The Use of Facebook in Argumentative Writing:
Towards an Instructional Design Model

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Abstract

The advent of the technological age has brought numerous opportunities on how education is delivered at present. One of such innovations is the integration of social media platforms like Facebook, specifically in writing instruction, where communication, collaboration, and effective language production can be fostered. The purpose of this development research is to create an instructional design model that integrates the use of Facebook in teaching argumentative writing for secondary level English as a Second Language (ESL) students through reviewing and analyzing literatures and studies, and on the basis of an in-class use of Facebook for a specific topic in 10th Grade English relative to the process of argumentation. Based on the analysis and observations, a pedagogical interface between Facebook and argumentative writing instruction is possible. Hence, the FAWI (Facebook-Argumentative Writing Interface) Model was designed to support findings from empirical studies that the use of Facebook facilitates writing instruction. The concentration of the present model on argumentative writing and in the context of ESL makes it different from other existing instructional design models. Specifically, the FAWI model presents the potential of Facebook as a CMC tool in L2 argumentative writing instruction outside the language classroom. Finally, implications on the use of the model to L2 writing instruction and educational technology in general are discussed, along with some recommendations on how the model can be validated and evaluated to further describe its utility.

Authors' Notes

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Introduction

The expansion of man's limited world has ushered in multitudes of opportunities that inevitably go in sync with what is dealt with in the contemporary age. The birth of technological innovations and the accessibility of information superhighway-the internet-make almost all things doable and feasible. In the virtual world alone, people thrive in different social media platforms which include Twitter, Instagram, Myspace, and Facebook. Specifically, these are social networking sites used to establish social networks or social relations among individuals who share the same interests and activities. Furthermore, according to Boyd and Ellison (2007), social networking sites provide web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view the pages and details provided by other users within the system. Hence, whatever are the activities in these computer-mediated communications, there is no doubt that they have greatly shaped the way the world is viewed and the way people interact with one another.

The influx of social media users is indeed unstoppable, specifically those of who make use of Facebook as a social networking site. In the United States alone, 72% of online American adults use Facebook, a proportion unchanged from September of 2014 (Duggan, 2015). Moreover, usage continues to be especially popular among online women, 77% of whom are users. Significantly, 82% of online adults ages 18 to 29 use Facebook, along with 79% of those ages 30 to 49, 64% of those ages 50 to 64 and 48% of those 65 and older. In the Philippines, it was recorded in the Internet World Stats Usage and Population Statistics (2015) that there were 47,000,000 Facebook users on November of 2015, and that the country made a whopping 42.9% social media penetration in the world.

Since the time Mark Zuckerberg established Facebook as a social networking service in 2004, people started to create opportunities from just merely liking photos and posts, changing statuses, and adding friends across the globe; now, the functions of *Facebook-ing* extends to selling all sorts of items online, posting important announcements, and discovering talents from all walks of life. However, there is one important area where Facebook as a technology-mediated instrument is being explored utility in education as a teaching and learning tool. As underscored by Kayri and Cakir (2010), it is obvious that social network applications like Facebook are closely related to many pedagogical points of constructivist approach because of its authentic features, alongside its individualized and personalized settings. As such, exploring the benefits of Facebook and how it works, specifically, to positively influence student learning is ought to be unearthed in this 21st century era. To ascertain the extent by which this CMC tool could result to positive academic performance on the part of the learners is something that needs further description and perhaps, empirical investigation.

Integrating Facebook in ESL Writing Instruction

Students generally use Facebook to communicate to their friends and classmates online. Its excellent role in conveying verbal written messages and visuals makes it a fitting learning tool in many types of contemporary classes. Consequently, if Facebook is so good in promoting daily communication, it should also be profitable in the school environment (Buga, et al., 2014). The seemingly general consensus of educators around the world that digital natives enjoy computer and internet-based resources in their classes supports the claim that social networking sites constitute a dominion where language instruction could actually be nurtured. According to Buga et al. (2014), it is imperative that second language (L2) classes plug into the network, and the student body that operates it so as to capitalize on the social and academic opportunities that high-tech learning has to offer. Unfortunately, the problem is, not all language classes could afford to use e-tools such as Facebook, because of the constraints brought about by both internal and external factors, including unavailability of facilities and financial restrictions that delay the innovation's development in education.

On a relative note, though there are a lot of challenges on the use of Facebook in language instruction, language teachers, particularly in tertiary English classes, found novel ways to satisfy students' language learning experiences using Facebook. One of those language skills most researchers in the field focus on is the improvement of ESL and EFL (English as a Foreign Language) writing. In fact, numerous

papers advocate one or another approach to describe writing courses and experiences of students such as using experimental approaches to measure gains in writing proficiency.

Since writing is one of the hardest language skills to teach and in juxtaposed, to learn, the popularity and the multidimensional nature of Facebook as a social networking platform give pedagogical opportunities to language educators. Hence, a number of researches that dwell on the use of Facebook in writing instruction flourished.

In the study of Majid, Stapa and Keong (2015), the authors looked into some forms of blended instruction that encourages either formal or informal collaboration in discovery-oriented tasks. The study hinges on the sociocultural theory and the zone of proximal development (Vygotsky, 1978) and on Holton's and Clarke's (2006) scaffolding strategies. A semi-structured interview was given to 10 purposively selected participants from both experimental and control groups at the onset of the study, to ascertain their perceptions about the use of blended scaffolding strategies through Facebook to aid learning and in improving the writing process and the participants' writing performance. The results indicated that the participants favored the use of blended scaffolding strategies through Facebook. Furthermore, it was found that blended scaffolding strategies as a learning method compared to mere "chalk and talk" strategy, promotes improvement of the students' overall writing performance.

Safieddine (2014) reviewed current researches on the use of Web 2.0 interactive tools such as Facebook, in second language (L2) writing classrooms. Research shows that Web 2.0 interactive tools are starting to find their way into almost all pedagogical practices in L2 classrooms, such as writing. Specifically, the review highlighted how wikis, blogs, social bookmarking, micro-blogging, and social networking are recognized as interactive tools that help L2 learners in collaboratively developing their various writing assignments. The review also indicated that regardless of their important role in writing classrooms, e-learning tools respectively foster some positive influences to writing instruction. However, these interactive tools may also incur serious drawbacks that require teachers' attention to ensure that they are not going against the teaching and learning process. Finally, the review identified important issues that teachers need to consider if they plan to use Web 2.0 tools in their classrooms.

Facebook as a social networking tool and as a medium in the writing classroom was underscored in the study of Wasoh (2014). The study aimed to investigate whether Facebook would be an effective and easy teaching and learning tool in EFL writing classroom in Prince of Songkla University, Pattani Campus. Pertinent data for the study were collected from students' writing assignments on Facebook. The findings revealed that the use of Facebook in the teaching and learning of EFL writing English has, to a certain extent, been effective. Teacher-participants of the study eventually responded that Facebook is not far different from other new teaching tools. As an alternative learning tool, Facebook offers students a convenient and attractive means to engross discussion with the teacher and peers who had better grammatical and writing knowledge. Nevertheless, it was concluded that Facebook could help students increase their motivation and build confidence in learning EFL writing as well.

Yunus, et al. (2011) examined students' perceptions on the use of Facebook groups in teaching ESL writing. The students' perceptions were measured through a questionnaire comprising 10 close-ended items. The respondents were 43 students in TESL, in the Faculty of Education, Universiti Kebangsaan Malaysia (UKM). The respondents were also required to participate in a Facebook group called "Write Out Load" which was created by the researchers. The findings showed that generally, Facebook groups can be effective in teaching ESL writing. The results also illustrated that students can learn new vocabularies from reading the comments of others in the group, and the spell-check feature helps reduce their spelling errors. The findings embedded in the study may therefore help ESL educators in incorporating ICT into their teaching repertoire.

The study of Yu (2014) entitled, "A Case Study of Using Facebook in an EFL English Writing Class: The Perspective of a Writing Teacher," focused on addressing a writing teacher's perspective about integrating Facebook into a university-level English writing course in Taiwan. Data, including interviews with the teacher and class postings on Facebook, were analyzed inductively, qualitatively, and interpretively,

resulting in three emerging themes about Facebook usage: students' participation, the connection between class and Facebook discussion, and the affordance of Facebook. The results of the study specifically provide language instructors with insights towards the adoption of Facebook in an EFL writing context and on one hand, support instructors to better design tasks using the said social networking site (SNS).

Recent studies on the utilization of Facebook in teaching either ESL or EFL writing have not only highlighted the use of social media features available on Facebook. An effective consideration of what challenges the use of it provide for writing classes must also be emphasized to be able to give solutions to difficulties and at the same time, augment current pedagogical practices. Hence, the study of Yunus, Salehi & Chenzi (2012), investigated the advantages and disadvantages of integrating social networking tools into ESL writing classroom and discussed the ways to plan activities by integrating social networking services (SNSs) like Facebook into the classroom. Data were collected through an online discussion board from TESL students in a state university in Malaysia. Consequently, it was found that integrating social networking services in ESL writing classroom could help broaden students' knowledge, increase their motivation, and build confidence in learning ESL writing. The students' difficulties for concentrating on the materials when they use computer, lack of enough equipment as well as access to the internet, and teachers' insufficient time to interact with the students, were regarded as primary disadvantages. It was concluded in the study that in this new technological era, it is essential for students and teachers to be equipped with technical skills to be competent for life-long learning and teaching.

In the local scene encompassing language researches, the study of Valdez (2010) examined the use of social networking sites (SNSs) as a means to create digital portfolios for an academic reading and writing class in a tertiary level institution in the Philippines. The study highlighted that the use of digital portfolios documents the growth of students as writers on the basis of the audience and purpose served. It also provides inputs on the use of technology towards improving both teaching and learning. Finally, the findings are deemed to bring in ideas for research, especially in the different strands of applied linguistics and technology.

A quite similar study of Sipacio (2014) determined the confronting challenges in implementing E-Portfolio via Facebook in a Philippine University in the City of Manila, the Philippines. Specifically, the use of e-Portfolio via Facebook has been introduced at De La Salle University (DLSU), Manila, to respond to the demands of the 21st century literacy. However, there were innumerable challenges that hindered the implementation of evFb in the said institution. To gather pertinent data, the researcher made use of participatory development framework. Data were taken from interviews and feedback forms of participants from the department chair and project/program committee, implementers/teachers, and students, and were subjected to content analysis. The results revealed that students were strongly apprehended to publish their writing outputs online. On one hand, the teachers showed resistance towards Facebook as an educational tool. Another challenge confronts the institution as regards the potential threat of academic dishonesty and identity theft in the virtual space. Hence, improving participatory mechanisms was suggested by the researcher to meet the demands of evFb.

The empirical justifications on the potentials of Facebook as a tool to help improve writing instruction and later on, the writing skills of students give a lot of opportunities for possible instructional frameworks where the central variable involves the utilization of social media. Though most of the studies done represent how the said social networking platform could be of great use for university level students, it can also be integrated among language classes in the secondary level. Its many advantages could also be cascaded to language instructors where collaboration and exchanges of best practices could be facilitated. According to Liu (2010), Facebook has the potential to become a valuable resource to support schools' educational communications and collaborations with faculty. Conversely, along with its many benefits are the pressing challenges that both students and teachers have to address at present. Nonetheless, the use of Facebook as an educational innovation has been made serviceable in writing instruction, particularly in argumentative writing, a discipline-specific kind of writing that poses rhetorical difficulties for both native and non-native language writers (Zhu, 2001).

Students' Experienced Difficulties on Argumentative Writing

The concept of 'argument' is used in different ways in academic discourse, ranging from the philosophical construct of premises and conclusions (Toulmin, 1958) to diverse writing practices (Mitchell et al., 2008). Andrews (1995: p. 3) defines an argument as 'a process of argumentation, a connected series of statements intended to establish a position and replying response to another (or more than one) position.' On one hand, Toulmin, Reike, & Janik (1984: p. 14) define argument similarly as 'the sequence of interlinked claims and reasons that, between them, establish content and force of the position for which a particular speaker is arguing.' Accordingly, in essay writing, arguments are deemed necessary.

The core component of argumentation is clearly the development of a position, which can also be regarded as equivalent to the development of an argument (Wingate, 2012). Another component is the presentation of the position through the logical arrangement of propositions that build such position. Moreover, the third component concerns with what the students have to learn in order to write argumentative essays, which is 'to analyze and evaluate content knowledge' (Wu, 2006: 330). However, what happens in language classroom is that argumentative writing is poorly understood by teachers, thereby losing the adequacy and correctness of concepts taught to students. Research has also shown that many academic teachers and students have fuzzy understanding of what the genre 'essay' entails. As Johns (2008) underscores, essay is difficult to define as a genre, because it is used as an umbrella term for various types of discipline-specific writing, and the characteristics of structure, register, and argumentation vary greatly across disciplines. To support such claim, it was further described by many authors that argumentative writing is the hardest model in writing (Ferretti, Andrews-Weckerly & Lewis, 2007; Neff-van Aertselaer & Dafouz-Milne, 2008). Students' difficulties in writing the argumentative essay cut across all levels of schooling – from basic education where skills in writing have to be honed, up to the collegiate level where skills gained have to be nurtured.

In the study of Ka-kan-dee & Kaur (2014), it was reported that there is a critical need to investigate the difficulties experienced by Thai EFL English major students when writing argumentative essays. The analysis method was employed in order to obtain the most informative detail that would help language teachers understand students' weaknesses. The researchers thus found out that students articulated the following difficulties: vocabulary, grammar structure, providing solid evidence, structure of writing argumentative essays, time constraints, organizing ideas, fulfilling task demand, understanding questions, L1 transfer and translating, and writing thesis statements. The aforesaid result clearly illustrates how Thai EFL students found it difficult to write argumentative essays, with focus leading to the situations of both teachers and students in the EFL context as regards writing instruction.

The research article written by Wingate (2012) also revealed that undergraduate students in a university in the United Kingdom only had partial or incorrect concepts of arguments. Many problems they encountered were caused by their lack of knowledge of what an argumentative essay requires, particularly of the need to develop their own position in an academic debate. The advice given by their instructor did not make the requirements explicit and referred to argumentation inconsistently and vaguely. To address the said problems, the researcher proposed an essay writing framework to improve the teaching of writing in the tertiary level. The approach puts argumentation at the center of instruction and explains writing according to the function it fulfills in the development of an argument.

In the graduate level, Zhu (2001) reported on the difficulties a group of Mexican graduate students encountered when engaged in an argumentative writing task as well as their writing processes and strategies. Data were taken from the actual writing outputs of the participants and from individual interviews. Consequently, most participants perceived the rhetorical aspects of English argumentative writing difficult. Data analysis, on one hand, indicated that participants mainly used cognitive, social, and search strategies, whereas metacognitive strategies were used infrequently. As such, the difficulty experienced by the graduate level participants may underscore the need to strengthen second language writing instruction in view of learners' academic writing experiences.

The difficulty of writing essays as a genre also appalls Filipino ESL learners. This contention was

proven in the study of Gustilo & Magno (2012) when they investigated the sentence-level errors of freshmen students at three proficiency levels and aspects of writing. The data used in the study were taken from 150 essays written by freshmen college students on their first week of classes in five private schools in Metro Manila. The data from the essays were then collected, word-processed, and subjected to rating and coding of errors. The results revealed that sentence-level errors have a significant role in essay scores. In writing essays, freshmen students found it challenging to calibrate their word choice and follow rules in capitalization and punctuation. As reported by the researchers, these errors greatly affect the way essays are scored. Hence, there could be errors in the analysis that would predict how high or low scores in essays would be. However, more research investigations were encouraged to validate the conclusions made.

A more relevant study of Alviz (2015) described the use of discourse markers (DMs) in the argumentative and narrative essays of selected high school students in a Catholic university in the City of Manila, the Philippines. Based on the analysis of the participants' outputs, it was found that although discourse markers were used frequently by the students, results showed that there were significant differences pertaining to the use of contrastive and elaborative DMs in the written papers. Though the students were asked to write argumentative essays, the ESL learners made use of only a limited number of exemplifier discourse markers. This may be attributed to the minimal amount of knowledge and sentence combination strategies college students had about argumentative writing. The learners' weaknesses in writing argumentative essays were on poor sentence combination techniques, incorrect use of DMs, unnecessary use of DMs, and initial positioning of DMs. At a more analytical observation, such weaknesses may be due to the limited discourse knowledge, awareness of textual norms, and production of texts for different purposes and structures needed to write an argumentative essay.

The importance of acquainting students across levels, especially in the secondary and collegiate levels, on the rudiments of argumentation and on what would help them produce effective writing outputs in the said genre, calls for a writing instruction that would work for the said writing task. The results of different empirical studies on the difficulties of both ESL and EFL learners on the use of complex syntactic patterns and appropriate elements in composing argumentative writing (Ka-kan-dee & Kaur, 2012), provide a concrete picture of what should be developed as regards the writing performance of language learners. The problems encountered by students when composing academic arguments requires researches that would effectively investigate pedagogical practices that would also back up the teaching of argumentative writing. Unfortunately, there are only a limited number of researches focused on the diagnostic assessment of writing. On the other hand, in the area of second language teaching, different contemporary methods and approaches to L2 writing are emerging. As such, interventions have focused on the use of feedback towards the improvement of students' writing performance. As posited by Hyland & Hyland (2006), feedback comments are a key factor in learning to write and could be a particularly effective method of giving individual and specific guidance for the improvement of argumentation. In L2 writing instruction, the use of Facebook also counts as an emerging approach that creates an interface between its popularity as a social networking site among 'digital natives' and its facility as a pedagogical tool.

Social networking sites (SNSs) have become a major form of communication in today's day and age whereby language use has been impacted in various areas in both learning and teaching (Thurairaj, et al., 2015). In fact, almost all young users of SNSs like Facebook, Twitter, and Instagram, use literally half their week engaging in online communication, giving rise to a brand of internet slang which is entirely their own. On another note, students' engagement to social networking sites has also brought changes on the landscape of 21st century education. For example, it was underscored by Thurairaj, et al. (2015) that the usage of SNSs such as Facebook, Twitter, and mobile phones enhances English proficiency. Since the use of social networking sites is mostly penned in English, users in a way, are able to learn English by default. Teng (2012) further emphasizes that teachers should comment on their students' Facebook walls. This is due to the reason that language teachers may best serve students in writing through social networking postings as brainstorms, writing rehearsals, and practices in the art of constructive responses.

In L2 writing instruction, the use of social networking can help, even if teachers do not have the expertise or temperament to set out their own
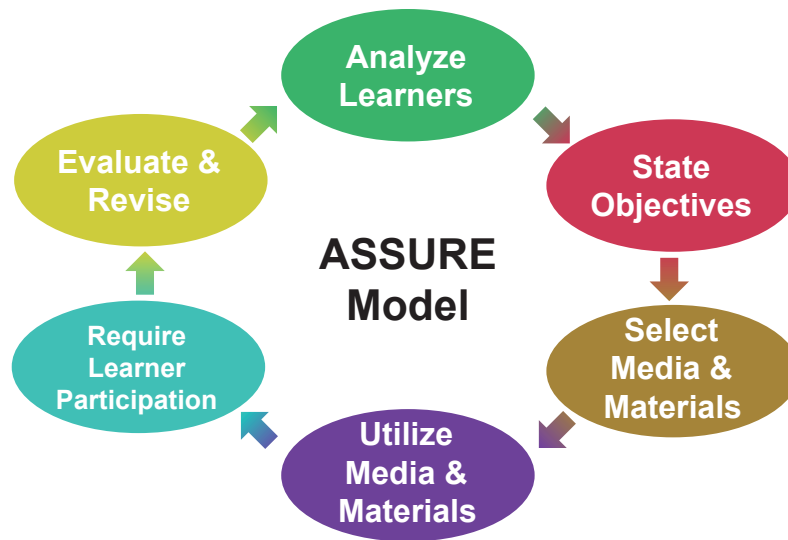
Figure 1. The ASSURE Model (Heinich, Molenda & Russel, 1993)

online systems. The bigger question now is that, if Facebook provides significant inputs to writing instruction, what instructional models could be used and what instructional designs are most appropriate to concretize its pedagogical functions? Thus, with previous inquiries posited about the use of Facebook in facilitating writing instruction, authors have also developed some instructional designs relevant to the teaching of writing using online repositories.

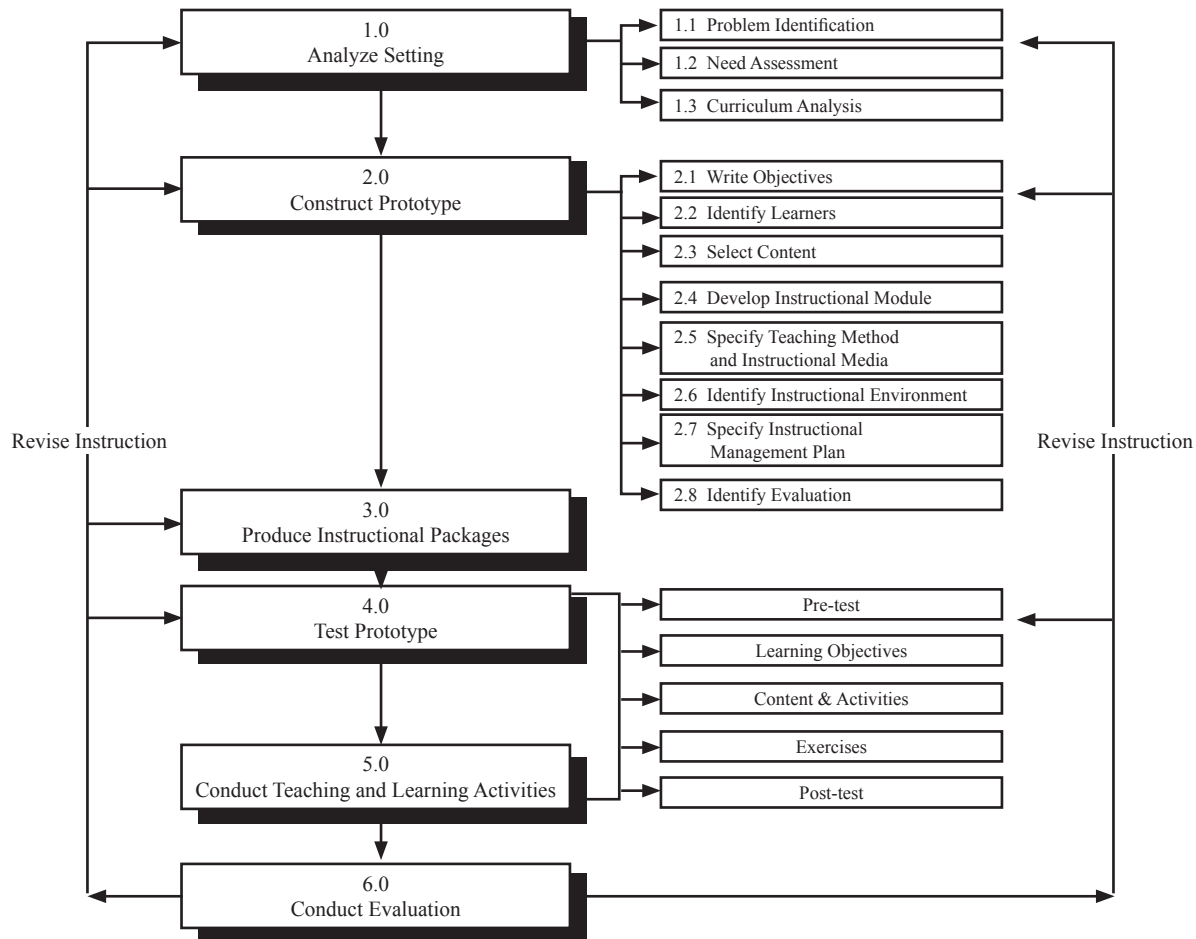### Related Instructional Models on the Use of Facebook in Writing Classes

Writing is indeed a basic and primary tool for communicating with people from all over the world and people (Torwong, 2003). Writing skills are also essential in communicating with people from other countries with a variety of purposes (Tribble, 1996). However, it is not easy to acquire this skill, for students need training and practice to gain effective English writing skills. One of the influential factors is the way language instructors teach students how to write. Since writing constitutes a process that needs to be undertaken by the students, teaching it without a definite structure or framework may be considered ineffective. With the use of Facebook as a springboard to teach writing, there is a need to design instructional models suited to the characteristics of the learners and the features of Facebook which are directly linked to writing instruction. Consequently, many researchers in the field of language education and educational technology proposed several instructional design

models that accentuate the use of technology and at most, the use of Facebook in language teaching.

The ASSURE Model

The ASSURE model is an instructional guideline that teachers can use to develop lesson plans which integrate the use of technology and media (Smaldino, Lowther & Russell, 2008). The model was developed by Heinich, Molenda & Russel in 1993. The ASSURE Model places the focus on the learner and the overall outcome of accomplishing learning objectives. Moreover, the model is an enriched evolution of the ADDIE general model. Although the ASSURE model has six steps, which do not exactly correspond to ADDIE's five, ASSURE also presents design phases, and shares two main features: the initial focus on analysis and its cyclic structure. It is focused on planning and constructing instruction that incorporates technological media. Considered to be an easy-to-follow model, it gives practicality to instructional planning using media means and materials. The acronym ASSURE stands for the specific steps teachers need to follow when planning instruction – *analyze learners, state objectives, select media and materials, utilize media and materials, require learner participation,* and *evaluate and revise*. Figure 1 shows the ASSURE model.

The main perspective of the model is on how to integrate media (any kind of media) into instruction in a method capable of producing the desired

1.0 Analyze Setting	→	1.1 Problem Identification
		1.2 Need Assessment
		1.3 Curriculum Analysis

2.0 Construct Prototype	→	2.1 Write Objectives
		2.2 Identify Learners
		2.3 Select Content
		2.4 Develop Instructional Module
		2.5 Specify Teaching Method and Instructional Media
		2.6 Identify Instructional Environment
		2.7 Specify Instructional Management Plan
		2.8 Identify Evaluation

3.0 Produce Instructional Packages

4.0 Test Prototype	→	Pre-test
		Learning Objectives
		Content & Activities
		Exercises

| 5.0 Conduct Teaching and Learning Activities | → | Post-test |

6.0 Conduct Evaluation

Revise Instruction

Revise Instruction

Figure 2. The SREO Model (Suppasetseree, 2005)

learning outcomes. As an instructional design, it uses the constructivist perspective, which integrates multimedia and technology to enhance the learning environment (Lefebvre, 2006). Though the ASSURE model itself does not specifically present social media (Facebook) as a platform to teach writing, the model could still accommodate the potential of social media as a means to teach and learn either ESL or EFL writing. Significantly, the ASSURE model also constitutes an instructional system that teachers can use to develop lesson plans which integrate the use of technology and media (Smaldino, Lowther & Russell, 2008). One of such uses may be geared towards helping language teachers plan instruction in the language arts such as writing and composition using Facebook. The practicability of following the steps of the model may have to be modified in order to cater the quite complex idea of incorporating Facebook or even other social media platforms in teaching writing.

The SREO Model

The SREO Model or Suppasetseree's Remedial English Online (SREO) was designed by Suppasetseree in 2005. It is an Internet-based instructional system for teaching remedial English to first year students at Suranaree University of Technology in Thailand. 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, and on Gerlach and Ely Model. The SREO Model comprises six major steps and 16 sub-steps (see Figure 2).

The instructional model presented combines definite steps on how to teach remedial English among tertiary level students in the EFL context, since the setting is in Thailand. The main focus is the use of the online platform and the necessity of revising instruction
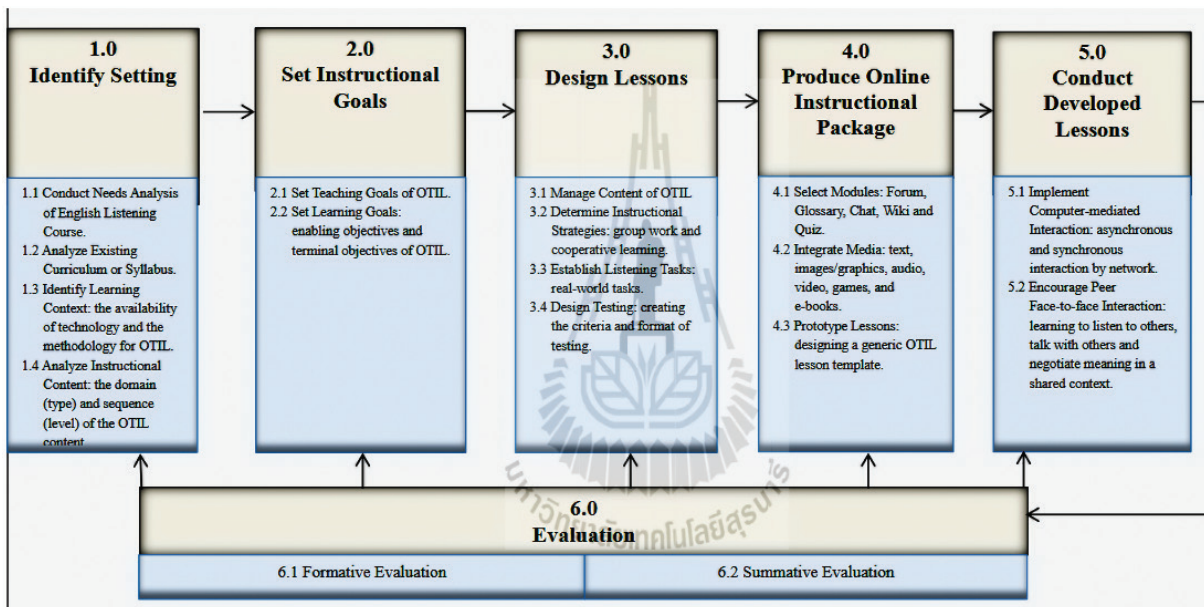
Figure 3. The OTIL Model (Tian, 2012)

based on predetermined data and again, on the results of the instruction done using the model. The emphasis bestowed on the revision process in an online remedial English course could also be used in a writing class, where feedback of the instructor about the writing outputs of the learners have to be given, for it is crucial during the revision process.

The OTIL Model

The Online Task-based Interactive Listening (OTIL Model) was developed by Tian (2012) for EFL learners focused on listening as a macro-skill. The model is a set of problem-solving procedures which specify six phases and seventeen steps in the process. The entire process of the model along with its specific steps is shown in Figure 3.

In the given model, a different dimension of providing instruction is presented. Hence, the learners are subjected to task-based interactive listening instruction, where problem-based activities are to be solved by the students through some listening support such as multiple listening options or question preview embedded in the task design. The use of the virtual world as locale makes the tasks more appealing and challenging for the learners. A task-based approach to writing instruction could also be developed using Facebook. Through problem-based activities, the authenticity as regards the use of social media could

cut through the nature of the writing task design.

The Blended Instructional Model based on Participatory Communication with Round Table Using Social Media

A proposed blended instructional model was created by Wiboolyasarin (2012). The model is based on participatory communication approach with round table activity using social media to enhance creative criticism writing ability of undergraduate students (see Figure 4). There are five major processes in this model geared towards enhancing students' creative writing criticism abilities – (1) determine, (2) plan, (3) proceed, (4) acknowledge, and (5) evaluate. The model could serve as a prototype instructional model to help college instructors design curricula using social media.

This blended model is basically anchored on the role of interaction in many types of classrooms and the quality of learning derived from such interactions. The model comprehensibly guides instructors on how to make use of the natural interaction that occurs in the classroom using social media towards improving students' skills in creative criticism writing. Though the target learners are university-level students, guidance and certain restrictions should still be observed, same with how automatic communication is developed using Facebook's real-time chat messaging. When
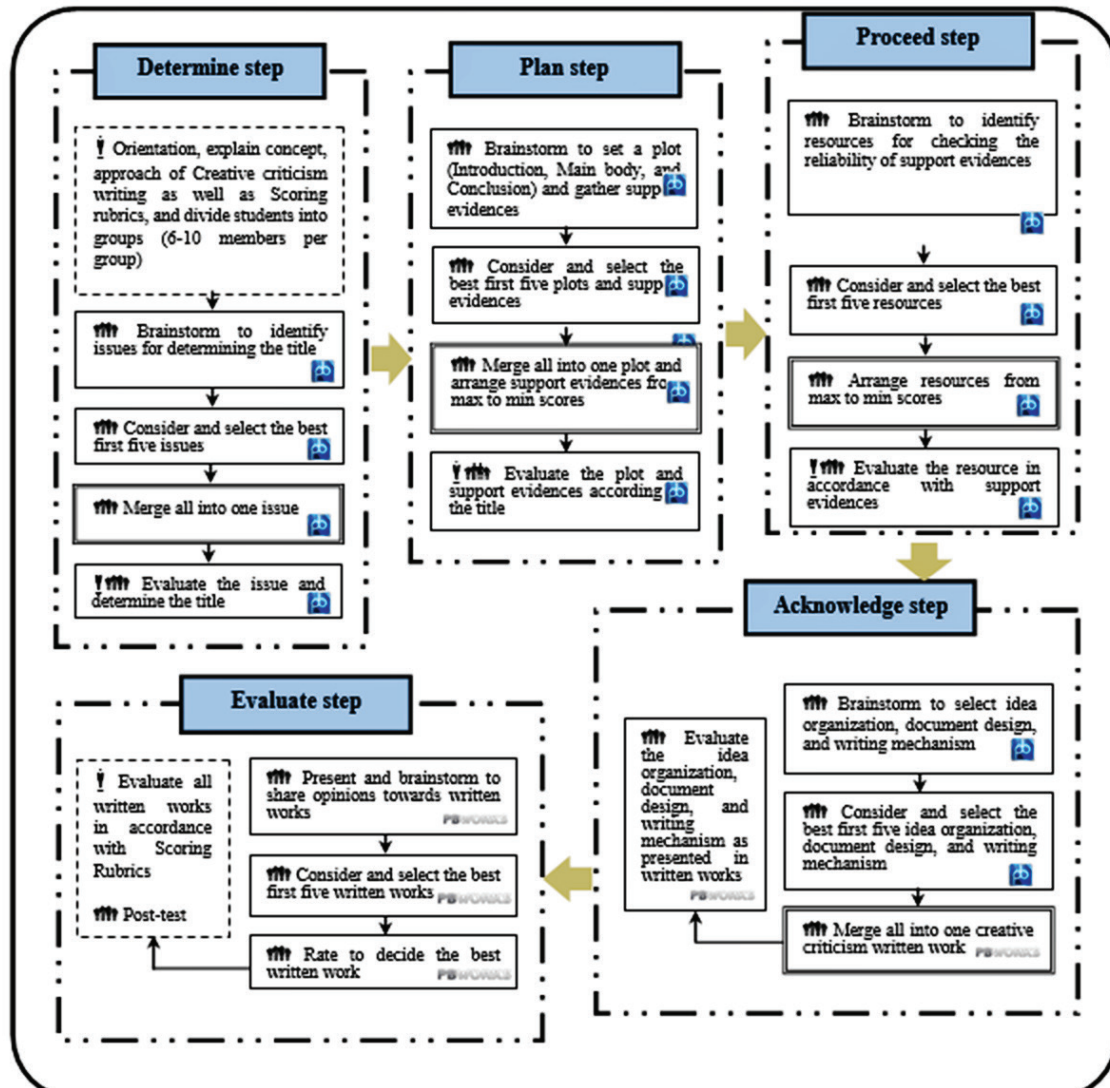
Figure 4. Blended Instructional Model based on Participatory Communication with Round Table Using Social Media (Wiboolyasarin, 2012)

used responsibly and intelligently, the said feature of Facebook could suffice the need to expose language learners to the authentic nature of the communication process, either spoken or written modes. The latter could be better monitored and assessed since writing samples from students are readily available.

An Instructional Design Model on Facebook-Based Collaborative Learning to Enhance EFL Students' Writing Skills

Directly related on the use of Facebook as a social media platform to back-up writing instruction is the instructional design model on Facebook-based

collaborative learning presented in the study of Linh & Suppasetseree (2014). The FBCL instructional model is an online instructional design for enhancing EFL writing skills. As a learner-centered teaching model, learners can construct their EFL skills by doing and practicing individually and with their groupmates. It was designed and constructed by the researchers after reviewing, analyzing, and synthesizing the five instructional design models, namely ADDIE Model, Kemp Model, Dick and Carey Model, SREO Model, and the OTIL Model. The model consists of six major steps and 15 sub-steps incorporated in the process (see Figure 5).
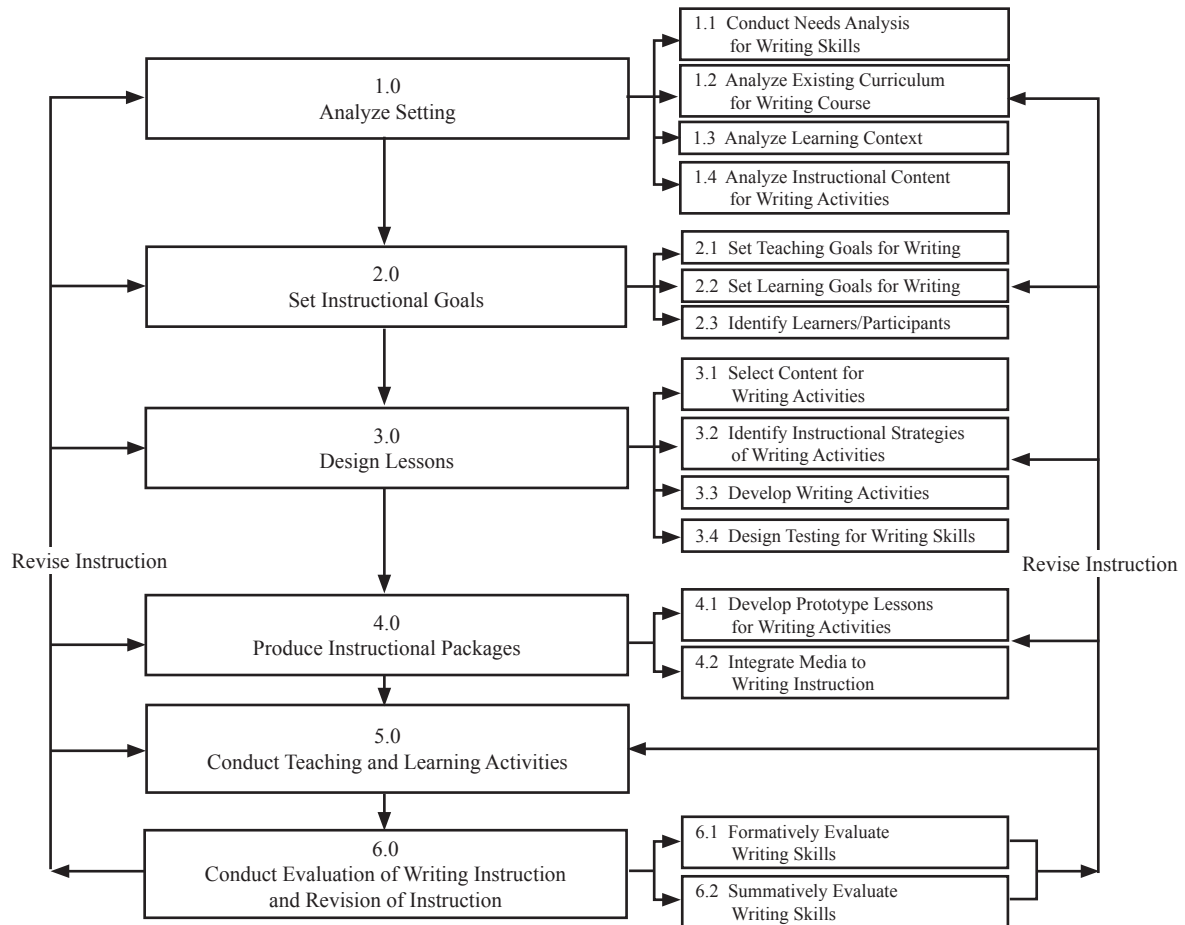
Figure 5. The FBCL Model (Linh & Suppasetseree, 2014)

The last model presented provides a definite combination of the different instructional design models cited in this paper. The use of Facebook as a CMC tool in teaching writing is deliberately offered in the given model. The model's important steps include: (1) analyzing the setting, (2) setting instructional goals, (3) designing lessons, (4) producing instructional packages, (5) conducting teaching and learning activities, and (6) conducting evaluation of writing instruction and revision of instruction. The application of the model to students who are learning English as a Foreign Language (EFL) responds to the need to improve the way Thai students communicatively write. The emergence of social networking sites like Facebook was considered as a leeway to bridge the gap as regards what EFL students need to know and develop to effectively enhance their writing skills. Hence, if this model is deemed significant in the EFL context, it could also give positive results as to how writing instruction can be executed in language

classes where English is learned as a second language.

In view of the evolving potential of Facebook and other social networking sites (SNSs) as tools in writing instruction, the possibility of positively affecting the skills of second language learners on writing argumentative essays may not be far from reality. A progressive scheme in the current educational system of the Philippines in particular has begun through the implementation of the K-12 Basic Education Program in the Philippines. Daquioag (2012) reported that two of the important goals of the current curriculum are to help graduates possess competencies and skills relevant to the job market and to provide an enhanced curriculum that will provide relevant content and attuned with the changing needs of time for a basic education that will ensure preparedness for higher education. In language pedagogy, this means achievement of higher-order skills needed to ensure communicative competence

and critical literacy. As such, the crucial role of strengthening the writing skills of K-12 learners is anchored on the principle that an effective language arts and multiliteracies curriculum emphasizes writing arguments, explanatory/informative texts and narratives (Department of Education, 2015).

The quest and research efforts to provide quality instruction for L2 writing could therefore be buoyed by contemporary approaches or methods such as the integration of social networking sites (Facebook in particular). The emphasis on the development of ESL learners' skills in writing arguments in the Philippine context is therefore relevant to the aims of the present study. Hence, a bigger opportunity for learners from basic education could be on hold once they are taught or trained how to effectively express arguments in written mode. This is basically important in higher education since this genre of writing is important for university students to express their own points of view in academically appropriate forms and strategies (Ka-kan-dee & Kaur, 2014). This language learning requirement would therefore spell success for graduates who need to be as competent in writing, for them to meet global demands, be employable locally and internationally, and eventually contribute to the vision of holistic success for the Filipino graduates of K-12 Basic Education Curriculum.

Purposes of the Study

The studies conducted in lieu of investigating the effects of the use of social media platforms like Facebook on the language skills of both EFL and ESL learners and the emergence of instructional design models that make way for pedagogical applications of social networking sites (SNSs), directly impact the purpose of the current study. Therefore, this study aimed to propose an instructional design model that uses Facebook as a mechanism to teach argumentative writing among ESL learners. Specifically, the study provides answers for the following questions.

1. Is a pedagogical interface possible between the use of Facebook and the teaching of argumentative writing in the ESL context?

2. What specific instructional design model could be proposed based on existing L2 writing instructional design models

and on a pilot engagement of ESL learners to Facebook as a means to write argumentative essays?

3. What are the implications of the study to L2 writing instruction and educational technology?

Methodology

Research Design

This study was anchored on the creation of an instructional design model in teaching argumentative writing among ESL learners using Facebook. Hence, the study was based on a type of developmental research. It made use of the processes involved in developing instructional products, programs, processes or tools. Specifically, the Type 1 studies of development research was employed in the present study. According to Richey, Klein & Nelson (2004), Type 1 development studies may focus on either product design and development or evaluation. At times, validating a particular design or development technique or tool is involved. For the present study, the scope of development research as a research design was delimited to the creation of an instructional design model, linking the use of Facebook with argumentative writing instruction.

Sampling Technique

In view of the aim of the present study to gather authentic data towards the development of an instructional design model that features the pedagogical use of Facebook, 40 Grade 10 level learners from a homogenous class in a public secondary school were purposively chosen for the study. Their experiences in using Facebook before writing argumentative essays, along with an exhaustive review of some relevant instructional design models on writing instruction were the primary bases of the model embedded in this study.

Research Instruments

Previously described instructional design models on the use of technology-mediated tools in language teaching were used to design an

instructional design model that creates an interface between the use of Facebook and argumentative writing instruction. The steps followed in designing the aforesaid instructional design models were adapted by the researchers from existing models: ASSURE Model (Heinich, Molenda & Russel, 1993), SREO Model (Suppasetseree, 2005), OTIL Model (Tian, 2012), Blended Instructional Model based on Participatory Communication with Round Table Using Social Media (Wiboolyasarin, 2012), and the Facebook-based Collaborative Learning (FBCL) Model (Linh & Suppasetseree, 2014).

Data Collection

Existing studies and literatures on instructional design models were used to better concretize and anchor the steps of the instructional design model on tested instructional frameworks. These models specifically highlight the use of Facebook and other computer-mediated communication tools in teaching writing mostly among EFL university students.

To supplement the proposed model with authentic data, documentary analysis was done using some writing samples of 40 Grade 10 learners relevant to a previous lesson about writing argumentative essays. Also, the Facebook comments of the students on issues posted by the researcher in their Facebook group were revisited, which supplemented the said lesson that highlights argumentation. Through careful investigation of how Facebook was used to extend learning and train students toward justifying and making others confirm their opinions on a given issue, the nature of Facebook (as used in the ESL classroom), was primarily studied to give inputs on how the said social networking site (SNS) could interfaces with argumentative writing in the ESL context. Hence, the development of an instructional design model for the said purpose.

Results and Discussion

The proposed instructional design model accentuates the potential of Facebook as an online platform in teaching argumentative writing among secondary school ESL learners. Hence, the following discussions focus on how the teaching of argumentative writing matches the social media

interface provided by Facebook, the description of the instructional design model itself, and the definite steps that language instructors could follow to make sense of the model's framework. Finally, the potential use of the instructional design model in L2 writing instruction gives significant implications to L2 writing instruction and educational technology as well.

The Possible Interface between Facebook and Argumentative Writing

In the present study, exploring arguments using Facebook was conducted as a part of a unit topic dedicated to a news feature that presents a social issue. The output expected from the students is an argumentative essay that would concretize their opinions on the issues presented. Discussions on the said issues and classroom discourse occurred, with learners sharing their perspectives on the different sides of the "debatable" topics. The teacher, extended learning by asking the class for the entire week to comment and give their stand on issues that are posted in a pre-created Facebook group. All members of the group were encouraged to give their comments and state approval, disapproval, and adequate justifications about their arguments. The arguments, comments, and information exchanges done in the social media portal were used as lesson content for the next session. After important concepts had been clarified and learners finally have ample ideas about the issue, they were then asked to put into words their ideas by writing an argumentative essay.

From the theories, researches, and responses of the student-participants as they engaged in improving their skills in argumentative writing through Facebook, it can be deduced that there is a pedagogical link between the use of Facebook as a social networking site and the teaching and learning of argumentation in written mode. Though not as conclusive as it may seem, the integration of social media as a mechanism to train ESL learners the process and the expected output for argumentative writing may be empirically proven. Consequently, the site's popularity among adolescent learners and its up-to-date and motivating features alone could actually justify the significant role it may fulfill in L2 writing instruction. The present study determines and supports previous findings that Facebook and other social media tools help facilitate the teaching of either EFL or ESL writing. More importantly,

the focus of the study on another area of writing instruction, in this case, argumentative writing, may contribute to the growing body of knowledge as regards the use of social media in language instruction. Further, the instructional design model crafted out of reviewing and analyzing related literatures and studies may specifically serve the needs of Filipino ESL learners towards improving their L2 writing performance. The model may also be utilized by language teachers who are still in quest of strategies to accommodate the writing needs and propensities of language learners in the ESL context. Such concerns were not particularly dwelt on previous studies and research literatures, since most of them are after the improvement of the writing skills of EFL learners.

Basically, social media sites like Facebook, when used in education, allow learners to work together and would later on spell academic success because of learners' active engagement and increased motivation (Spanella, 2016). Moreover, integrating Facebook in language instruction provides useful social learning activities that are both educational and appealing. According to Dr. Richard J. Light of Harvard University's School of Education, Facebook as a learning format appeals to younger, socially conscious learners and is built around the notion that many minds are better than one. Its relativity to teaching language arts could help increase learners' communication skills and provide a 'back door' for shy learners. More importantly, social media relies on the written word, making it an excellent means of improving writing skills (Spanella, 2016).

Some studies confirmed the positive effects of Facebook integration in language instruction in general. The study of Wang and Chen (2013) explored the effects of Facebook tutoring on learning English as a second language for children. The instructional strategies of communication, collaboration, and information sharing were given to the participants. The researchers concluded that by providing learners with appropriate strategies, both their learning attitude and learning achievement could be positively affected by Facebook tutoring. On one hand, Alias, et al. (2012) studied the use of Facebook as a Language Learning Strategy (LLS) training tool on college students' LLS use and academic writing performance. Based on the findings, it was concluded that the use of Facebook notes promoted the use of indirect LLS

and that the academic writing performance of Internet-savvy undergraduates significantly improved when Facebook was used as an e-learning tool. Indeed, the said conclusions for the two given studies create a clear picture of how motivating and facilitative Facebook is in improving language performance L2 learners' writing skills for that matter.

An Instructional Design Model that Links Facebook Use and Argumentative Writing Instruction

Crucial to the understanding of how an instructional design model works is the concept of instructional design or an instructional system design (ISD). According to Richards and Lockart (1994), an instructional design is the framework in which teachers will carry out the planned teaching and learning steps in a lesson. Instructional design could 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. Furthermore, Gustafson and Branch (2002) also believe that the procedures within instructional design can lead to a clear approach that is more effective, efficient, and relevant to instruction.

From the aforesaid descriptions about instructional design, it can be said that what concretizes such idea into "consumable" pedagogical products, is an instructional design model which is usually a graphic representation illustrating how the instructional design works. In the present study, an instructional design model that makes sense of the potential use of Facebook in teaching argumentative writing to ESL learners was developed. The steps and processes of the proposed instructional design model are also discussed in this paper.

The FAWI (Facebook–Argumentative Writing Interface) Model

The FAWI model is based on the possible interface between the use of Facebook and the teaching of argumentative writing in an English as a Second Language (ESL) context. The inherent social characteristics, collaborative nature, and interactive value of Facebook tend to justify its significant space in L2 writing instruction, specifically when

the focus is on developing students' skills in writing argumentative essays.

The proposed instructional design model includes 14 specific steps that language teachers could follow to establish the pedagogical connection the model promotes. For end-users to easily remember the steps, the graphical representation of the model provides for icons that are directly linked with the steps identified – *browse, key-in, log-in, feed, post, share, notify, like, unlike, request, attach, check-in, activate,* and *turn-on*. The steps are further classified into three more general labels that correspond to the type of discourse or interaction promoted using the proposed instructional design model – **Offline1 Discourse (steps 1-4)**; **Online Discourse (steps 5-11)**; and **Offline2 Discourse (12-14)**. The verbs presented are lexis that Facebook users tend to encounter when they explore the social networking site. This was purposively done in order to keep the social media context of the entire instructional design and to establish the relevance of Facebook as a tool for language teaching.

During the online discourse, the students are permitted to use code-switching to promote a more interactive, non-intimidating conversations online. This is based on some research assumptions that L1 use in the pre-writing stage is beneficial. For an instance, Halim and Maros (2014) concluded in their study on the functions of code-switching in Facebook interactions, that code-switching occurs in such context to serve quotation, addressee specification, reiteration, message qualification, clarification, emphasis, checking, indicating emotions, availability, principle of economy and free switching functions. Hence, the code-switching phenomenon could be perceived as a functional sociolinguistic or communicative tool that adds color to both spoken and written communication in electronic discourse rather than a lingo that leads to the corruption of a pure language (Halim & Maros, 2014).

Furthermore, the first four steps of the instructional design model must be done by the language teacher inside the classroom or during formal writing instruction. The next seven steps should be done exclusively in the Facebook domain where exchanges of arguments and other ideas are fulfilled by the learners with the guidance of the teacher or the instructor. The last three steps of the model would allow teachers to check on the effect of Facebook use on the argumentative writing performance of the ESL learners. Whatever the learners would have as their writing output is believed to be influenced by the discourses they had with their classmates and their teacher online. Following is the detailed presentation of the 14 steps of the Facebook – Argumentative Writing Interface Model or simply, the FAWI Model (Dela Rosa, 2016).

Step 1 – Browse over learners' characteristics and relevant social issues. This step involves teachers studying and analyzing learners' qualities, which will be the basis for the learning experiences to be included in the actual teaching phenomenon. This is anchored on the models proposed by both Heinich, et al. (1993) and Linh and Suppasetseree (2014), which contend that learners' characteristics need to be considered first before actual instruction. Along with highlighting the needs of the learners is the equal consideration of relevant social issues to be dealt with in the process of teaching them argumentative writing. The social issues must also be appropriate to the learners' age and may have to be a consensual choice among them.

Step 2 – Key-in instructional goals for argumentative writing. The language teacher should have in mind a clear goal in teaching learners how to make sense of argumentative writing. Aside from the main goal of teaching them how to write argumentative essays, a more plausible aim must also be linked. Are they learning in order to get acquainted with current social issues or to learn how to be ethical in expressing their arguments? Another possible goal of the teacher is to allow collaboration among learners as they involve in online discourses through Facebook.

Step 3 – Log-in to designing lesson content and activities. After arriving at a clear perspective of learner characteristics, potential social issues to discuss, and drafting the goals for instruction, what comes next is the designing of content and lesson activities. As such, this involves choosing appropriate materials (news articles/stories, narratives and other written samples) that may represent the social issue to be undertaken. Along with these materials are activities that should be aligned with the lesson content. These activities may be used for supplementation purposes. However, the language teacher has to realize that the main activity the learners will deal with is the online discourse they will have with their classmates through Facebook.

Step 4 – Feed rudiments and processes of argumentative writing. Before the immersion of the learners to the social media platform (which is done at home, considering all learners have access to the said social networking site), the language teacher will have to discuss and clarify things first about the process of argumentative writing. This involves instilling to the learners how argumentation works in writing, its difference with other types of writing, and specific reminders to take into account to come up with an effective argumentative essay. A lecture-discussion type of presentation or a modified one may be used for this step.

Step 5 – Post relevant social issues for discussion. This step begins the pedagogical use of Facebook in teaching argumentative writing. A Facebook group should have been created for the whole class; the administrator must be the language teacher. The teacher would then post relevant social issues as a topic for the social media discourse. The issues are again based on the previous analysis of the teacher of the characteristics of the learners and the appropriateness and significance of the issues presented.

Step 6 – Share insights and facts about the chosen issue. In this step, it is not the sole responsibility of the teacher to share opinions and factual statements as comments for the chosen social issue. The learners themselves will be taking in the social media "spotlight." For this reason, through the comment box provided in the site itself, the learners will have the opportunity to give their insights about the social issue under discussion. Also, it must be emphasized by the language teacher that opinions or insights should be backed up by facts, statistics or personal testimonies from other people. Posting comments may also be done by the teacher appropriately.

Step 7 – Notify students to "negate" or "affirm" messages posted by their classmates. To initiate the social media discourse through Facebook among the learner-participants, the teacher must encourage them to go over the messages or comments posted by their classmates, and give their reactions or another comment about the available arguments. The teacher must anticipate that these comments may be both affirmative or constructive for the one who posted the message or comment. Through the teaching of ethical and responsible expression of arguments discussed in Step 5, the learners should be able to give arguments

that are not derogatory, subjective, and out of context.

Step 8 – Like arguments that fall within the bounds of ethical and objective reasoning. As a facilitator and at the same time, a mediator, the language teacher must be there to monitor the exchanges of comments or arguments among the learners in the virtual space. The teacher may motivate learners who were able to give sound arguments about the issue a "like" (along with some justifications). This is a form of encouragement for the learners and a formative assessment as well.

Step 9 – Unlike arguments that sound unethical and utterly subjective. Directly opposite to the previous step is Step 9. This involves "unliking" arguments or comments that are too subjective or are out of the bounds of what is being argued upon in the learners' Facebook encounter. Most of the time, these comments include personal attacks to the other members of the group or the noticing of superficial inconsistencies like the occurrence of grammatical errors and spelling faults. This step would therefore remind the learners that the focus of the online discourse is on the quality of arguments they have produced and not on things that do not directly link with the process of sound argumentation. The teacher, on one hand, should have full control of the threats towards the ethical use of Facebook in writing instruction such as students' untoward, online behavior. In the second step, a review of social networking etiquette, do's and don'ts, must be considered and emphasized by the teacher. This may guide the learners in the latter steps of the FAWI model.

Step 10 – Request learners to give their final stand on the issue. After the process of exchanging arguments and commenting on messages posted by one another, it is time for them, the students, to post a Facebook status shared to all members of the group about their final stand concerning the issue. This time, counter-arguing or giving miscellaneous comments is no longer encouraged. As such, this is a form of wrapping up the social media discourse initiated.

Step 11 – Attach one's comments after the class' online discourse. At this point, the language teacher has to "step in." Hence, he or she must be giving the statement of conclusion as regards the entire online communication. The teacher may cite positive and negative points on the quality of comments given by the learners or comment on how the participants attacked the issue and interacted with others during

the exchanges of thoughts and arguments. This step officially ends the pedagogical integration of Facebook in teaching argumentative writing.

Step 12 – Check-in learners' overall response or reactions about the online activity through a classroom synthesis. This step would provide useful feedback from learners about how they went through and how well the online activity catered their experience of Facebook as a social media platform. This will give ample information on how the pedagogical use of Facebook mattered and affected the participants.

Step 13 – Activate learners' writing skills through coming-up with an argumentative essay. This is now the step where learners will apply what they have learned about what is expected in an argumentative essay, observing specific strategies they learned during the lecture-discussion of the teacher in the ESL classroom and the ones they have learned during the online discourse in Facebook. The same issue will be given as topic for the essay to provide continuity of learning. Rubrics criteria for the writing outputs will have to be explained and discussed beforehand.

Step 14 – Turn-on continuity of learning by providing immediate feedback. The last step in the FAWI model involves providing feedback on the outputs of the learners. This step may also include the revision and re-writing processes, until such time that learners come up with their final output for their argumentative essays.

The other steps of the FAWI model could be revisited once every argumentative writing activity is fulfilled. Other issues may be introduced to the learners to repeat steps 5 to 14 for the same class. However, if the model will be used for another class or group of ESL learners, it is imperative that the language teacher follows all the steps presented. Other types of writing such as persuasive and descriptive writing may also be incorporated in the model by changing the content and other processes to align it to the nature of the aforesaid genres or types.

Significantly, it must also be noted that using FAWI Model in teaching students how to effectively write argumentative essays constitutes only the pre-writing procedure that students have to undergo, following the writing processes. Both offline and online discourses involved in the model are preliminary steps that may help strengthen the actual writing experiences of language learners which would potentially respond to 'writing block' they tend to experience when writing. The importance of building learners' schema as regards the topic they will be dealing with in their essays and enriching the process of argumentation online could be reinforced using the proposed interface model between Facebook use and argumentative writing. Finally, another important reminder is that, though Facebook use is inherently interactive, collaborative, and authentic, it only serves as one of the students' sources of information when gathering arguments or making ideas that take shape when composing an argumentative essay. Hence, there is a need to encourage ESL writers to consider other sources of ideas aside from the online facility provided by Facebook.

Implications to L2 Writing Instruction and Educational Technology

Social media platforms have indeed received attention from researchers who have explored their capabilities in language teaching and learning. The integration of Facebook in teaching a language skill like writing may give justice to the notion that it facilitates better language learning experiences. As stated by McCarthy (2010), social networking sites provide increased interactions among students and tend to reduce language barriers and social inhibitions. The goal of 21st century teaching and learning which is directed towards collaboration is best exemplified by the type of proactive communication such social networking site promotes inside and outside the classroom. As such, Lomicka and Lord (2012) explain that the use of SNSs could help learners build collaborative communities and provide opportunities for creative language practice outside of class time. Hence, the FAWI model could be one of the instruments, if applied effectively in language classrooms, towards testing the effectiveness of social media as a teaching and learning tool in L2 writing.

Though social media has brought a lot of opportunities not only in business, entertainment industry, and most especially in education, this technological breakthrough has also raised some issues that, if not fixed, may cause SNSs like Facebook to blow up hitches in the academe. One of such issues is on privacy. According to Clark (2015), Facebook is now 'hanging by a thread.' This is due to the threat

that Facebook poses to the users' online security such as their personal data. Matney (2015), in his article, has reported that at least one recent survey suggests that young people such as millennials actually have a strong sense of and concern for privacy. In the educational realm, one of the ways by which classes could preserve their privacy is through creating private or exclusive Facebook groups. However, such feature of Facebook is not enough to fully protect whatever data is yield in the process of interfacing the use of social media in education. With this said, relevant restrictions and control have to be established by teachers who wish to incorporate the use of Facebook in both teaching and learning, so as to warrant the quality use of social media in education.

On a relative note, as regards connecting the process of argumentative writing with that of the features of Facebook, effective interface could be established. This further implies that language teachers could now take refuge on the utility of social networking sites in developing the writing skills of learners. The landscape of contemporary language education gives teachers the reality that students at present need more collaboration, interaction, and authentic communication experiences with other learners. Hence, the FAWI model makes this pedagogical event easy and practical for language practitioners. The specificity of the steps provided in the instructional design model makes it convenient for teachers to plan and execute argumentative writing instruction through the aid of Facebook, and later on, could give inputs on how social media influences learning and teaching not only in language-related subjects, but in other learning areas as well.

The impending issue about digital divide is also a concern regarding the use of technology-mediated teaching and learning tools. This digital divide is a question of how far do people access information and communication technologies (Yaman, 2015). With the rise of digital learning, it is becoming increasingly important that teachers understand how to properly utilize technology in the classroom (Mattero, 2016). Hence, the use of technology in the educative process may also bring about other concerns such as the provision that the gap between what 'digital natives' know and those that 'digital migrants' (teachers in particular) do not possess has to be filled in. This includes teachers' unsteady knowledge and less experience on the use of social networking sites

like Facebook. To bridge the gap, teachers need to be fully acquainted with the use of ICT in language teaching, along with the fact that they need to immerse themselves to professional development and capacity building programs for teacher education. Also, as mentioned earlier, the procurement of ICT resources for schools especially among public educational institutions in developing countries where full educational development is yet to be experienced, has to be made sufficient. If the aforementioned concerns are effectively addressed, then the use of the FAWI Model for writing may be made more efficient and operative in the field of English Language Teaching (ELT) at large.

Significantly, the FAWI model needs to be tried in actual writing instruction to validate further its usability and effectiveness. The researcher's intent to propose an instructional model that creates an interface between argumentative writing instruction and Facebook use therefore calls for the said model's modification and accompanying development. Hence, the statements provided in this academic paper are not absolutely conclusive. Empirical studies that would make use of the FAWI model, adding other relevant teaching and learning variables, and validation of experts in the field, would qualify more its pedagogical applicability. Finally, if the instructional design model would be fully implemented in secondary schools, ESL teachers' perceptions about the innovation must be identified and that appropriate ICT training has to be provided. One important consideration is the provision that schools, especially public educational institutions in developing countries like the Philippines, would provide facilities to support a more contextualized kind of language learning through online-based mechanisms.

Conclusion

This study reveals the potential of Facebook as a teaching-learning tool in argumentative writing instruction. With the development of technology at an unbelievable pace and the benefits it brings (Yaman, 2015), there is no doubt that in this digital age, technological innovations applied to education is a global trend. As such, the use of the FAWI Model is a response to these emerging breakthroughs in the teaching-learning process. The potential use of

the FAWI Model lies on how it would work during the pre-writing stage, where students have to be acquainted with the entire process of argumentation both online and offline, and bring with them copious schema that would help enrich the topic given. Moreover, the online discourse students would experience when the steps of the model are followed could also be a language learning experience and a sociolinguistic phenomenon that may help back up instruction in general. With adequate provisions and educational support, the FAWI Model would be inspiring more research efforts to validate Facebook use in language instruction by proposing other instructional design models. However, there is a strong need to fulfill other processes of a developmental research to validate and test the effectiveness of the proposed model. It is therefore recommended that future researchers utilize the FAWI Model in actual argumentative writing instruction and be evaluated by experts in the field. This will further qualify scholarly assertions made in this study.

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