

A Development of the Writing Instructional Model Based on Blended and Self-Directed Learning to Promote EFL University Students' Writing Ability and Self-Directed Learning

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Abstract

An inevitable feature of English language teaching (ELT) in 21st century is integration of online-based technology into classroom to improve language skills and enhance self-direction in English learning. This study, hence, aims to 1) develop the instructional model exploiting the concept of blended learning which combines face-to-face instruction and online learning modes and applying self-directed learning process to instructional procedures to promote writing ability and self-directed learning of EFL university students, and 2) examine the quality of the model. The researcher reviewed theoretical concepts related to the model development, studied teachers and students' problems and opinions on teaching and learning EFL writing, synthesized three models for instructional design, then the present model was designed with nine phases. The model was evaluated the consistency of the components and the appropriateness of the components' descriptions by nine experts in the related fields using IOC. The model component consistency was very high ($\bar{x}=0.95$), and the descriptions of model components were very appropriate ($\bar{x}=0.88$). Also, the pilot study was conducted and found that the scores of writing post-test and self-directed learning post-assessment were higher than pre-test, and the participants reflected in learning logs that they liked to learn in blended and SDL environment as they could gain more knowledge and realize their mistakes. They needed to be more responsible for their own learning, self-monitor their weaknesses in writing, and adjust their learning plan for the next unit.

Keywords: writing instructional model, blended learning, self-directed learning, writing ability

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Introduction

In tertiary education, writing is considered as vital skill for students' academic success. It is seen as standardized system used to communicate and a necessary learning tool. Writing can indicate learners' cognitive skills which are important for learning in university because it closely links to critical thinking. Low writing ability can reflect the lack of appropriate ideas and thinking skills (Weigle, 2002). Writing also can expand other kinds of language knowledge. For instance, it can be the mean to learn and practice using grammar features as well as vocabulary in context (Hammer, 2004 cited in Gordon, 2008).

What is more, in today's fast changing world, education is seen as ongoing activity which can be processed throughout the one's lives at any places. Therefore, teaching and learning in university should foster self-directed learning skills in order to prepare students for learning on their own, and becomes lifelong learner. It is suggested that the learners in 21st century should be self-directed and show the commitment to perform lifelong learning process (The Partnership for 21st Century Skills, 2012). Also, self-directed learning or SDL connects to writing ability. Dolye (2008, cited in Khiat, 2015) posited that an ability to write reports and article is one of necessary skills for self-directed learner. On the other hand, it was reported that SDL process helps improve EFL learners' writing achievement. An activity based on SDL such as peer reviewing helped both writer and reviewer improve writing skills (Orawiwatnakul & Wichadee, 2011), and SDL techniques such as working with peers to plan and carry on learning project helped student to gain ideas to write, so students' writing ability was improved (Siriwongs, 2015).

Self-directed learning is defined by Knowles (1975) as 'the process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying material and learning resources, choosing and implementing appropriate learning strategies, and evaluating learning outcomes'. Hiemstra (1994) added that SDL does not mean learners are isolated from others. They can learn from group activity or electronic chatting, and teacher can play roles in communicating with learners, providing learning resources, and evaluating learning outcomes.

Regarding importance of writing ability and SDL, different kinds of technology such as CALL (Computer Assisted Language Learning) and internet-based tools (e.g. e-mail and web-based lessons) have been used in writing instruction over the last decades (Deerajviset, 2014). Although it is claimed that the internet-based technology could make traditional language classroom more active and advantageous, it would not be able to absolutely replace teacher (Agarwal, 2010) as students still need immediate support or corrective feedbacks from teacher on completing learning tasks. The technology, hence, should be employed along with conventional classroom. This idea leads to the emergence of 'Blended Learning' or BL approach

which incorporates internet-based technology into face-to-face classroom for further learning and practice outside classroom walls as complementary component of instruction (Marsh, 2012; Sharma & Barrett, 2007). However, the ratio of combination of in-class and the use of online technology is not fixed. The proportion of blending can vary from 30% to 80 based on learning environmental factors such as course requirement, or learning facilities (Kim, 2007; Allen & Seaman, 2013).

Blended learning has become remarkable in EFL teaching since it mixes and utilizes the strengths of both face-to-face and online instructional modes. Face-to-face classroom enables teacher to provide immediate feedback which considered necessary for instruction whereas online learning setting allows learners access to knowledge at their convenience. This approach increases the interactions among students and teacher because the communication is not limited in classroom only (Dennis et al., 2006). In blended environment, the instruction is shifted from teacher-centered to learner-centered method. The students, hence, become active learners, and need to be more self-paced or self-directed in their learning (Cordie, Witte, & Witte, 2016). As a consequence, it is fruitful in terms of flexibility, accessibility, social interaction, and engagement.

There have been researchers studied the effect of BL in enhancing writing skills and SDL. So (2013) studied the impact of BL instructional model prototype for L2 writing and reported that the prototype model was effective on promoting participants' writing skills, and they expressed positive attitudes towards the model. Correspondingly, Liu (2013) examined the use of BL in academic English writing and disclosed that blended environment helped increase interaction among students and teacher, and enhance academic writing ability. For SDL, Sriarunrasmee, Techataweenan & Mebusaya (2015) compared the effectiveness of BL and conventional teaching method on promoting SDL of two groups of first year undergraduates and revealed that BL was more effective than traditional method because students were required to develop SDL to meet learning goals.

Although it is claimed that blended learning can enhance SDL, it is argued that blended environment tends to be suitable for individuals who already have possessed SDL skills because the online learning component requires students to direct their own learning, and they may feel frustrated if they are not self-directed learners, (Dennis et al, 2006). However, in fact, not every learner is automatically self-directed, so they need teachers to help develop their self-directed skills (Cordie, Witte, & Witte, 2016). With this in mind, the present study mainly aims to develop instructional model making use of two different instructional delivery modes: face-to-face instruction and online learning, based on the central concept of blended learning and applying self-directed learning process to instructional procedures as the supplemental catalyst

to assist students become more self-directed and successful in improving writing ability in blended environment.

The construction of the present writing instructional model added value to in-class writing instruction and established learning environment in which increase students' engagement in learning activities as well as their motivation to learn, and provided them more opportunities to practice writing outside classroom. The application of self-directed learning cycle to writing instructional procedures could be useful guideline for a teacher to assist learners in accumulating their SDL along with improving writing ability.

Purposes of the Study

1. To develop the writing instructional model based on blended and self-directed learning to Promote writing ability and self-directed learning of EFL university students
2. To examine the quality of the writing instructional model based on blended and self-directed Learning

Conceptual Framework

The development of the present writing instructional model was based on 1) the theoretical concepts of BL, SDL, instructional model, and EFL writing, 2) information of the needs and problems in English writing instruction, and 3) the synthesis of previous models for instructional design. There are nine phases for this model. The quality of the model was examined by nine experts and the pilot study.

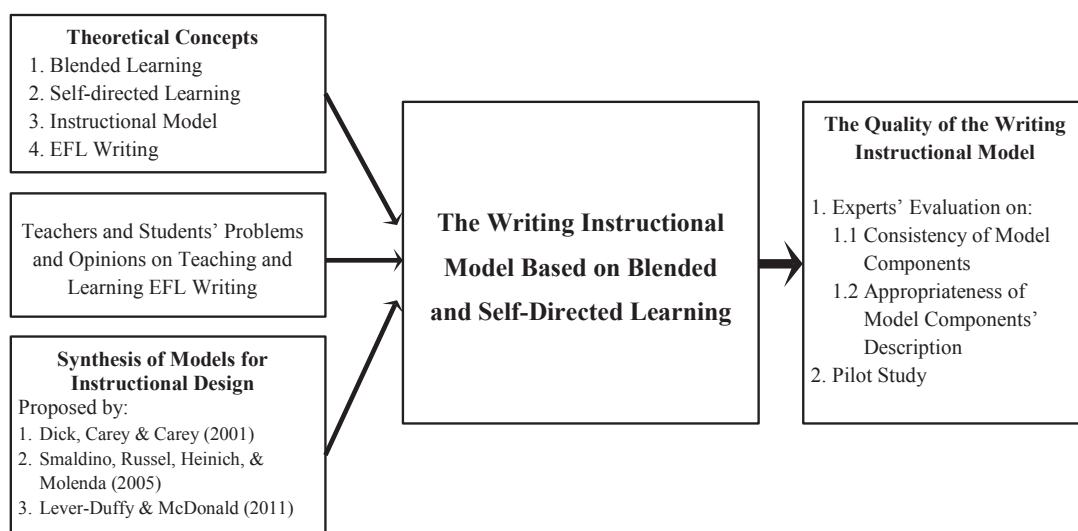


Figure 1: Conceptual framework of the study

Methodology

There were two main stages in this study; the development of the writing instructional model based on blended and self-directed learning and the examination of the model quality.

Stage I: The development of writing instructional model based on blended and self-directed learning

Subjects and Participants

1. Four main areas of related theoretical concepts including BL, SDL, instructional model, and ESL/EFL writing
2. Five teachers having experiences in teaching English writing and nine English major students at the University of Phayao participating in semi-structured interviews and selected using snowball technique.
3. Three previous models for instructional design

The researcher chose the Systems Approach Model for instructional design of Dick, Carey & Carey (2001) as it is one of classic prototypes for systematically designing instruction. Others were 'ASSURE' model of Smaldino, Russel, Heinich, & Molenda (2005) and Dynamic Instructional Design (DID) model of Lever-Duffy & McDonald (2011) which focus on integrating technologies into classroom.

Instrument

Semi-structured interviews were used to elicit specific information of problems and opinions on teaching and learning EFL writing from teachers and students to identify the needs to develop the model. The main questions for the interviews were evaluated by three experts.

Research Procedures

1. Theoretical concepts underpinning the model development were studied.
2. The semi-structured interviews were conducted in person-to-person. The interviewees' responses were audio-recorded and complemented with written notes by the interviewer.
3. Three existing instructional design models were synthesized.
4. The writing instructional model was constructed based on basic information of above related theories, the needs and problems in teaching and learning English writing, and the synthesis of three existing models.
5. Model-related instructional documents including the instructional manual, lesson plans, as well as face-to-face and online lessons were developed.

Data Analysis

The data from semi-structured interviews were transcribed and analyzed using thematic analysis and coding method.

Stage II: The quality examination of the writing instructional model

Participants

1. Nine experts in the fields of English language, instruction and curriculum, and educational technology evaluating the quality of writing instructional model
2. Three experts in the fields of English language, instruction and curriculum, and educational technology evaluating the quality of model-related documents
3. Ten first year English major students enrolling in writing course in 1/2016 semester at the University of Phayao voluntarily participating in the pilot study

Instruments

1. Evaluation forms for the writing instructional model

Two versions of evaluation forms were used to evaluate the model components' consistency and an appropriateness of each component description. The first one was in open-ended form requesting the experts to give comments and suggestions for revising the model. The second version was based on index of objective congruence or IOC.

2. Evaluation forms for model-related documents

The evaluation forms for evaluating appropriateness of the components and language use of the instructional manual, lesson plans, face-to-face lessons, and online lessons were based on four-point Likert's scale (4 = very appropriate, and 1 = very inappropriate).

3. Writing pre-test, post-tests and scoring rubric

The writing pretest and posttest were to write descriptive essays. The tests employed the same kinds of essay with different topic. The writing prompts and scoring rubric were examined the appropriateness by three experts. The rubric was adapted from analytic scale of Jacobs et al.'s ESL Composition Profile (1981, cited in Weigle, 2002).

4. The questionnaires for self-directed learning pre-assessment and post-assessment

The SDL questionnaires with 4-point Likert-scale (1 = strongly disagree, 4 = strongly agree) were used before and after teaching implementation. The items in the questionnaires were bilingual. The questionnaires were verified the content validity by three experts using IOC.

5. Learning Logs

The learning logs contain six guiding questions evaluated by three experts. Concerning the data richness in the logs, the questions are bilingual, and the participants were allowed to write in either Thai or English language.

Research Procedures

1. The writing instructional model was evaluated a consistency of model components and an appropriateness of the components' description and the related instructional documents were evaluated an appropriateness by the experts.

2. The instruments used in the pilot study: writing pre and post-test, SDL questionnaires, and the prompt questions for learning logs were designed.

3. The instruments were verified content validity by the experts in the related fields.

4. The pilot study was conducted. Before studying with the writing instructional model based on blended and self-directed learning, the writing pre-test and SDL pre-assessment questionnaire were administered. The pilot study lasted two weeks. After that, the students wrote learning logs via Google Form, took writing post-test, and answered SDL post-questionnaire.

Data Analysis

1. The data form experts' evaluation forms were analyzed using Mean and SD

2. The participants' scores of writing pre-test and post-test, SDL pre-assessment and post-assessment were compared using paired t-test.

3. The data from the logs were analyzed using thematic analysis and coding method.

Findings

Finding One: Development of the writing instructional model based on blended and self-directed learning

Based on basic information of related theories, information of the needs and problems in English writing instruction, and the synthesis of previous instructional models, the writing instructional model based on blended and self-directed learning were developed with nine phases. The brief descriptions of each component were presented below:

1. Considering the Needs

The semi-structured interview was conducted to elicit information about problems, experiences, and opinions on teaching and learning English writing in EFL context from both

teachers and students in order to identify the needs to develop the model.

2. Analyzing Learning Environment

Learning environment includes learning space and necessary facilities, teacher's roles, and students' roles. The analysis of the space and facilities focuses on two modes of instruction: face-to-face and online. For face-to-face learning sessions, the classroom should be arranged in which students can work individually or collaboratively with their peers. The classroom needs to be equipped with basic facilities such as screen and overhead projector, visualizer, and computer set for teacher. For online learning environment, public or private PC or notebook is needed. The internet access should be provided throughout the area of the university. The public computer sets should be provided at the Library Resources and Educational Media Center, Internet Center, or self-access language learning center for the students who do not possess private notebook or PC.

In face-to-face classroom, students' roles include taking part in analyzing tasks and their needs on topic to write and setting up writing plans. The students need to acquire necessary knowledge for writing, practice writing using the acquired knowledge, and involve in all learning activities. Teacher plays roles of learning activity facilitator, writing knowledge instructor, online learning tool trainer, immediate feedback provider, and students' final draft evaluator. In online learning, the students' roles cover carrying out learning plans by collaboratively working with their peers to compose and self-assess their essays, and edit their peers' work. They keep online learning logs to monitor their learning performance. The teacher becomes online learning activity organizer, students' learning process observer and supporter (e.g. providing assessment worksheets and assistance when they have problems with online learning tools).

3. Formulating Objectives

The objectives were formulated based on the results of the semi-structured interviews and course syllabus to identify what performance students will be able to do after instruction and how the performance will be assessed. To identify the target performance, the action verbs were used to make the objectives can be observed and measured obviously.

4. Identifying Instructional Strategies

4.1 Teaching Methods

Teaching methods implemented in blended environment can be lectures, discussions, collaborative learning, skill development, online collaborative writing, and peer editing. Lectures are used to present key points of each unit to draw attention and guide students for SDL in online learning environment. Group or class discussions are raised during doing exercises,

brainstorming, selecting writing topic and giving whole-class feedbacks to encourage students' active participation and make classroom more dynamic. Collaborative learning activities included working in pair or group to gather ideas, developing outlines and doing exercises. For skill development, students learn essential knowledge for writing then they practice writing skills by doing exercises and assignment in class and online. For online collaborative writing and peer editing, students work in a team of two or three to compose and revise their written work, and give comments on their peers' composition through Google Docs. Online group discussions are raised through discussion board on Edmodo and Facebook during students are carrying on writing plans to ask for help or clarification from class members and teacher.

4.2 Contents

In face-to-face mode, the contents emphasize on developing necessary skills and knowledge for writing and encourage students for self-directed learning through online mediated mode. Online contents correspond to and complement in-class contents and aimed to help students review the knowledge they learned in classroom and practice writing skills.

4.3 Writing Instructional Procedures

The present model applies five stages of ABCME self-directed learning cycle derived from the synthesis of three existing learning cycles to writing instructional procedures.

Stage 1: Analyzing learning needs (face-to-face classroom)

Analyzing learning needs promotes SDL in terms of motivation to start learning process and accept responsibility for one own learning by requiring students to analyze both the needs of writing tasks or task requirements and their own needs on the topics to write.

Students study sample essay and assessment criteria to identify tasks' requirements (e.g. what text type they are going to write, what kind of a set of knowledge needed for completing the assignment, and how their work is assessed). They form teams of two members and select team coordinator. Then, they discuss the topic which can be written in specified task and identify their needs by selecting a particular topic to write.

Stage 2: Building up learning plans (face-to-face classroom)

This aims to stimulate students to take part in setting learning plans to promote self-management skill of SDL. The students fill in the form 'learning plan' provided by the teacher to specify area to focus, objectives, topic to write, brief details of the task, submission due date, and evaluation method. This helps students to recognize learning process and understand the assignment better. After that, they read the sample essay again to learn essay components,

thesis statement, vocabulary and grammar feature used in writing essay in each unit, individually do exercises to practice knowledge they learned, and discuss the answers with their partner and classmates. Next, the students brainstorm the ideas to write with their partner based on the sample essay, video clips or pictures provided by the teacher using techniques such as listing, free-writing, and clustering. Pairs list the main ideas generated from brainstorming, select the relevant and usable sub-lists and cross out irrelevant and unusable ideas, compose thesis statement to exhibit the main idea of the paper, and makes a writing plan by creating the outline which is in accordance with the structure of the sample essay and based on the chosen topic and the ideas drawn from brainstorming activities.

Stage 3: Carrying out the learning plans (online learning mode)

The students conduct their writing plans set up in the previous stage. They review and practice using writing essential knowledge learned from face-to-face classroom by doing exercises on Edmodo. Next, teams divide up the outline into sections, select or assign for each member, To jointly work via Google Docs, the team coordinators invite their partner as collaborator by clicking 'share', entering friends' Gmail address, and selecting 'Can edit' tab. Pairs invite the teacher to observe their working on Google Docs. Each member writes the initial draft of their section. This can be done offline.

Next, teams access Google Docs and work on a single document together to produce the first draft. Each writer uses different font colors to identify their contribution. After checking the connection and organization of ideas and contents, pairs submit the draft by posting the link of the file on Edmodo. They exchange their first draft with another group by sharing the file on Google Docs with them. Each pair reads and provides feedback for their peers' first draft using peer-review worksheet provided by the teacher on the next page of their online document on Google Docs.

Teams revise the first draft to produce the second draft based on peer-reviewing, and underline the revised parts. The students proofread and edit the second draft using self-assessment checklist provided by the teacher on the next page of their online document on Google Docs. Pairs edit the second draft to produce the final draft based on self-assessment checklist and underline edited parts. Finally, pairs print out their multiple drafts of essay with peer reviewing worksheet and self-assessment checklist and submit them. The teacher checks and provides feedback on their essays.

To monitor students learning performance, encourage them to work on assignments, and provide them the supports and counseling, the teacher goes online during 8:00 – 10:00 pm on Mondays - Fridays. Apart from that, the students can leave instant messages or post questions needed to be clarified on Edmodo and Facebook whenever they want. The teacher regularly

checks and interacts with them.

Stage 4: Monitoring learning performance (online learning mode)

This stage is processed concurrently with the stage of carrying out learning plans in order to help promote self-monitoring skill of SDL. The students are required to self-monitor and self-reflect on their own learning process by revising and editing their essays and keeping learning logs after submitting unit assignment.

Stage 5: Evaluating learning progress and outcomes (face-to-face classroom)

The last stage can enhance motivation and self-monitoring. The students study teacher's feedbacks and comments on their work, compare the final draft with the first and second drafts to evaluate their progress and identify the weak areas they should improve in the next learning cycle based on the evaluation.

4.4 Delivery modes

The learning activities and contents are delivered through two modes of instruction. It is a mix of 40% face-to-face instruction and 60% online-mediated learning. The proportion of online learning mode is higher than face-to-face instruction because online learning is undertaken in the stage of carrying out the learning plan and monitoring learning performance in which the students are required to produce multiple drafts of essay and observe their learning, so it takes longer time than face-to-face sessions. The students have to attend two-hour face-to-face writing class once a week, and study on their own through online learning environment three hours per week.

5. Selecting Instructional Technology

The present model makes use of Edmodo, Google Docs, and Facebook. Edmodo learning platform is free for teachers and learners. It has become one of the top five most popular learning management systems (LMS) in the last few years (Medved, 2016). The contents, exercises or quizzes of vocabulary, grammar features, sentence patterns, model paragraphs/essays (writing components), and assignments related to learning in face-to-face classroom are uploaded on Edmodo and discussion topics are posted to provide communication channel for students to express their ideas and opinions.

Google Docs is one of free web-based applications offered by Google. The application enables users to create, edit, set format, share documents and work with others who can access the files from different places, so it is suitable for collaborative work. The students use this application to produce written work together with their peer. Also, they can see what each member edit or revise and compare revisions by browsing revision history through the tab 'All changed

save in drive' and print them out. This function is definitely lends itself to monitoring learning process, evaluating learning outcome, and observing learning improvement. In addition, students from other teams can be invited to join in the Google Docs group to give comments on the written work. This feature is useful for peer-editing. The files on Google Docs can be synchronized to Edmodo library, so group members can share, open and edit documents from Edmodo stream for collaboration.

Also, Facebook is used as supplementary tool to enhance communication after face-to-face sessions and provide support when students needed help from teacher or classmates. Closed group is created for posting announcements, reminders, and topics for discussions or clarifications, and Messenger features was used for chatting among class members and teacher.

6. Determining Teaching Materials

The major teaching material for face-to-face classroom is textbook selected based on course description and course contents. In addition, supplementary materials for online instructional mode will be complied and developed in correspond to the main course book.

7. Implementing the instruction

The chosen technology, materials, and activities will be employed following the determined instructional procedures and delivery modes. To understand how to use the model step by step, it is recommend the teacher study model-related documents thoroughly.

8. Evaluating

The writing instructional model is appraised before, during, and after implementing the instruction. Before implementation, the model is evaluated by nine specialists, and the pilot study is conducted to identify shortcomings of the model. Then the writing pre-test and the questionnaire for SDL pre-assessment are administered to evaluate students' writing ability and SDL before using the model. During implementation, the evaluation is done in the forms of students' self-assessment on their writing tasks, reflection on their learning performance from learning logs, and feedback on writing ability from peers and teacher. After implementation, the writing post-test and the questionnaire for SDL post-assessment are conducted. Also, the students' attitudes toward the use of writing instructional model were explored to assess learning environment, instructional strategies, and online technology.

9. Revising

The writing instructional model is continuously revised based on the results of evaluation before, during, and after implementing instruction to improve the model.

Nine phases of the model is relevant to each other as shown in the figure below:

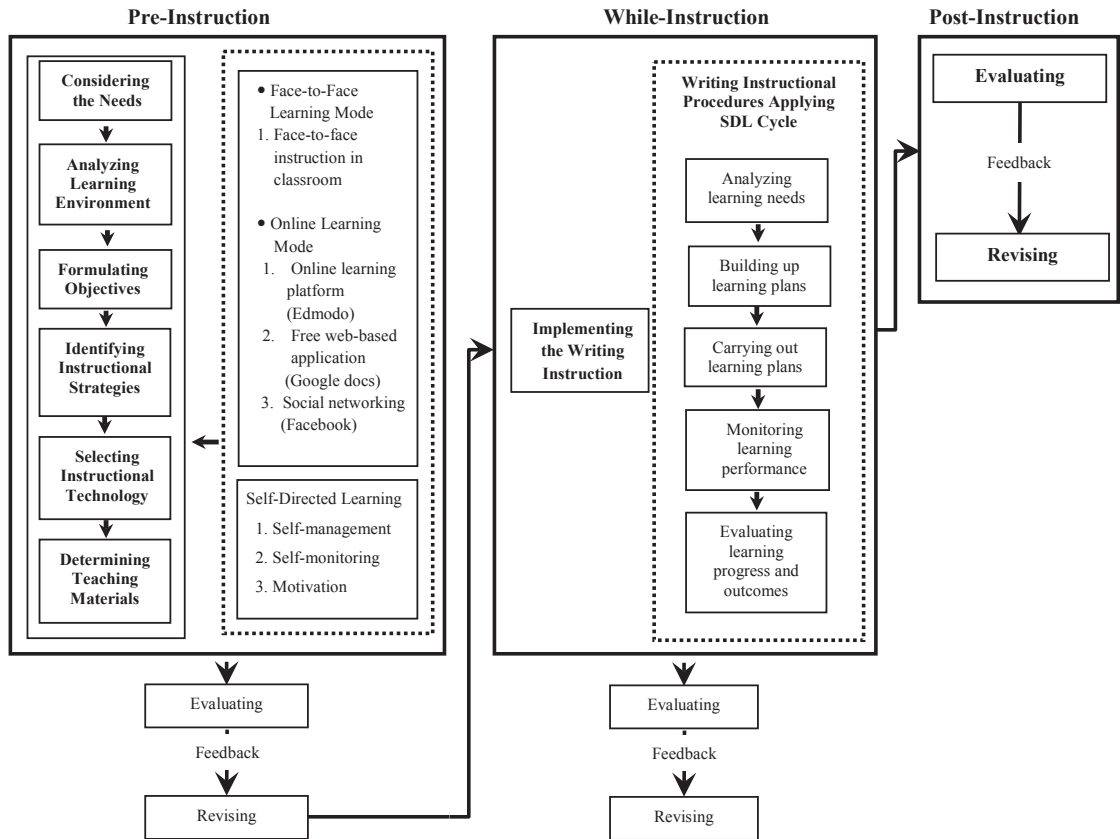


Figure 2: The Writing Instructional Model Based on Blended and Self-Directed Learning

Finding Two: The examination of the writing instructional model based on blended and self-directed learning quality

1. Experts' Evaluation

The writing instructional model was evaluated by nine experts in the aspects of consistency of the components and an appropriateness of the component descriptions.

Table 1: Evaluation results of the consistency of the writing instructional model components and the appropriateness of the component description

N	The components of the writing instructional model	The consistency of the components		The appropriateness of the component descriptions	
		\bar{X}	Meaning	\bar{X}	Meaning
1	Considering the Needs	1.00	very consistent	1.0	Very appropriate
2	Formulating Objectives	0.89	very consistent	0.7	Very appropriate
3	Analyzing Learning Environment	1.00	very consistent	1.0	Very appropriate
4	Identifying Instructional strategies	1.00	very consistent	0.8	Very appropriate
5	Selecting Instructional Technology	0.89	very consistent	0.8	Very appropriate
6	Determining Teaching Materials	1.00	very consistent	0.8	Very appropriate
7	Implementing the Instruction	0.89	very consistent	0.7	Very appropriate
8	Evaluating	1.00	very consistent	0.7	Very appropriate
9	Revising	0.89	very consistent	0.8	Very appropriate
Total		0.95	very consistent	0.8	Very appropriate

n = 9

Table 1 demonstrated the consistency of components and the appropriateness of the component descriptions of the writing instructional model based on blended and self-directed learning. The model components were very consistent with total mean score 0.95. The mean scores of considering the needs, analyzing leaning environment, identifying instructional strategies, determining teaching materials, and evaluating gained 1.00 and other four components: formulating objectives, selecting instructional technology, implementing the instruction, and revising were 0.89. The component descriptions were very appropriate. The total mean score was 0.88, and the mean rating for each component' descriptions ranged from 0.78 to 1.00. This indicated that all components of the writing instructional model were appropriate to be used.

2. Pilot Study

2.1 Comparison of writing pre-test and post-test scores

The writing pre-test and post-test mean scores were showed in the table below:

Table 2: Comparison of writing pre-test and post-test mean scores of the pilot group

Writing test	n	\bar{X}	S.D.	t	p.
Pre-test	10	13.60	4.22	-3.000	.015
Post-test	10	16.10	3.90		

P < .05

The comparison of writing ability before and after learning English writing with the writing instructional model based on blended and self-directed learning of the pilot group using the paired sample t-test revealed that the mean score of writing post-test (= 16.10, SD. = 3.90) was higher than the mean of pre-test (= 13.60, SD. 4.22) and there was significant differences between scores of pre-test and post-test at the significant level 0.05.

2.2 Comparison of self-directed learning

The researcher studied self-directed learning of the pilot group in three dimensions: self-management, motivation, and self-monitoring as reported in the following table.

Table 3: Comparison of self-directed learning pre and post assessment of the pilot group

Self-Directed Learning Assessment		n	\bar{X}	S.D.	t	p.
Self-management	Pre-assessment	10	2.81	.29	-3.851	.004
	Post-assessment		3.14	.26		
Motivation	Pre-assessment	10	2.98	.35	-2.905	.017
	Post-assessment		3.41	.25		
Self-monitoring	Pre-assessment	10	2.88	.28	-2.577	.030
	Post-assessment		3.13	.18		

P < .05

According the table, there were significant differences between the mean scores of SDL pre and post assessment of each aspect at significant level 0.05. This meant students' self-directed learning increased after learning with the writing instruction model based on blended and self-directed learning, and the result showed motivation increased the most.

2.3 The findings of self-directed learning from learning logs

The students reflected that they learned vocabulary, grammar features, and sentence structures used in writing essay of the unit together with writing process, essay components, idea

organization in face-to-face classroom, and applied knowledge acquired in class to do writing tasks online. They thought this was a chance to evaluate their understanding of face-to-face lessons. They also learned how to use online learning tools in doing exercises and assignment, work and share opinions with their partners, and they needed to be more responsible for their own learning. It was stated that they were impressed by teacher's instructional strategies, and like to learn writing with this model as they gained more knowledge and realized their mistakes, but some participants explained they were not confident to write because they had low English knowledge.

For applying the acquired knowledge and experience to their learning in the future, students would employ fundamental knowledge for writing to complete and improve quality of new writing tasks and integrate to other subjects. They would apply experience in learning to adjust or set the learning plans and arrange learning time for reviewing previous lesson and studying the next unit beforehand. Also, they would focus on the mistakes they have made in writing to improve their ability, and use the obtained knowledge to check their written work thoroughly before turning it.

Conclusion and Discussion

1. Development of writing instructional model based on blended and self-directed learning

The researcher developed the writing instructional model on the basis of 1) four relevant theories: BL, SDL, instructional model, and EFL writing, 2) the specific information of teachers and students' problems opinions on teaching and learning EFL writing, 3) the synthesis of three models for instructional design. The writing instructional model based on blended and self-directed learning consisted of nine phases, namely considering the needs, formulating objectives, analyzing learning environment, identifying instructional strategies, selecting instructional technology, determining teaching materials, implementing the instruction, evaluating, and revising. Moreover, the model-related documents, viz. the instructional manual, lesson plans, and the lessons for two modes of instruction: face-to-face and online learning were designed.

The phases of the writing instructional model in this study were congruent with the models for instructional design proposed by Dick, Carey & Carey (2001), Smaldino, Russel, Heinich, & Molenda (2005), and Lever-Duffy & McDonald (2011). Those models started with analyzing instructional needs and learning environment which could have an impact on whole process of instruction. The data from the analysis, then, were exploited to set up performance objectives. Next, instructional strategies, materials, and learning tools were determined or developed, and the instruction was implemented. Finally, the models were evaluated the

effectiveness and revised to make it more productive. The stages in the models seemed to be processed step-by-step, but each of them was related to each other. However, while the aforementioned models intends to be a guideline for instructional development in general, the current instructional model is specifically meant for the teachers who are interested in incorporating online-based technology to teaching English writing in classroom and developing students' self-directed learning both in and out of class.

It can be seen that the basic purposes of instructional design involved solving some problems of instruction, enhancing instructional effectiveness, and improving students' learning achievement. To serve these purposes, it is necessary that teacher concerns about teaching and learning needs when develop the model. It is suggested that instruction design is conducted to bring about improvement in some kinds of attitudes, knowledge, or skills. In general, a designer of instruction is the one who responsible for determining what kind of improvement is needed, identifying problems, and finding the solutions (Brown & Green, 2016).

Apart from that, the writing instructional model based on blended and self-directed learning could expand students' learning opportunities and experiences since they learned through two different learning modes of blended learning approach and instructional procedures and activities applying SDL cycle. In face-to-face instruction, student were required to study core knowledge of writing, and teacher could immediately provide corrective feedback which considered necessary for instruction and get to know students better while online learning setting allowed learners to review, and practice skills conveniently. The social interactions among students and teacher were increased as the communication is not limited by time and place (Dennis et al., 2006; McKenzie, Mims, Bennett & Waugh, 2000). Plus, exploiting self-directed learning in teaching can motivate students to learn both inside and outside classroom as they can individually take responsibility in their own learning (Siriwangs, 2015).

2. Examination of the writing instructional model based on blended and self-directed learning quality

The model was evaluated the consistency of the components and the appropriateness of the component descriptions by nine experts. The consistency of components was very high ($\bar{X}=0.95$), and the model component descriptions were in very appropriate level ($\bar{X}=0.88$). This meant the developed writing instructional model was appropriate for teaching English writing. Plus, the appropriateness of related documents was evaluated by three experts and found that the instructional manual reached very appropriate scale ($\bar{X}=3.81$) while the lesson plans ($\bar{X}=3.75$), the face-to-face lessons ($\bar{X}=3.77$), and the online lessons ($\bar{X}=3.73$) were appropriate. This indicated that all relevant documents of the model were appropriate to be used, and the writing instructional model based on blended and self-directed learning was methodologically designed

considering possibly instruction-related aspects.

Furthermore, the pilot study results pointed out that the participants' scores of writing post-test and SDL post-assessment were higher than pre-test. This was supported by the findings from learning logs which revealed the participants liked to learn English writing in blended and SDL environment because they acquired more knowledge and realized their mistakes. In addition to applying knowledge to improve writing quality of new assignment, experiences in learning with the writing instruction model encouraged them to be more responsible for their own learning, self-monitor their weaknesses in writing, and adjust their learning plan for the next unit. Regarding these findings, the writing instructional model and lessons based on blended and self-directed learning can be productive for promoting students' writing ability and SDL in terms of self-management, motivation, and self-monitoring. BL is effective for EFL instruction as it enrich the teachers' teaching method, enhance students' learning ability, and increase the students' satisfaction (Inpin, 2015). Besides, self-directed learning process and activities applied to the writing instructional procedures in the model can urge students to be more self-direction in their learning and promote their writing achievement (Orawiwatnakul & Wichadee, 2011).

Suggestion

This instructional model was developed as a systematic guideline for teachers who are interested in using internet-based technology to face-to-face English writing instruction. Also, the process of SDL was merged into writing instructional procedures to help foster students' SDL traits. For better understanding of using the model step-by-step, it is recommended that teachers study the model and related documents thoroughly. They should consider the availability and accessibility of necessary learning facilities such as internet connection and students' possession of computer. Plus, the teachers should be willing to learn using online learning tools and their new roles in teaching.

Although the results of the experts' evaluation and pilot study showed that the blended and self-directed learning writing instructional model is qualified to use, further study should be conducted to the larger sample size using this model so that the findings can be generalized to other groups of participants and to reaffirm the effectiveness of the model on promoting the students' writing and self-directed learning skills.

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