p>Peer Feedback:</p> <ul style="list-style-type: none"> - Within small FB groups - Within big FB groups 	<p>(8) Students in the small FB groups check and help each other correct their group journals with the checklist and symbols to check grammatical errors.</p> <p>(9) After checking within their small FB groups, they rewrite and post their group journals to the big FB groups <i>[Teacher asks students to assign a member of small FB groups to post</i></p>	<p>15 mins</p> <p>15 mins</p>	<p>Collaboration</p> <p>Collaboration</p>		<p>T – S</p> <p>S – S</p> <p>T – S</p> <p>S – S</p>

			<p><i>their group journal that they all agreed and has already been checked]. Members from other groups will help them check their group journals.</i></p> <p>(10) Then students write their journal again and post their group journal in their small FB group.</p> <p>(11) Teacher checks and writes comments for each group journal basing on the checklist and correction symbols. Teacher returns group journals with feedback to each small FB group and ask them to write their group journal again with teachers' comments.</p> <p>(12) Teacher rates group journals basing on the scoring rubrics for journal writing. Students write their group journal again and post</p>	<p>20 mins</p> <p>Out-of-class time</p>	<p>Collaboration</p> <p>Individual + Collaboration</p>	<p>Student's writing work</p>	<p>T – S</p> <p>S - S</p>
		<p>Rewrite journals</p> <p>Teacher feedback</p>					

			it in the big Facebook group. Teacher and other students write some comments and feedback for some good group journals. They can vote which group is the best or of their favorite.				
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Notes:

Interaction Patterns: T – S : Teacher – Student Interaction

S – S : Student – Student Interaction

All students are required to have an FB account to join the course

Students are required to log on to EDPuzzle from the link on Facebook to do all of the exercises. [They can sign up the new account with their nickname and their ID. It can help teacher keep track of student's work easier. They can log in with the class code from EDPuzzle which is given by the teacher]

Students are encouraged to join every activity in big Facebook groups. Their comments and feedback will be counted and given bonus scores for their enthusiastic contribution to class activity

APPENDIX C

Results of Experiment for Efficiency of the FBCL Lessons

Unit	St.s	Exercises						\bar{X}	Final assignment		F	E_1	E_2
		Listening Comp.		Grammar Ex. 1			Gram. Ex. 2		Indi.	Group			
Unit 1	1	90	100	100	100	83	90	81.22	100	80	80.19	81.22	80.19
	2	90	80	95	88	75	83		90	80			
	3	60	90	80	70	67	67		70	80			
	4	75	95	75	63	63	67		70	80			
	5	80	90	95	80	75	83		85	85			
	6	75	95	90	88	80	83		85	85			
	7	80	90	90	88	67	75		75	85			
	8	80	90	100	88	83	90		95	85			
	9	75	95	95	80	75	75		80	80			
	10	70	90	80	75	67	67		70	80			
	11	85	85	90	85	75	83		80	80			
	12	80	90	90	88	80	75		80	80			
	13	80	90	90	88	80	83		80	90			
	14	75	85	95	90	83	67		60	90			
	15	80	90	100	100	83	90		90	90			
	16	70	80	70	63	63	67		60	90			
	17	80	90	70	50	50	67		80	70			
	18	70	80	95	80	75	83		90	70			
	19	80	90	90	88	80	83		100	70			
	20	80	90	90	88	80	83		100	70			
	21	75	95	90	88	70	75		80	80			
	22	70	70	80	75	67	67		60	80			
	23	80	90	90	88	80	83		80	80			
	24	75	85	80	75	67	67		60	80			
	25	70	80	90	85	75	83		70	70			
	26	70	80	90	88	80	67		70	70			
	27	80	90	90	88	80	75		80	70			
	28	80	90	90	88	70	83		100	70			
	29	75	95	80	75	67	67		70	70			
	30	70	80	70	63	63	67		70	70			
	31	75	75	80	75	67	67		70	70			
	32	70	80	90	88	80	75		90	70			
	33	70	70	95	90	83	83		95	85			
	34	80	90	100	100	95	83		85	85			
	35	85	95	100	95	92	90		95	85			
	36	80	90	90	88	80	83		85	85			
	37	80	90	90	88	80	83		85	75			
	38	70	80	90	88	80	83		85	75			
	39	80	90	95	88	83	90		85	75			

Unit	St.s	Exercises						\bar{X}	Final assignment		F	E_1	E_2
		Listening Comprehension		Grammar Ex. 1			Gram. Ex. 2		Indi.	Group			
	40	75	75	100	100	95	83	81.22	95	75	80.19	81.22	80.19
	41	75	85	90	88	80	75		70	80			
	42	80	90	95	88	83	75		80	80			
	43	75	95	100	95	95	83		80	80			
	44	70	80	100	95	88	67		70	80			
	45	80	90	100	100	88	83		90	90			
	46	80	90	95	90	83	90		90	90			
	47	80	90	100	100	88	83		80	90			
	48	80	90	90	88	80	83		80	90			
	49	80	90	95	90	83	83		100	80			
	50	70	80	70	63	63	67		70	80			
	51	80	90	90	88	80	83		80	80			
	52	70	80	70	63	63	67		60	80			

Unit	St.s	Exercises							\bar{X}	Final assignment		F	E_1	E_2
		Listening Comp.		Grammar Ex. 1			Grammar Ex. 2			Indi.	Group			
Unit 2	1	90	100	90	83	80	95	89	81.89	95	85	80.96	81.89	80.96
	2	90	80	90	78	71	89	83		85	85			
	3	60	90	83	83	71	89	75		75	85			
	4	75	95	90	78	71	89	83		85	85			
	5	80	90	90	78	71	89	89		90	80			
	6	75	95	83	71	67	78	83		80	80			
	7	80	90	83	83	71	89	78		80	80			
	8	80	90	90	78	71	89	91		90	80			
	9	75	95	82	83	80	83	89		90	80			
	10	70	90	83	83	71	83	89		80	80			
	11	85	85	83	83	71	78	83		80	80			
	12	80	90	83	71	67	89	83		80	80			
	13	80	90	90	80	71	89	89		90	90			
	14	75	85	83	71	67	78	83		70	90			
	15	80	90	90	78	71	83	95		90	90			
	16	70	80	83	83	71	78	89		70	90			
	17	80	90	78	67	67	83	95		80	80			
	18	70	80	83	71	67	78	83		80	80			
	19	80	90	90	78	71	89	89		100	80			
	20	80	90	83	83	71	83	89		90	80			
	21	75	95	83	71	67	78	83		80	80			
	22	70	70	78	80	67	78	83		80	80			
	23	80	90	83	83	71	83	89		80	80			
	24	75	85	83	83	71	78	83		70	80			
	25	70	80	78	71	67	83	89		80	80			
	26	70	80	83	71	67	78	83		70	80			

Unit	St.s	Exercises							\bar{X}	Final assignment		F	E_1	E_2
		Listening Comp.		Grammar Exercise 1			Grammar Exercise 2	Indi.		Group				
Unit 2	27	80	90	90	78	71	78	89	81.89	90	80	80.96	81.89	80.96
	28	80	90	83	83	71	83	89		80	80			
	29	75	95	83	71	67	83	95		85	75			
	30	70	80	83	71	67	83	78		75	75			
	31	75	75	83	71	67	86	71		75	75			
	32	70	80	83	83	71	89	83		85	75			
	33	70	70	83	83	71	83	89		70	90			
	34	80	90	90	83	86	89	89		90	90			
	35	85	95	83	83	71	83	89		80	90			
	36	80	90	83	83	71	83	89		70	90			
	37	80	90	83	71	67	78	83		75	75			
	38	70	80	78	67	67	78	83		75	75			
	39	80	90	90	78	71	78	89		95	75			
	40	75	75	83	83	71	78	83		85	75			
	41	75	85	83	71	67	78	71		70	70			
	42	80	90	83	83	71	78	83		90	70			
	43	75	95	78	80	67	78	83		80	70			
	44	70	80	78	67	67	71	78		70	70			
	45	80	90	92	83	71	78	89		85	85			
	46	80	90	90	83	86	89	95		95	85			
	47	80	90	90	83	86	83	89		85	85			
	48	80	90	90	83	96	83	95		85	85			
	49	80	90	90	83	83	83	89		100	70			
	50	70	80	78	67	67	71	75		70	70			
	51	80	90	83	83	71	78	83		90	70			
	52	70	80	83	71	67	71	78		70	70			

APPENDIX D

PRE-TEST

Instructions:

First, answer these questions in complete sentences

Example: *Question:* How many people are there in your family?

Answer: There are four people in my family. They are my father, my mother, my sister, and me.

Answer: ~~Four.~~ (It is NOT accepted)

Then, write a written text about your life at the university and travel experience about **100 to 150** words. In your writing, you should include the information from all of the answers of the following questions.

Guided questions:

- ✓ What's your name? Where are you from? What is your major at your university?
- ✓ How do you get to class? Where do you stay when you study at university?
- ✓ Do you have any close friends at the university? How did you meet these friends?
- ✓ What is your favorite subject? Why do you like it?
- ✓ What was your favorite trip? What was good about it? Please describe it!
- ✓ Where did you go? How did you get there?
- ✓ Who did you go with?
- ✓ What did you do during the trip?
- ✓ What was the most dangerous situation you have had on vacation? What happened?
- ✓ What do you remember most about the trip? Why?

POST-TEST

Instructions:

First, answer these questions in complete sentences

Example: *Question:* How many people are there in your family?

Answer: There are four people in my family. They are my father, my mother, my sister, and me.

Answer: ~~Four.~~ (It is NOT accepted)

Then, write a written text about your life at the university and travel experience about **100 to 150** words. In your writing, you should include the information from all of the answers of the following questions.

Guided questions:

- ✓ What's your name? What is your major at your university?
- ✓ How long have you studied at the university?
- ✓ What is the most difficult problem you have at your university? How can you overcome this problem?
- ✓ After completing a challenging term, where would you like to go on your dream vacation?
- ✓ Who would you like to go with? Why would you like to go with them?
- ✓ Why would you like to go there? Have you ever been there before? How do you know about that place?
- ✓ What are the geographic features there? Describe what that place looks like?
- ✓ How can you get there? How far is it from here (SUT/ Thailand) to that place?
- ✓ Where would you like to stay? How long would you like to stay there?
- ✓ What can you do there? What interesting activities can you do there?

APPENDIX E

Scoring Rubrics for Pre-test and Post-test of Guided Writing skills for the Instructional Model on Facebook-based Collaborative Learning Lessons* (score out of 100).

Marks	Excellent Band 4	Good Band 3	Almost Band 2	Needs Work Band 1
Reflection (20)	The response is very specific to the task; all prompts are addressed and clearly stated and supported.	The response refers to the task; major points are made, but only somewhat supported.	The response refers to an unspecified task; answer does not clearly respond.	The response does not specify the task; confusion on connection to prompt and answer.
Ideas and Content (40)	Information is accurate and response shows penetrating insight. The task is referred to in the answer.	Information is accurate. A logical conclusion or an opinion is offered.	Information provided is generally accurate but no insight is offered.	Information may be missing or inaccurate. No insight is shared.
Organization, Spelling, Grammar & Punctuation/ Capitalization (40)	Writing is fluent and lively. Answer is concise and to the point, in complete sentences and correct grammar. There are 0-2 spelling errors. Journal has 0-2 errors in punctuation, capitalization, and noun-verb agreement.	Writing is fluent but not interesting; grammar is mostly accurate. There are 3-4 spelling errors. Journal has 3-4 errors in punctuation, capitalization, and noun-verb agreement.	There may or may not be a conclusion or an opinion. There are 5-6 spelling errors. Journal has 5-6 errors in punctuation, capitalization, and noun-verb agreement.	Any conclusion or opinion offered may be judged to be off-task. There are more than 6 spelling errors. Journal has more than 6 errors in punctuation, capitalization, and noun-verb agreement.

*The scoring rubrics for these pre-tests and post-tests is adapted from Hyland (2003) and RCampus (n.d.)

APPENDIX F

Results of the Participants' English Writing Achievements

	Pre-test	Post-test
S1	70	75
S2	50	60
S3	65	75
S4	65	55
S5	75	85
S6	75	70
S7	75	65
S8	55	65
S9	60	80
S10	60	65
S11	60	80
S12	60	80
S13	60	80
S14	60	75
S15	50	65
S16	60	70
S17	80	85
S18	60	70
S19	65	85
S20	65	55
S21	55	60
S22	60	55
S23	55	75
S24	75	85
S25	55	65
S26	65	65
S27	75	85
S28	50	60
S29	50	65
S30	60	75
S31	75	85
S32	50	60
S33	50	55
S34	60	80
S35	50	55
S36	50	60
S37	50	55
S38	50	55
S39	50	75
S40	50	85
S41	50	60

	Pre-test	Post-test
S42	65	70
S43	80	75
S44	55	70
S45	65	70
S46	75	85
S47	80	85
S48	50	65
S49	55	65
S50	65	70
S51	55	60
S52	50	60
Mean score	60.58	69.81
SD	9.63	10.19



APPENDIX G

Questionnaire on Students' Perceptions and feedback toward Facebook Based Collaborative Learning Lessons

This questionnaire aims to gather information about the students' perceptions and feedback toward Facebook based collaborative learning lessons. Please kindly fill out the questionnaire. Your personal information and responses to the questionnaire will be kept confidential and served for academic use only.

The questionnaire consists of two parts.

Part 1: General Information

Instructions: Please kindly provide the information about your background which best describe your English and Internet using skills.

1. Name: _____
2. Major: _____
3. Gender: _____ Male _____ Female
4. How many years have you been learning English? _____
5. How do you think about your writing skills?
 1. Very poor 2. Poor 3. Fair 4. Good 5. Very good
6. How is your ability in using computers?
 1. Very poor 2. Poor 3. Fair 4. Good 5. Very good
7. How often do you use Facebook?
 1. Never
 2. Rarely (1 to 2 times a week)
 3. Sometimes (3 to 4 times a week)
 4. Often (5 to 7 times a week)
 5. Very often (more than 7 times a week)
8. Do you think Facebook can help you practice writing in English?
 1. Yes
 2. No

Part 2: Perceptions and Feedback toward Facebook-based collaborative learning lessons

Instructions: This part is designed to gather your opinions about Facebook based collaborative learning lessons. Please kindly read each item of the questionnaire and check (✓) in a rating box which best describe your opinion about each statement.

1 = strongly disagree

2 = disagree

3 = undecided

4 = agree

5 = strongly agree

No.	Statements	Rating scales				
		5	4	3	2	1
1	FBCL lessons can make English learning enjoyable					
2	FBCL lessons can meet my learning objectives					
3	FBCL lessons do not make you feel isolated or alone in learning.					
4	FBCL lessons can enhance student-student interaction					
5	FBCL lessons are convenient to learn and review the lessons					
6	Materials in FBCL lessons are suitable for my English proficiency level					
7	FBCL lessons provides a variety of activities for writing in English					
8	The activities in FBCL lessons are interactive					
9	The activities with the FBCL lessons can improve learning in groups/ with other group-mates					
10	The activities in the FBCL lessons can improve my writing skills effectively					

Thank you very much for your cooperation.

APPENDIX H

Guided Interview Questions

1. Do you like learning English with the FBCL lessons? Why/ Why not?
2. What do you like most about FBCL lessons?
3. Do you think that FBCL lessons can help you enhance your writing skills? Why/ Why not?
4. Do you think that FBCL lessons can help you to improve English grammar points from the main textbook of the course? How?
5. How do you feel when you learn English with FBCL lessons? Is it convenient? If not, what are the problems? Would you have any comments or suggestions?
6. How do you feel when you learn with your group mates with FBCL lessons?
7. Does working in groups improve your writing skills? How?
8. How do you think should be included more in the FBCL lessons to improve your writing skills in English
9. Would you like to learn English or English writing through FBCL lessons in other English courses? If you would, what other English skills would you like to learn with?
10. Were you distracted by using Facebook to learn in this course? What did you do besides completing the assignments there?

APPENDIX I

Answers from the Guided Interview Questions

1. Do you like learning English through FBCL lessons? Why/ Why not?

S1-Yes. I like it. They are convenient. I can do the exercises anytime and anywhere when I have free time.

S2-I like them. They help improve my English uses. But sometimes there were too many exercises.

S3-Yes I like the lessons because students can exchange ideas (we study in groups, I student may not know 1 point, but the other may know it. Therefore, we can exchange our ideas or help each other to do the assignments).

S4-Yes, I like it because it's convenient for me to contact others. Normally I already use FB so I like it.

S5-Yes, I like the lessons on Facebook because it is convenience to contact each other.

S6-Yes, I can complete the assignments at home, can manage the time, the contents are very enjoyable.

S7-Yes. I like it and it is convenient for me because I can study anywhere I have a computer or a mobile device – at the library or my dorm to complete my assignments with FBCL lessons. The contents and lessons are enjoyable.

S8- Yes, it is convenient and there are a lot of exercises. It is more convenient than classroom with interesting videos. I can watch these videos again and again. It is also convenient to submit the assignments via smartphone, laptops to Facebook. The contents and lessons are interesting.

S9-Yes, I like it because it's convenient that I can do the assignments anytime, anywhere.

S10-Yes, it's convenient for me to contact friends about work/ study. It also helps improve writing skill.

S11-Yes, I like it because I have more interaction with friends. The FBCL lessons can improve my writing skill and thinking skill as well. They help me improve Listening, Reading, Writing skills, not Speaking skill.

S12-Yes, I like it. Normally I didn't do any kinds of this activity before but since the teacher asked me to do, I have learnt more about grammar points and I like them very much.

S13- I like it. I enjoy the lessons because I can improve my grammar, read the posters from other groups, learn to work with a group to prepare for journal writing.

2. What do you like most about FBCL lessons?

S1-I like making videos with my group mates most. It gives me chance to practice speaking with my friends.

S2-I like making videos with my group mates most. It helps me have some background knowledge of the topic and it also helps increase my background knowledge about the topic.

S3-I can improve my grammar, vocabulary through listening comprehension with the videos. I can learn from conversations of native speakers on the videos.

S4-I like watching videos and answering the questions because I can listening to the native speakers and learn more new words from the videos.

S5-I like making video clips with my group-mates because there are many activities in the lessons such as Q & A in VDO, I can practice grammar, vocabulary. Besides, I like the interview part the most because the teacher gives different topics, so it activates me to think critically and differently. It then helps me develop the communication skills.

S6-I like making or producing videos the most because we worked in groups so they can develop their relationships, they can consult each other to complete the assignments, to answer the questions or find solutions to the assignments.

S7-I like all of the assignments of the FBCL lessons, especially the Listening Comprehension, I can listen to native speakers and learn new words from the videos.

S8-I like the video most. The videos are useful and I can learn more vocabulary from them. From the videos, there are some exercises and questions to answer.

S9-I like watching the video parts, then read and answer the questions.

S10-I like Listening Comprehension part – watch the videos and answer the questions. The videos have subtitles. I have a chance to listen to English native speakers from the videos.

S11-I like journal writing most because I can write much better, understand grammar, know more new vocabulary and I can write more accurately.

S12-I like watching videos most from Listening Comprehension because they are fun and good that I can practice to answer questions.

S13-I like the Listening Comprehension because I can listen to the conversation, learn more vocabulary that I can apply what's in the video to journal writing assignment.

3. Do you think that FBCL lessons can help you enhance your writing skills?
Why/ Why not?

S1-Yes, it can help improve my writing. I can practice before writing; so I write in English.

S2-Yes, it can help improve my writing. We read, listen and then we use information from the listening comprehension activities to write in English.

S3-The lessons are very useful to improve my writing skills. We worked in groups to help each other prepare for the answers of the guided questions, and then we wrote the journal, edited within the groups, got help from other groups, and our teacher helped us point out our mistakes. We wrote again many times and our writing was better and better.

S4- It's good for writing. We learn new vocabulary from the videos, then we practice grammar exercises. After that we can apply them to my writing skills within my group.

S5- The lessons can improve my writing skill particularly through the interview part. My group mates help each other think, prepare for the journal writing.

S6- I think it just help me improve my writing a little since there were a lot of new words and grammar knowledge for me. I need a lot of help from my friends.

S7- Yes. They can help me improve writing skills because I have to write and answer the questions, then I can discuss and work with my group mates to write journals.

S8- Yes. They are helpful for writing skills as I can learn more new words, grammar points to prepare for my writing in groups. It helps me write better.

S9- Yes, it can improve my writing. I know more about the grammar points that I learnt in classroom and more vocabulary from the videos which helped me write better sentences.

S10- Yes. I do the grammar exercises often and use the vocabulary from the videos. It helps me write more correct sentences.

S11-Yes, I know more grammar and vocabulary, and I can learn from other groups' journals so I can write more accurately. The lessons help me know more vocabulary, grammar points that I can use in journal writing.

S12- They could improve my writing because when I learn vocabulary and the way to answer from the videos that can help me write journal writing.

S13- Yes, it helps improve writing skill because I can get better understanding about tenses or grammar points that I can apply the knowledge to journal writing as an assignment.

4. Do you think that FBCL lessons can help you improve English grammar points from the main textbook of the course? How?

S1- Yes. It helps improve my grammar. I know more about word form, I can also review grammar points by myself.

S2- It helps support my grammar knowledge from the textbook I am learning in the classroom. I have more exercises on grammar that I learnt from the textbook.

S3- The lessons are helpful. I can improve grammar knowledge because I can expose to a variety uses of grammar in different situations and I can apply in my lessons as well.

S4- It can improve my grammar a lot because the majority of work assigned is about grammar such as tenses.

S5-The lessons can help improve my grammar. In the FBCL lessons, the teacher asked us to write journals and post on the Facebook. After that, our friend can write comments on what we have done well or on which mistakes we made. As friends pinpoints the errors I made, my group mates and I could correct them and simultaneously the teacher also checked the journal with the errors highlighted with symbols. Then my group members could correct them and write the journals again. We learn a lot about our grammar errors through correcting journal writing.

S6- Yes. It did help improve grammar because my friends help me a lot to do the exercises and write sentences in journal writing. I learn more when I learnt with my group-mates.

S7- Yes, they can improve my grammar because I can do the grammar exercises more correctly, write longer sentences and write more correct sentences.

S8- Yes. They are very helpful. We can practice more grammar exercises. I learn more from doing those exercises.

S9- It can support the grammar points that I learnt from the lessons. I can improve my grammar. I can do grammar exercises in the lesson easier.

S10- I can use grammar more correctly because I do grammar exercises often and I make fewer grammar errors.

S11- Yes, it helps me a lot with doing grammar exercises more correctly. Then I can apply grammar knowledge to write journals.

S12- Yes it can improve my grammar because I have to study the rules, principles of the tenses. I use tenses better and do the grammar exercises better.

S13-Yes, it helped improve my writing skills because I get better understanding about grammar, and the FBCL lessons provide structures and examples to help my writing as well. When I understand grammar better, I could apply those grammar points in writing assignments and my writing became better.

5. How do you feel when you learn English with FBCL lessons? Is it convenient? If not, what are the problems? Would you have any comments or suggestions for using it?

S1- Yes, it's convenient. I don't have any problems.

S2- It is convenient. No problems or suggestions.

S3-The lessons online are very convenient because I always use social media like FB, smartphones, laptops. However, whenever I find new words, I can check up the meanings of unknown words from the online dictionary and application on smart phone. The problem is that the internet speed is slow.

S4- It's convenient for me. Problem: Sometimes I can't understand the instructions in English. Suggestion: I would like my teacher to explain more in Thai so that I can understand more.

S5-The lessons are convenient because I can say that today we are using the Internet in our daily life. When the teacher posts the assignment, it will be notified on Facebook so I can know, it is time to check. To me, I don't have any problem about using Facebook for writing. For us who has smartphone and the Internet, it can go with us everywhere.

S6- It is quite convenient. It is easy to join the lessons wherever I have access to the internet. The content of the lessons is ok.

S7- Yes, it is convenient, but there are many assignments for me to complete, but that's fine for me. But they take a lot of time to finish these assignments.

S8- It is convenient, but sometimes, the Internet is not stable.

S9- It's convenient for me. No problems and no suggestions.

S10- It's convenient. I can do outside the class, at home, or at the dorm.

S11- It is convenient (I have smart phone and laptop, access free wifi at university, can follow the assignment any time). There are too many assignments. I don't have enough time to do other subjects.

S12-I found it very convenient. I have a bit problem with the internet since it is not stable

I would like to listening to native speakers more to know more about their accents and I want to be familiar to their voice.

S13-It is convenient to do the assignments and submit them online. The lessons can be accessed anywhere, anytime. I can choose which assignments that I can finish first. It was also convenient to contact my teacher via FB easier. I have little problem with understanding the instructions in English clearly even I try to use online dictionary to translate them.

6. How do you feel when you learn with your group mates with FBCL lessons?

S1- I feel good because I can share my knowledge with friends.

S2- I feel good, we can help each other in the group.

S3- It's ok. I like it but sometimes friends are talking too much, are annoying.

S4- I feel good I know more about my friends and then I work with them better.

S5-I feel quite positive about group work. It is better than working alone by myself. I can learn to work with the others as team work; we learn to share what we know with friends and can learn from each other. Learning with a foreign teacher I am more confident because I will use more effort to ask what I don't understand. As we are Thai, I feel shy when I speak English to each

other. As working with other group mates via the FBCL lessons, I learn team working skills and get to know my friends' behavior; therefore, I know how to work with the others.

S6- I feel quite enjoyable to study in groups as students can consult each other.

S7- I feel good as I have new friends and we can help each other to do the assignments and we can learn from each other.

S8- It is very helpful. It also improves relationships between friends, learn more from friends and get help from friends a lot.

S9- I have fun studying with friends.

S10- I talk more to my friends, so I become more friendly with my friends because I have more chances to talk, discuss work with my friends.

S11- I like it because I can have good relationships with friends, have more new friends, share knowledge with each other so they can learn from each other.

S12- I feel good, closer to my friends.

S13- It is interesting and enjoyable and I can share ideas with them. I have more fun when learning in groups. I also have a little bit of problems of finding the same free time that we can meet to do our group work.

7. Does working in groups improve your writing skills? How?

S1- Yes. Before writing, we have group discussions; we show each other ideas good or not. We write and write again and again.

S2- Yes, it helps improve my writing skills at some levels because we have to help each other express our opinions, ideas. We support each other within the group.

S3- Yes, it helps me improve my writing skills a lot. Students can learn from each other from the group.

S4- Yes. When we make mistakes, we have to write and write again until it is correct. My friends help me explain what's wrong with writing about the wrong things until we in groups write better.

S5- Yes. Learning with group helps me improve my writing skills. As to write journals, both the teacher and friends will help correct my work and give comments so that I can be raised my awareness of writing. As a result, I can rewrite the journal more accurately. So I think the lessons improve my writing skills a lot.

S6- Yes, it helps because I learn from group members. They help me with unknown vocabulary, guide me with grammar exercises and even with writing sentences to answer the guided questions in group journal writing.

S7- Yes, we can help each other brainstorm the ideas to answer the questions to prepare for group journal writing.

S8- Yes, students can learn from each other from the group.

S9- It can improve my writing skill. My friends are better so they can help me explain to me and I can write better in complete sentences.

S10- Yes. My friends help me get more ideas to prepare for group journal writing.

S11- Yes. Groupwork can help improve my journal writing such as sharing ideas, consulting each other, help each other check group journal writing, learning more grammar, new vocabulary from each other.

S12- Yes, it helps improve writing. Group mates help each other to discuss the ideas and answer guided questions. We help each other to divide the jobs in the group to finish the group work.

S13- Yes. Especially we can help and learn from one another.

8. How do you think should be included more in the FBCL lessons to improve your writing skills in English?

S1- It is OK for me, but if possible, more fun activities should be added.

S2- It's enough for me. I think there is no need to add more activities.

S3- The lessons are ok. More songs to practice listening should be included.

S4- I think it is enough for the course already; so I don't think we need to add more assignments.

S5- The lessons are good already so I don't think there is anything to change.

S6- I think more vocabulary which is provided for students to use in learning, especially in writing journals.

S7- That's OK for me. I think that is enough.

S8- I think the lessons are OK. But if possible, there would be more exercises, more variety of exercises to help improve writing.

S9- It's enough for me. It is good already and it should not be added more.

S10- It's ok already.

S11- It is ok.

S12- Ok. That is enough for listening, reading, and writing. More speaking activities should be added.

S13- That is OK already.

9. Would you like to learn English through FBCL lessons in other English courses? If you would, what other English skills would you like to learn with?

S1- Yes, I want it in other courses because it is just additional knowledge. It should be used with the Listening skills.

S2- It should be applied to other courses too, such as Listening skills.

S3- Yes. I like to learn more with other language skills: Listening, Reading, Speaking skills online on Facebook.

S4- It is OK. I think I would like to study English more with other skills such as Listening, Speaking.

S5- The other course I would like to learn is such as Listening. The lesson on Facebook can help me to improve listening apart from writing because there are various activities on Facebook I can practice.

S6- I think Facebook is useful and can be applied for other course such as Listening, Reading skills.

S7- There should be added to other courses and other skills (Reading, Speaking, Listening).

S8- Listening, Reading, Speaking can be applied to teach on Facebook because students can use FB chat with friends a lot.

S9- I think it can be applied to other subjects/ courses of English. I would like to have it with Listening skills.

S10- There maybe be added to other skills, especially to Speaking skills.

S11- Facebook might be helpful to Listening, Reading, but to improve Speaking skills I prefer to study face to face in classroom more than online.

S12- Yes, there should be applied for other subjects or other skills (Listening, Speaking, Reading) as well.

S13-Yes, it is good to study on Facebook. I would like to study Reading, Listening, Speaking on Facebook too because I like to do the exercises and then I can review them again and again. I think I can learn, absorb more when I repeat what I learnt.

10. Were you distracted by using Facebook to learn in this course? What did you do besides completing the assignments there?

S1- No, There's no influence, effect on my learning with FBCL lessons. we can separate it.

S2- Yes, it disturbs my study sometimes. When I focus on my lessons or do my assignments, my friend sends me a message, I turn to reply to my friends' messages. [chatting].

S3- Yes, it affects me sometimes. Besides doing my assignments on FB, I practice listening online, songs, I can learn little by little.

S4-Yes, it affected me a little sometimes. When I do my assignments on Facebook, my friends send messages to me, I turn to look at their messages and answer them. However, everyone must have responsibility so I can focus and complete my assignments.

S5- Yes. Use FB to chat with friends, update information, so FB occupies.

S6- No. It does not affect me much.

S7- I sometimes use computers to entertain such as watching movies, listening to music, but they did not affect my study with FBCL lessons because I am discipline to finish my assignments first.

S8- No. I just listen to music while I completed my assignments there but it did not affect much on my study with the FBCL lessons.

S9- No effect at all. But I use FB to chat with my friends to discuss or ask my friends about my group work.

S10- No, it did not affect much. But it somehow affects my learning, but not much as I use FB to chat with friends.

S11- No. I am discipline with my study, so I know I need to finish my assignments.

S12- No, no interruption from other things online. I know that I need to complete the assignment first. But sometimes I also use FB to contact friends about my group work from the FBCL lessons.

S13-I rarely use Facebook before, but when I study here at SUT, I use Facebook more often to contact or make appointments with my friends. Using Facebook does not affect much on my study with FBCL lessons because I am discipline with my study, I have to complete my work.

APPENDIX J

List of Experts

Name	Field and Position	Instrument evaluated
Prof. Dr. Chaiyoag Brahmawong	Senior Professor, Vice President for Ubiquitous Education, International Borderless Education College, Bangkokthonburi University, Thailand	<ul style="list-style-type: none"> • FBCL Instructional Model
Dr. Peerasak Sinyothin	Dean of Institute of Social Technology, Suranaree University of Technology, Thailand A lecturer at Suranaree University of Technology	<ul style="list-style-type: none"> • FBCL Instructional Model • The questionnaire on the participants' perceptions toward FBCL lessons • The interview guided questions
Dr. Suksan Supasetseree	Unit Supervisor of the Foreign Languages Resource Unit (FLRU), Suranaree University of Technology A lecturer in the School of Foreign Languages, Suranaree University of Technology	<ul style="list-style-type: none"> • FBCL Instructional Model • The questionnaire on the participants' perceptions toward FBCL lessons • The interview guided questions • Contents of the pre- and posttests • FBCL lesson plan and lessons
Dr. Dhirawit Pinyonattagarn	A lecturer in the School of Foreign Languages, Suranaree University of Technology	<ul style="list-style-type: none"> • The questionnaire on the participants' perceptions toward FBCL lessons • The interview guided questions

CURRICULUM VITAE

Nguyen Duy Linh was born on May 6, 1978 in Vietnam. He received his Bachelor of Science in English Language Teaching at Can Tho University in 1999. Then he obtained his Master Degree in TESOL at HCMC Open University, Vietnam, in 2011. His academic interests mainly covers areas of Technology-enhanced Language Learning, Instructional Design, and English Language Teaching and Learning.

