

Development of an Addie Based Instructional Model for ELT in Young Learners Education

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ABSTRACT

The study's main goal is to create and validate an ADDIE model-based instructional model for English Language Teaching (ELT) in young learners classrooms as a tool for teachers to more strategically reconstruct their knowledge and experience, as well as to better design and implement their instruction. This research is developmental in nature, and it has been separated into five parts. Existing methodologies and instructional strategies are reviewed in Phase I, followed by instructional model building in Phase II, Delphi 1st round, Delphi 2nd round, and model validation in Phase V. Phase II begins with a review of relevant literature and existing strategies, followed by the creation of the first iteration of the instructional model. Following that, in phases III and IV, two rounds of Delphi were held, in which experts from various areas of the study examined the first version and eventually the final version of the instructional model was created. In Phase V, the same Delphi panelists endorsed the instructional approach for English teachers in young learners classrooms. The instructional model elaborates the 1) representative important elements, 2) instructors' tasks recommended for the instructors, and 3) supporting techniques in relation to each phase of ADDIE. This study incorporates both the conceptual and procedural models to provide a fuller picture of the entire process. Finally, the study offers some recommendations for instructors and practitioners when it comes to selecting an instructional model, such as conducting a prior need analysis, incorporating teacher training programs, training students, continuing to research for effective teaching techniques and tools, and being open to changes, among other things. Furthermore, the study acknowledges its limitations, such as the inability to address psychological aspects due to time constraints. Finally, the report identifies areas in which more research is needed

INTRODUCTION

The English language education in young learners classrooms in Bangladesh was observed and reported by Hamid and Honan (2012). He agreed that English classes are mainly teacher-directed, with limited opportunities for pupils to participate creatively, indicating a policy-practice gap. There is, nevertheless, evidence in support of accepting pedagogical adjustments. The use of CLT rather than the traditional Grammar Translation Method (GT method) has been proven to be well received by pupils in early childhood classrooms (Shrestha, 2013). With the aforementioned scenario and conceptions, where the value of learning English is highly recognized but not so vivid in practice, the need for an adequate instructional model cannot be disregarded in order to assure better teaching. Apparently, past study indicates When it comes to the procedure, the grammar translation method is used in the majority of cases. According to Shrestha (2013), only a small percentage of teachers adopt a lesser version of the Communicative Language Teaching (CLT) method in their classrooms. In another study, it was discovered that teachers teach language based on their own expertise and experience. In the classroom, learners' experiences are either ignored or, if they are counted, it is on a tiny scale (Kolb, 2007).

The study refers to the following objectives for this investigation. To begin with, teaching methods might vary greatly depending on the teacher or even the location of the institution. There is a reasonable probability of discrimination. A organized instructional support system based on the ADDIE model, along with supporting tactics, can help teachers be more effective and less discriminatory. Second, the approach can relieve the pressure on teachers to continue teaching based solely on their personal experiences. An instructional model, complete with supporting tactics and activities, can also be used as a frame to more subtly and carefully highlight teachers' personal experiences. In other words, by using the approach, teachers can stay more focused on the actual goal of the class. The study refers to the following objectives for this investigation. To begin with, instructional methods might vary greatly depending on the individual Finally, an instructional model with supporting tactics and activities can help to put policy into practice in early childhood classrooms, closing the gap between policy and practice.

ADDIE acronym that stands for Analyze, Design, Develop, Implement and Evaluate respectively. It is a concept related with product development that is usually applied to promote performance-based learning. ADDIE has been viewed as a prescriptive model by many ID practitioners as it describes the

essential components of any instructional model (Molenda, 2003). Design ordeals with creating lesson planning, choosing instruments for assessment, designing exercises and content for delivery. It should be done orderly to develop and evaluate a set of planned strategies to meet the preset goals. It has been suggested for the designer to begin with a task analysis or inventory through which they can explain outcomes of instruction and rearrange components into an instructional sequence. The final result creates a draft that can guide designers to make sure that important parts of the lesson are not missed out (Jonassen, Tessmer, & Hannum, 1999). The phase called develop is basically a productive reflection or materialization of the previous phase design. along with keeping good track with the analysis phase too. It creates the content and learning materials based on the plan made in design phase. Here in this phase, instructional developers elaborate content assets portrayed in the design phase creating storyboards. In addition, testers to the restoration of materials and procedures (Dousay & Logan, 2011). Along with keeping good track with the analysis phase too. It creates the content and learning materials based on the plan made in design phase. Here in this phase, instructional developers elaborate content assets portrayed in the design phase creating storyboards. In addition, testers to the restoration of materials and procedures (Dousay & Logan, 2011). During implementation phase, everything planned and designed in previous sections are put into action. This phase can be thought as the training phase.

Training is to be done in this phase to the target people. Here in this phase, the training materials are distributed to the student group, lecture is delivered, tests are taken. After delivery, the effectiveness of the training materials is evaluated (Dousay & Logan, 2011. Core Elements of Instructional Design (Dousay & Logan, 2011) The final phase of any process is evaluation to assure that the instructional product is valuable (Gagné et al., 2004). Both formative and summative can be done to get this assurance. While formative evaluation is found in every stage of the total ADDIE process, summative ones can only be found through designed test where criterion-related referenced items are presented to the user for having their feedback. Necessary revisions are made here. This phase eventually leads to the scope of reanalysis for further improvement. (Dousay & Logan, 2011).

THEORETICAL FRAMEWORK

The ADDIE model originated from the concept of learning design models and theories used for the US Army in 1950. Then, Florida State University in 1975 developed it in the field of Educational Technology so that all US armed forces could use it and produce quality soldiers. In the mid-1980s, educational practitioners made adjustments to make the model applicable to education and more practical and dynamic.

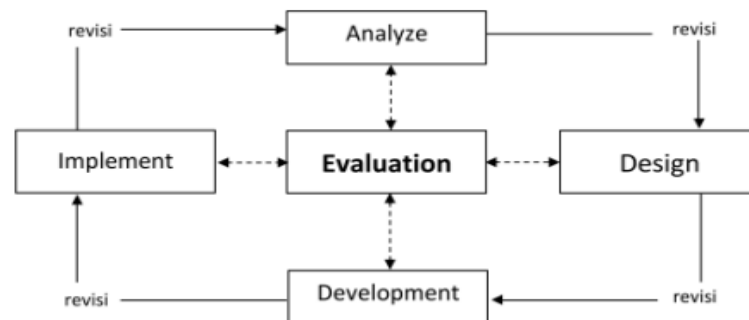


Figure 1. Conceptual Framework

Thus, ADDIE was applied in education and various other products such as in the search for new workers for a company, learning strategies and methods, or teaching materials. Educational practitioners develop the ADDIE model in developing training or learning program tools and infrastructure that are effective, dynamic, and support the learning process (Junaedi, 2019). ADDIE was developed by two influential experts, Reiser and Molenda. Although they actually have different formulations in visualizing ADDIE. Reiser's formulation of ADDIE uses verbs (Analyze, design, develop, implement, evaluate). Reiser's description revises the steps or phases in the ADDIE model. While Molenda's description of the ADDIE component uses more nouns or nouns (analysis, design, development, implementation, evaluation) regarding the ADDIE component. The description given is shown with a dotted line as found in the scheme below (Irawan, 2014). The ADDIE model is schematized by Branch as a learning system design as follows:

CONCEPT		PROCEDURE	DESCRIPTION
Analyze	Identifying the causes of problems in learning and pre-planning thinking or deciding about the subject or course to be taught. course or courses to be to be given.	<ol style="list-style-type: none"> 1. Validation 2. Determining instructional objectives 3. Analyzing the learner 4. Auditing possible sources 5. Changing a project management plan 	Analysis summary
Design	Verify the desired results or achievements (learning objectives) and determine the methods or strategies to be applied. to be applied.	<ol style="list-style-type: none"> 1. Conduct task inventory 2. Create performance objectives 3. Generate test strategy 4. Calculate return on investment 	Design brief
Develop	Develop and validate learning resources and the development of supporting materials and strategies as needed. required.	<ol style="list-style-type: none"> 1. Produce content 2. Selecting and developing supporting media 3. Developing guidance for students 4. Developing guidance for teachers 5. Conduct Formative Revision 6. Conducting Trial Test 	Learning resources
Implement	Preparation of the learning environment, and implementation of learning by involving students	<ol style="list-style-type: none"> 1. Involving students 2. Involving the teacher 	Implementation strategy
Evaluate	Assessing the quality of learning products and processes	<ol style="list-style-type: none"> 1. Determining evaluation criteria 2. Selecting evaluation tools 3. Conducting revision 	Evaluation plan

Figure 2. Instructional Design: The ADDIE Approach

Based on the ADDIE model learning design figure, because the author uses ADDIE with a procedural approach, the stages must be in accordance with the first procedure from analysis (Analyze), design (Design), development (Development), implementation (Implementation) and the final stage of evaluation (Evaluation). This is an overview as a generic design system model. Furthermore, ADDIE provides a framework as an illustration to provide the learning process from analysis to evaluation. In the syntax of the ADDIE model can adjust to the needs of each material that will be taught by English teachers. The following is the application of ADDIE in ELT Learning with the theme of descriptive text. The steps or syntax of learning are described by the author as follows:

1. Analysis

The first analysis stage is to analyze planning based on KI and KD so that it can be determined what abilities or competencies are expected to be achieved by students. Then it is also necessary to determine the performance measure so that there is a measure to be able to determine this student has achieved his goal. Then conduct subject analysis based on student needs.

Next, conduct a learning performance analysis. After that the teacher conducts a behavior analysis or behavior of students' initial abilities. Then the learning model that will be carried out, whether face-to-face learning or using e-learning. Then do the learning time estimation stage regarding how long it takes for students to learn about descriptive text and how long it takes for ukhuwah learning. Of course, these steps are not mandatory, but based on the needs analysis of each class. In this analysis, it is necessary to consider a good design that can be implemented by the teacher. So it is necessary to think about the limitations and obstacles that will be faced later.

2. Design

In this stage is developing learning objectives, developing tests that will be used as guidelines for implementing learning, developing student characteristics or behavior based on the material to be delivered.

In this phase, the learning process that is designed is clarified so that it is expected to achieve KI, KD, indicators, objectives, steps, and integrated learning materials, student books with integrated learning designs consisting of KI, KD, learning indicators, activity columns. In accordance with PERMENDIKBUD Number 22 of 2016 related to syntax which consists of introduction, core activities and closing.

3. Development

In this develop phase we will develop and list the activities that will occur in learning. The English learning processing plan is determined as what, for example by

using PPT, Video and others including the delivery system that will be carried out. Then the necessary teaching materials also need to be reviewed to be developed.

The most important thing in the implementation of this development is the instructional development system which consists of developing learning strategies, developing learning media, tools and materials and evaluation tools and others as needed. After all these sub-stages, then there is a need for validation of all these stages.

4.Implementation

In this step or phase, the activity is to implement the integrated English learning model and self-improvement by preparing the learning environment and the involvement of teachers and students in the learning process is integrated. After that, in implementing learning steps by applying model books, teacher books and student books (Basyar, 2020). The most important implementation of this is in the delivery of instruction in delivering material with the theme of descriptive text. of course, in this case we involve students and teachers accordingly as in the analysis or planning stage.

5.Evaluation

In this step or phase is to evaluate the implementation of the integrated English learning model. Evaluation is carried out by evaluating the learning outcomes of students, educators' response, and learners' response. The effectiveness of the practicality of English learning development is indicated through positive teacher responses, while the effectiveness of the learning model is carried out through summative evaluation of students.

In this evaluation stage, in general, formative and summative evaluations are carried out related to learning outcomes, if applied to the theme of descriptive text. These stages, if implemented appropriately, can help English teachers to plan a good learning process and produce learning with appropriate strategies, methods or procedures. Through the stages of ADDIE, it makes learning planned and can produce students who have morals in accordance with the theme presented.

METHODS

The main procedures for developing an ADDIE model based instructional model for teaching English. The main procedures for developing an ADDIE Model based instructional model for Teaching English in education are divided into three phases: Existing Methods and Instructional Strategy Review. The study first explored and revised whatever methods and instructional strategies are being followed in Indonesia in the English classes of young learners education from research done on this particular issue.

Instructional Model Development, Secondly, in this phase the study developed the 1st version of instructional model after analysing the findings

from the literature for English teachers of young learners classroom. Here as, the core frame of the instructional model, ADDIE model was used. Model Validation. Finally, the study modified the 2nd version of instructional model and developed the final version of instructional model following the experts'. Then the study got the final model validate.

ADDIE model explained and how to implement into an LMS

Before we jump into instructional systems design (ISD), let's first talk about the ADDIE process and its role in the ISD process. ADDIE is a generic step-by-step framework used by instructional trainers, instructional developers, and instructional designers. The purpose of ADDIE is to ensure a structured framework to every course each time they're created. For example, imagine having a quiz at the beginning of a lesson prior to reading the material, this is just one example that the ADDIE model seeks to avoid.

What ADDIE model does seek to achieve is:

- Learners achieve the overall goal of each course
- Evaluation of what the learner want
- Development and design of education materials
- Analysis of the overall effectiveness of the training course

So what about instructional systems design, and how does it relate to the ADDIE model? Instructional systems design is a group of instructional design models just like the ADDIE model. However, most instructional design models are a variation of the ADDIE model. Therefore the ADDIE model is still the most widely used model today in training programs.

Now that we understand from a high level what each part in the ADDIE model is, let's look at the model more granularly.

RESULTS & DISCUSSION

In instructional design, the analysis phase is used to gather relevant data. In order to accomplish their learning objectives it's important that the instructional designers have all required data before moving to the next step. Typically you'll want to do a subject matter analysis complete with lesson planning and media.

This is the blueprinting phase where the instructional designers create the blueprint for the project with all necessary components. Instructional designers will identify: objectives, construct course content, and finalize the design plan.

In this phase a non-designer would be able to see results, everything from design will now be visible as a deliverable. Each element of the course is developed in this phase as per the specification of design including style guide, colours, fonts, graphics etc. Creating a prototype helps in demonstrating the concept well. This allows securing the customer feedback and approval before moving forward with a full development cycle. Development phase also includes running a periodic quality assurance (QA) testing to make sure development meets the design specification and a quality course is being developed to avoid corrections down the road.

This phase is about preparing or setting-up an environment where a course developed as a result of the first four stages can be delivered to learners. This phase also includes conducting necessary training to instructors if they are integral part of the delivery or user experience. In this phase learners begin to see the content in their learning environment. Evaluation and detailed tracking is done to analyze if learning objectives are being met by both the instructor and learner. Typically this is done through educational technology such as an LMS with robust reporting.

There are two parts to the evaluation phase: Formative and summative. Formative is in all steps of the ADDIE model but the summative phase is at the very end. The purpose of the summative test is to determine if the training reaches the desired outcome and to identify any points that need to be fixed. This is constantly an ongoing improvement to ensure that the learners receive the knowledge and skills they need to reach a desired outcome in a course.

English Language Teaching (ELT)

As you can probably see from the layout of the ADDIE model, the pivotal idea behind instructional design is making the process more accessible by providing exact steps to follow in creating training materials. Also called instructional systems design because of the fact that it follows regimented systems, the instructional design process seeks to make learners' attainment of new skills and knowledge easier by streamlining the design process and keeping their learning at the forefront.

Many training programs simply collate a whole lot of materials without respect to the learners' starting points, backgrounds, instructional needs, the learning setting, the barriers to learning both individually and as a group, the instructors to be used, and the organization requiring the training. Although these doubtless transmit some information, they are unlikely to be as effective as instructional design training materials are. The fundamental disorganization

and lack of respect for student needs inherent in such an approach often inhibits learning.

The instructional design process, starting with the ADDIE model as the gold standard of the ISD process, remedies this by using student needs and starting points as the cornerstone on which the rest of the training program is built. A good instructional design uses the individual facets of each organization to define its unique training program, which is why it is so effective. The other main benefit of using an instructional design process is the simplification it offers to an otherwise overwhelming task: transmitting a large amount of information to a diverse group of people in a short amount of time. Breaking down each step allows for deep thought, excellent design, intentional instruction and a peerless learning process in the end.

CONCLUSIONS AND RECOMMENDATIONS

The study came to conclusion by reporting both the qualitative and quantitative data collected through Delphi technique accordingly and describes the final version of the ADDIE Model Based instructional model for English teachers of young learners classroom. In respect with each phases of ADDIE, the instructional model has four parts to elaborate. Those are 1) key points that are representative of each phases of ADDIE, 2) instructors' activities prescribed for the instructors 3) supporting strategies those hold further condition and suggestion to carry out the instructional activities. and 4) outcome of each phase. At the end, based on the findings, the study provided some recommendations for instructors, acknowledged its limitations and pointed out the areas that welcome further research as follows.

In the light of the issues stated above, some recommendations for the instructors are mentioned below: 1. A prior need analysis of the students should be done compulsorily in order to determine what to teach and how to teach. 2. There should be different teacher training programs focusing on students of different age group and context 3. To make the best use of instructional model, students should also be properly trained. 4. Teachers of young learners learners should keep on doing experiment in order to find out the most effective teaching technique and tools for the given classroom. 5. English teachers of young learners classroom should be more open to changes and be ready to make necessary changes to meet the goals. 6. The evaluation should not be limited to only academic aspects. Rather there should be distinct classification in terms of knowledge skills attitude and behaviour. 7. A session can be kept to have a discussion with the parents of young learners language

learner in order to have more understating of their progress. 8. Focusing on the learning should be emphasized instead of finishing the syllabus.

The study developed an ADDIE based instructional model for English teachers of young learners classroom by collecting expert review through rounds. Then the study also went through a process of validation and got the model validated by the same panel of experts. However, there are some limitations of the study as discussed. First, the study concentrated more on technological factors but could focus on psychological factors of the students of early childhood class room which are also very important issues to obtain expected result. Individual learner differences, learners' attitude and way of responding to instructors are not included in this model. Second, this study generated support strategies for English instructors in order to help them with some more guiding factors. However, some crucial factors were left undiscussed in a detailed manner. For example, under the analyse phase, as one of the supporting strategies, the study asked instructor to find out learners' interest and cultural background. However, the study did not elaborate how to do so. Third, ADDIE based instructional model for English teachers of young learners classroom was developed within a short and rigid time span as this was done as a thesis of master degree. As a result, the study could not go for the real implementation or field test with the developed model in order to have a pragmatic report on how useful the instructional model is in the real life context.

FURTHER STUDY

This research is expected to provide validated and revised learning outputs. In theory, the results of the discussion of the ADDIE model can provide an overview of the implementation of the ADDIE model in ADDIE learning. In practice, English subjects are very flexible and can apply various strategies and methods in the implementation of learning. The author believes that this ADDIE design can direct and illustrate well the English learning process because this ADDIE model is a system-focused design.

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