

The Development of an ADDIE Based Instructional Model for ELT in Early Childhood Education*

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The core purpose of the study is to develop and validate an ADDIE model based instructional model for English Language Teaching (ELT) in early childhood classroom in Bangladesh as an aid to teachers to reconstruct their knowledge and experience more strategically, and for them to design and implement their instruction more structurally. This study is developmental in nature which has been divided in five phases as follows. Phase I: Existing methods and instructional strategy review, Phase II: Instructional model development, Phase III: Delphi 1st round, Phase IV: Delphi 2nd round and Phase V: Model validation. After reviewing relevant literature and existing strategy in phase I, the 1st version of instructional model is made phase II. Next in phase III and phase IV, two rounds of Delphi have been conducted where experts related to different concerning areas of this study reviewed the 1st version and gradually the final version of the instructional model is made. Finally, the instructional model for English teachers of early childhood classroom in Bangladesh got validated by the same Delphi panelists in Phase V. In respect with each phases of ADDIE, the instructional model elaborates the 1) representative key points, 2) instructors' activities prescribed for the instructors, 3) supporting strategies. Both the conceptual and procedural models are included in this study for clearer identification of the whole process. Lastly the study provides some recommendations for instructors and practitioners on choosing the instructional model like doing prior need analysis, incorporating teacher training programs, training students, keeping on researching for finding effective teaching technique and tools and being open to changes etc. In addition, the study also acknowledges its limitations like not being able to consider the psychological factors due to time limitation. Finally, at the end the study points out the areas that welcome further research.

Keywords : ADDIE Model, Early Childhood Education, English Language Teaching (ELT), Instructional model, English teaching in Bangladesh

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Introduction

In the national curriculum of Bangladesh, English is an obligatory subject from grade 1 to grade 12. According to the British council it is found in research that in present days, early childhood education and care (ECEC) is more has become more acknowledged and widespread. Equally, the uprising demand, especially from parents has been noticed as well. They are eager to ensure that when children leave school they have the mastery of English, which is seen as the international language of communication and a tool to socio-economic improvement (Murphy & Evangelou, 2016).

In Bangladesh, even though the National Curriculum & Textbook Board (NCTB) has clearly specified objectives regarding ELT in primary classroom adopting Lerner-centered pedagogy, in reality the situation quite differs. Hamid and Honan (2012) observed and reported the English language teaching in early childhood classroom Bangladesh. He supported that English classrooms are found to be overwhelmingly teacher directed with limited scopes for students' creative participation indicating to the fact that is termed policy- practice gap. However, there is evidence in favor of accepting changes in teaching pedagogy. The use of CLT instead of the age old Grammar Translation Method (GT method) is found to be positively taken by the students of early childhood classroom (Shreshta, 2013).

With the above mentioned scenario and notions, where the importance of learning English is well acknowledged, however, not that vivid in practice; to ensure better teaching, appropriate instructional model's necessity cannot be overlooked. according the previous research apparently in Bangladesh no particular model is being used for teaching English. As far as method is concerned most of the cases the method is grammar translation method. Shrestha (2013) argued that a very less percentage of teachers use a weaker version of Communicative Language Teaching (CLT) method while teaching. Also in another study, it is found that teachers do language teaching based on that experience and their own knowledge. Learners

experiences are ignored in the classroom or even if that is counted, it is small in scale (Kolb, 2007). But as far as following an instructional model is concerned, still in Bangladesh it is not in use.

The study refers to following purposes for this research to be conducted. First of all, teaching methods can be absolutely different based the teacher or the even the location of institution itself. Reasonably there are high chances of discrimination. An ADDIE model based structured instructional support system with supporting strategies can promote more effective and les discriminative teaching.

Secondly, the model can lessen the pressure on the teachers too of continuing the class based on their own experiences only. An instructional model, with supporting strategies and prescribed activities, can also be a frame to showcase teachers' own experiences more discreetly and strategically. In other words, with the model, teachers can remain more focused to the actual objective while taking the class.

And Finally, an instructional model with supporting strategies and activities can bring the policy in to practice alleviating the gap between the policy practice gap found in ELT in early childhood classroom.

The research questions of the study are as follows.

1. How to develop an instructional model for teachers of early childhood classroom in Bangladesh?
2. What will be the supporting strategies for the instructional model developed in this study?

Theoretical Background

A look to the policy of ELT at early childhood classroom in Bangladesh

The National Curriculum & Textbook Board (NCTB) is an autonomous

organization under the Ministry of Education (MoE) in Bangladesh responsible for the development of curriculum, production and distribution of textbooks at primary, secondary and higher secondary levels. All public schools of Bangladesh fall under NCTB. This requires taking a functional or communicative view of language and language competence. Therefore, the goal of primary education in relation to English was set 'to help learners acquire basic skills of English as a foreign language and help in the use of this language' (CAMPE, 2009, p. 136).

The main objectives of ELT in early childhood classroom are:

- a. Listen to and understand simple commands/instructions/requests in English and carry them out
- b. Speak and understand simple English according to students' age
- c. Read and comprehend textbooks according to students' age group and level
- d. Write alphabets, words, numbers, simple sentences, passages, paragraphs, informal letters and numbers according to students' age group and level (Ahmed, 2005, pp. 21-22)

The learner-centered pedagogy was taken for the entire primary curriculum, as can be seen from the statements made by the National Committee for Primary Education (Department of Primary and Mass Education [DPME], 1997) about the rationale, purpose and mechanisms of a child-centered pedagogy:

- i. There must be a creative activity-based classroom culture which will replace the traditional rote-learning culture.
- ii. Every child is unique. Not all of them learn easily or in a similar way. Some of them learn by observing, some by listening and others by doing. Similarly, some of them learn easily on their own while others find it easy to learn in groups.

Children are natural learners. Learning opportunities should be created for children in a planned classroom environment as well as the natural environment

through interactions between children and between children and their teachers. Children must be given opportunities to perform activities individually as well as in small groups in order to develop their creative thinking and skills (DPME, 1997, p. 74, translated from Bangla by Hamid).

The scenario of ELT practice at early childhood classroom in Bangladesh

With a brief discussion of the history and policy of ELT at early childhood this portion gives light on how the pedagogy of English is in practice in primary classroom. In Bangladesh, when it comes to teach English in early childhood, the Grammar translation method happened to be the only one in the beginning. ‘Grammar-Translation’ method or GT method typically requires students to learn grammar rules and translate sentences from the target language into their mother tongue and vice versa (Harmer, 2007). However, in recent years some traces of Communicative Language Teaching or CLT is noticed to be in practice. According to ESL glossary, CLT refers to a communicative approach with a set of principles about teaching including recommendations about method and syllabus where the focus is on meaningful communication not structure.

Based on the study of Hamid & Honan (2012), here is the summarized key facts of teaching pedagogy of L1 in Bangladeshi Early childhood classroom.

Teacher is found to be the main character of the class. The teacher acts, authorities, initiates almost everything in the class. On the other hand, students are meant to carry out the instructions given by the teachers. Their duty includes reading of the texts line by line, copying the things from blackboard. The pedagogy is opposite to learner-centered approaches such as CLT. Even when the students work on their own, either in groups or in pairs, that is also controlled by the teachers. There is hardly any scope is found for the authentic student–student communication which is mandatory for developing communicative competence. In teacher- student interaction, there is little evidence of student- initiated talk. The

teacher conducts mainly one way talk or lecture-type teaching, using the blackboard as a pedagogic tool. However, in ELT class the dominant language is expected to be English in all sorts of instruction and interaction, use of L1 (Bangla) is more commonly found than use of English in the class.

ADDIE Model

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). The five phases of ADDIE are briefly discussed as follows:

Analysis refers to the study done to figure out what to do (Rossett & Sheldon, 2001). During this phase, the learning problem are determined, goals and objectives are set and the audience's needs are figured out. In order to do so, often Training Needs Analysis (TNA) and Needs Analysis/Assessment are done. The TNA is usually conducted to confirm if a learning solution is able to solve a particular problem (Tovey, 1997). On the other hand, A Needs Analysis/ Assessment is performed to determine the needs related to customer's learning, training, and performance (DeSimone, Werner, 2012).

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).

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). Figure 1 shows the ADDIE Model.

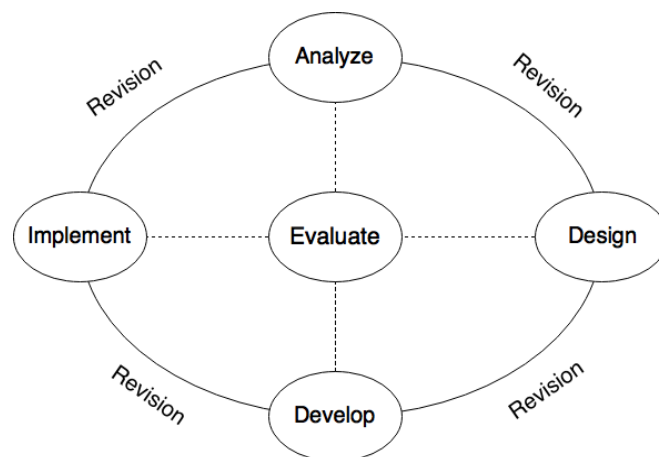


Figure 1. Core Elements of Instructional Design (Dousay & Logan, 2011)

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).

Method

Scope of this study and applied Methods

According to Richey & Klein, 2007, Model research is divided into three parts i) model development, ii) model validation, and iii) model use. However, this research basically consists of two parts i) Model development and ii) Model Validation. The scope of this study and methods implemented in this study are shown in following Figure 2.

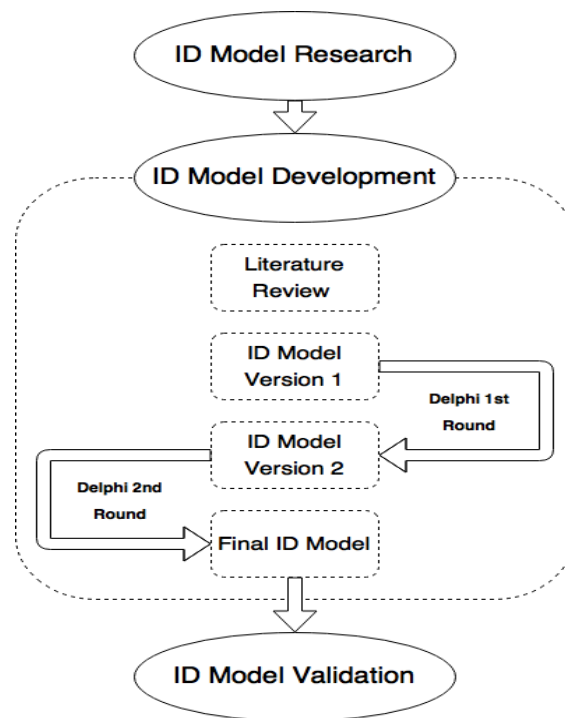


Figure 2. Used Research Methods for the Instructional Model Development

An instructional model is made with the prescribed activities, supporting strategies using the Delphi technique. A Delphi panel of experts is made whose constant feedback helped to develop the instructional model. Also at the last phase, the newly developed model gets a validation check by the experts.

Model Development

Participants

For the model validation purpose, two rounds of Delphi took place where the instructional design got reviewed by the panel of five experts. The experts are chosen based on their field of expertise those are relevant to this study.

Table 1. The data of the Delphi Panelists

Experts' Initial	Gender	Age	Highest Degree	Areas of Expertise	Years of experience
K	Male	48	Ph.D.	Educational Technology	23
F	Male	48	Ph.D.	Applied Linguistics	18
H	Male	40	MPhil	English Language and linguistics	15
R	Female	44	Masters	(1) English Literature (2) Teaching English as Second Language (Diploma)	15
A	Female	38	Masters	Education and Material Development	14

The experts have been selected concerning the following areas of expertise

1) Education 2) English Language and linguistics 3) Applied Linguistics and 4) English Literature 5) Teaching English to the Speakers of Other Languages

TESOL, 6) Teaching English as Second Language TESL, 7) Education and Material Development 7) Educational Technology.

For ethical consideration, the name of the Delphi panelists has been replaced with letters K, F, H, R and A. Among the panelists, 66% (n=3) is male and 34% (n=2) is female. Their mean age is 43.6 and mean of the years of experience is 17.

Instruments

After developing the 1st version of instructional model for English teachers of early childhood classroom in Bangladesh, this study used three rounds of Delphi until the model validation as the key instrument asking the experts to be the Delphi panelist by email.

In 1950s, the Delphi technique was developed by Dalkey and Helmer (1963) at the Rand Corporation. Hsu and Sandford (2007) reported that, this technique is a widely accepted method used to collect convergence of opinion regarding experienced knowledge collected from experts within definite topic areas. As a group communication process, this technique aims to conduct detailed examinations and discussions of a specific issue generally for the purpose of setting goal, investigating policy, or predicting the occurrence of future events (Ulschak, 1983; Turoff & Hiltz, 1996; Ludwig, 1997). When other surveys identify “what is,” the Delphi technique attempts to explore “what could/should be” (Miller, 2006).

Process of Delphi Technique: Hsu, & Sandford (2007) reported that commonly Delphi is done around four times in order to collect data from different panel member each with a particular area of expertise relevant to the study.

In the first round of Delphi, a questionnaire is provided where open ended questions are commonly found to receive information about the concerned issue from the Delphi subjects (Custer, Scarcella, & Stewart, 1999). The opinions received from the open-ended question helps making a refined questionnaire that is used in the second round.

In the second round, Delphi panelists may find rank-order type of questions in the questionnaire. Sometimes, Delphi panelists are asked to mark the rationale regarding rating priorities among the given items (Hsu & Sandford, 2007).

In the next rounds, each Delphi panelist are asked to revise their opinions on the changes made. or to specify the reasons in order to help researcher proceed to the direction of more logical conclusion.

Data Analysis

The study has used the reliability or Inter-rater Agreement (IRA) and Content Validity Index (CVI) to analyze the validation results. IRA was measured to determine the degree to which the experts were reliable in their ratings (Rubio, Berg-Weger, Tebb, Lee, & Rauch, 2003). There are five scales in each validation item. However, they have been divided into three categories; 'agree', 'disagree', or 'neither agree nor disagree'. To be more particular, the way of IRA measurement has been adopted from Jin's study (2009) where both 1(Strongly disagree) and 2(Disagree) are computed as 'Disagree'. Likewise, both 4(Agree) and 5(Strongly agree) are computed as 'Agree'. 3(neither disagree nor agree) has been calculated as the same scale due to the fact that the five Likert scale of each item for validation was used in this study. According to the research conducted by Rubio and his colleagues, IRA should be calculated as at least 0.80 to be valid. Meanwhile, CVI is computed for each item by dividing "the number of experts who rated the items" and by the "total number of experts". The CVI is estimated by computing the average CVI across the items. If the average of CVI is above the 0.80, it would be judged to have validity.

Model Validation Procedure

The main procedures for developing an ADDIE Model Based instructional

model for Teaching English at Early Childhood in Bangladesh are divided into five phases: (1) Existing Methods and Instructional Strategy Review, 2) Instructional Model Development, (3) Delphi 1st round, (4) Delphi 2nd round and (5) Model Validation. An outline of the procedures is diagrammed in the following Figure 3.

		Purpose	Participant(s)	Procedure	Outcome
Phase I Existing Methods and Instructional Strategy Review	➤	<ul style="list-style-type: none"> To Identify teachers' activities To determine students' activities To outline the teaching pedagogy of ELT in ECC of Bangladesh 	Researcher	<ul style="list-style-type: none"> Selecting previous literature Analyzing the findings Finding out the teachers' activity Finding out the students' activity Outlining the current pedagogy 	<ul style="list-style-type: none"> Teachers' activities Students' activities Outline of Pedagogy of ELT in ECC of Bangladesh.
Phase II Developing 1st version of instructional model	➤	<ul style="list-style-type: none"> To develop the 1st version of instructional model listing the key points, activities and supporting strategies using ADDIE model 	Researcher	<ul style="list-style-type: none"> Determining the key points Prescribing the activities Generating supporting strategies Designing the 1st version of instructional model using ADDIE Model as the frame 	<ul style="list-style-type: none"> 1st version of instructional model for English teachers of ECC in Bangladesh
Phase III Delphi 1st Round	➤	<ul style="list-style-type: none"> To revise the 1st version of instructional model with the expert review To develop the 2nd version of instructional model 	All experts and Researcher	<ul style="list-style-type: none"> Doing the 1st round of Delphi Analyzing the expert review Revising & generating the 2nd version of instructional model 	2nd version of instructional model for English Teachers of ECC in Bangladesh
Phase IV Delphi 2nd Round	➤	<ul style="list-style-type: none"> To revise the 2nd version of instructional model with the expert review To develop the final version of instructional model. 	All experts and Researcher	<ul style="list-style-type: none"> Doing the 2nd round of Delphi Analyzing the expert review Revising & generating the final version of instructional model 	Final version of instructional model for English teachers of ECC in Bangladesh
Phase V Model Validation	➤	<ul style="list-style-type: none"> To validate the instructional model 	All experts	Validating the final model by all the experts of Delphi panel	Validated instructional model

Early Childhood Classroom, ELT=English Language Teaching

Figure 3. Flowchart of the Research Procedure

Phase I: Existing Methods and Instructional Strategy Review

The study first explored and revised whatever methods and instructional strategies are being followed in Bangladesh in the English classes of early childhood education from research done on this particular issue.

Phase II: Instructional Model Development

Secondly, in this phase the study developed the 1st version of instructional model after analyzing the findings from the literature for English teachers of early childhood classroom. Here as, the core frame of the instructional model, ADDIE model was used.

Phase III: Delphi 1st round

In this phase the study sent the 1st version of instructional model for teachers of early childhood classroom in Bangladesh to the Delphi panel experts through email in order to get the model reviewed.

Phase IV: Delphi 2nd round

Here, the study developed the 2nd version of instructional model following the experts' opinion. Then the study sent it again to the Delphi experts for further corrections.

Phase V: Model Validation

Finally, the study modified the 2nd version of instructional model and developed the final version of instructional model following the experts' review from got from the second round of Delphi. Then the study got the final model validated by the Delphi panelists.

Results

The 1st version of Instructional Model

The first version of instructional model was developed after doing a thorough review of literature. Figure 4 shows the 1st version of conceptual model.

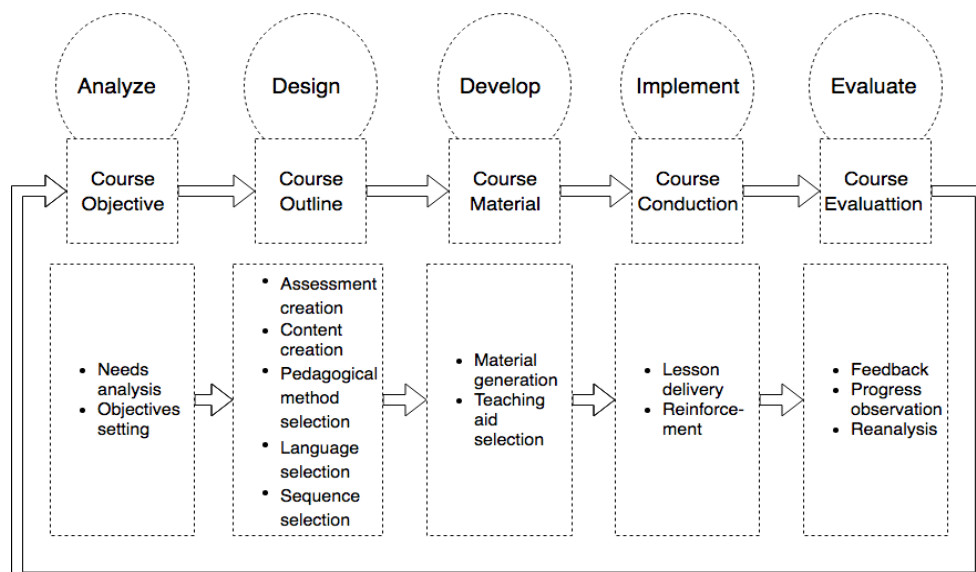


Figure 4. 1st version of the Conceptual Model

Result of Delphi 1st round

Result of close ended items

In order to revise the 1st version and develop the 2nd one, Delphi was conducted. In the questionnaire, there were five close ended items where regarding the 1st version of instructional Model. To be specific the aspects which were inquired were the appropriateness of terminology, reasonability of activities, feasibility of supporting strategies, clarity of instruction and ordering of instruction. These items were Likert five-point scale based items where the Delphi panelists were asked to

rate.

Table 2 indicates the results of expert validation on the 1st version of instructional model for English teachers of early childhood classroom in Bangladesh.

Table 2. The results of close-ended items in Delphi 1st round

Items	Expert responses					M	SD	CVI	IRA
	K	F	H	R	A				
Appropriateness of terminology	4	5	5	5	5	4.8	.45	1	
Reasonability of activities	5	4	4	5	5	4.6	.55	1	
Feasibility of Supporting strategies	4	4	5	4	4	4.2	.45	1	.88
Clarity of instruction	4	5	5	4	5	4.6	.55	1	
Ordering of instruction	3	3	4	5	4	3.8	.84	1	
Total mean: 4.4									

The data shown in preceding table are described as follows. The total mean is 4.4 out of 5. Standard deviation ranges from 4.8 to 3.8. All the CVI are 1 except for one item. IRA is .88.

Interpretation of Open-ended Items

Some changes in expression along with grammatical modification are suggested to be made by two experts. Also one expert recommended for a few changes in diction in order to have a more pragmatic professional outlook in the model.

One expert recommended to consider more scopes for contextualization. Needs analysis was pointed out as a good starting point is the results of needs analysis. In the analysis phase, learners' educational goals, interests, cultural background, etc. were asked to be taken under consideration.

Another expert pointed out that he desired learning outcomes might be stated in relevant terms of knowledge, skills, attitudes, behavior, etc.

A procedure for training the facilitators and the learners may be included in the implementation phase

One expert has argued that it is not very necessary to state to goals of the course to the learners. Hence stating the goals can be omitted from the instructional activities part.

Activities are suggested to be divided in three parts in order to generate a more clearly visualized model. For example, pre-class in-class post-class activities should be vividly classified

The 2nd version of Instructional Model

Based on the experts' evaluation the 2nd version of instructional model is made.

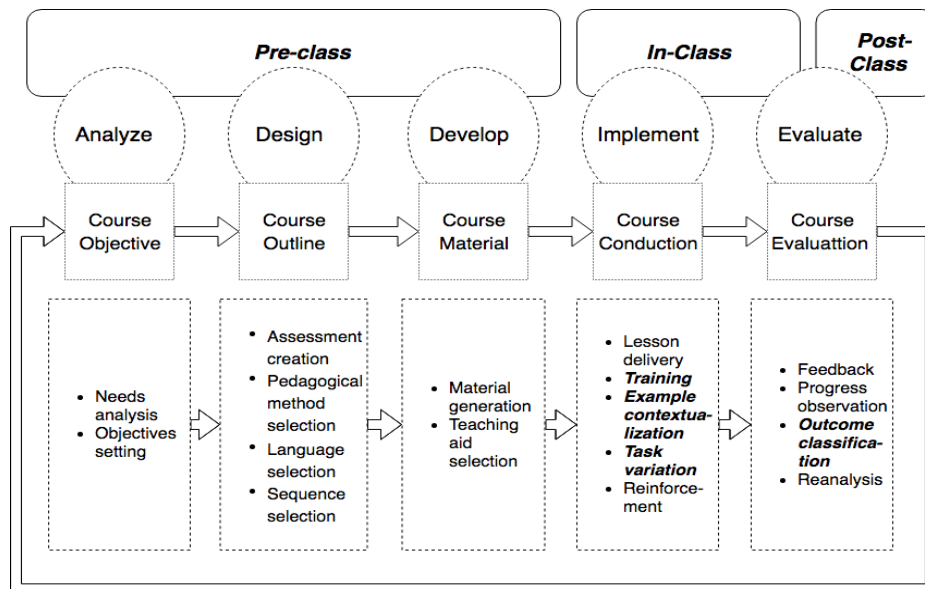


Figure 5. 2nd version of the Conceptual Model

Result of Delphi 2nd round

Result of close ended items

Same as the first round of Delphi, the second round was conducted. To be specific the aspects which were inquired were the appropriateness of terminology, reasonability of activities, feasibility of supporting strategies, clarity of instruction and ordering of instruction. These items were Likert five-point scale based items where the Delphi panelists were asked to rate. Table 3 indicates the results of expert validation on the 2nd version of instructional model.

Table 3. The results of close-ended items in Delphi 2nd round

Items	Expert responses					M	SD	CVI	IRA
	K	F	H	R	A				
Appropriateness of terminology	4	5	5	5	5	4.8	.45	1	
Reasonability of activities	5	4	4	5	5	4.6	.55	1	
Feasibility of Supporting strategies	4	5	5	4	5	4.6	.55	1	96
Clarity of instruction	5	5	5	4	5	4.8	.45	1	
Ordering of instruction	4	5	5	5	4	4.6	.55	1	
Total mean: 4.68									

The data shown in preceding table are described as follows. The total mean is 4.68 out of 5. Standard deviation ranges from 4.8 to 4.6 All the CVI are 1 in all the cases IRA is .96.

Interpretation of Open-ended Items

One expert has suggested that a new key part called outcome can be added with the model. The outcome part can state the outcome of each portion of the whole

model. For example, under each key points course objective, course outline, course materials, course condition and course evaluation the outcome of the instructional activities can be listed in order to elaborate the instructional model.

There are some recommendations in diction also. The term ‘pedagogical method’ might be replace by instructional method according to one expert in coherence with the instructional model. Also the key term instructional activities can be replaced by teachers’ activities or instructors’ activities as those activities will be carried out the instructors.

In addition, it has been reported by another expert that the part evaluation should be elaborately described. For example, when to give formative and when to give summative feedback should be more clearly stated either in the instructional model for English teachers of early childhood classroom in Bangladesh or in the description of the model. Another portion called ‘environment; can also be considered for this model recommended by one of the panelists. The Final version of Conceptual Model is shown in Figure 6.

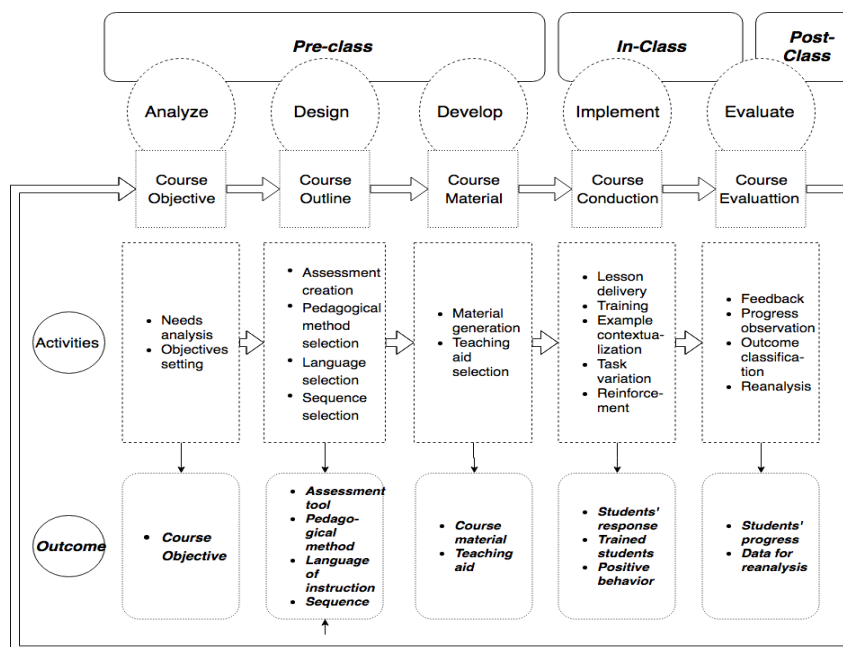


Figure 6. Final version of the Conceptual Model

The Final version of Instructional Model

Then the final version of Procedural Model is shown in Figure 7.

Description of the Final Version of Instructional Model

The final version of instructional model for English teachers of early childhood classroom in Bangladesh is divided into five parts analysis, design, develop, implement and evaluate as this model used the ADDIE Model as the frame. In addition, the final instructional model contains one additional classification that based on the time when the activities are supposed to take place. The divisions are Pre-class, In-class and Post-class. The ‘Analyze’ and ‘Design’ and ‘Develop’ fall under Pre-class section. ‘Implement’ falls under the In-class section while ‘Evaluate’ may fall under both In-class and Post-class depending on the nature of the evaluation.

Then the study selected representative key points for each phase of the ADDIE model. The key points of the model are course objective, course outline, course materials, course conduction and course evaluation. Another major division instructional activities’ is changed to ‘instructors’ activities’.

Moreover, the newly added part in the model is ‘outcome’ which has been entailed with each five key points at the end of the instructional model.

In the portion ‘Course objective’, the prescribed instructional activities are more like a home work or pre-class activities for the teachers or instructors. Here the activities are conducting needs analysis to identify learners needs, wants, and lacks and creating a bridge between the learners’ prior knowledge and the lesson to be taught. In addition, in the portion ‘supporting strategies’, the conditions are a needs analysis should be conducted in advance to identify learners needs, wants and lacks and goals should be clearly set. Furthermore, identifying learners interest and cultural goal has been listed here. The outcome of the phase is course objective. In the next step ‘Course Outline’, the prescribed instructional activities are listed as creating

	Pre-Class			In-Class		Post-Class
	Analyze	Design	Develop	Implement	Evaluate	
Key points	Course Objectives	Course Outline	Course Materials	Course Conduction	Course Evaluation	
Instructors' Activities	<ul style="list-style-type: none"> • Conducting needs analysis • Creating a bridge between the learner's prior knowledge and the lessons to be taught 	<ul style="list-style-type: none"> • Creating assessment • Choosing pedagogical method • Selecting the language of instruction • Designing well-balanced group for group task 	<ul style="list-style-type: none"> • Choosing or creating course materials • Deciding the sequence of items • Choosing appropriate teaching aids (i.e. poster, picture, real object) 	<ul style="list-style-type: none"> • Delivering the lessons along with monitoring the class • Involving students in roleplaying and other interesting activities • Giving explanation and example from their known domain • Considering reinforcement 	<ul style="list-style-type: none"> • Giving verbal formative feedback on the spot • Writing summative feedback for parents • Evaluating in terms of knowledge, skills, attitude and behavior • Reanalysis 	

Figure 7. Procedural Model of the Final Instructional Model for English Teachers of Early Childhood Classroom in Bangladesh

Key points	Pre-Class			In-Class		Post-Class
	Analyze	Design	Develop	Implement	Evaluate	
<p>Supporting Strategies</p> <ul style="list-style-type: none"> • Conducting a needs analysis in advance to identify learners' needs, wants and lacks regarding to the subject • Setting the goals • Identifying learners' interest and cultural background 	<p>Course Outline</p> <ul style="list-style-type: none"> • Directing assessments to the learning goals • Creating items focusing on the objectives • In case of bilingual instruction, determining the factors and condition to choose one language over another 	<p>Course Materials</p> <ul style="list-style-type: none"> • Informing the students about the prerequisites for the lessons, if any • Considering students' capabilities while developing the course 	<p>Course Conduction</p> <ul style="list-style-type: none"> • Making sure that all learners have access to the learning materials • Providing clear instruction beforehand of any task • Training students for intended outcome • Incorporating different ways of teaching • In case of giving example or explanation, associating the context learners are interested to • Promoting better cooperation of students 	<p>Course Evaluation</p> <ul style="list-style-type: none"> • Checking whether the outcome of the assessment fulfills the course objectives • Observing the learners progress after feedback • Classifying learning outcome in terms of knowledge, skills, attitude and behavior • Being flexible to change the strategies to optimize the outcome 		

Figure 7. Procedural Model of the Final Instructional Model for English Teachers of Early Childhood Classroom in Bangladesh (continued 1)

	Pre-Class			In-Class		Post-Class
	Analyze	Design	Develop	Implement	Evaluate	
Key points	Course Objectives	Course Outline	Course Materials	Course Conduction	Course Evaluation	
Outcome	<ul style="list-style-type: none"> Course objectives 	<ul style="list-style-type: none"> Assessment tool Pedagogical method Language of instruction Sequence 	<ul style="list-style-type: none"> Course materials Teaching aids 	<ul style="list-style-type: none"> Students' response Trained students Positive behavior 	<ul style="list-style-type: none"> Students' progress Data for reanalysis 	

Figure 7. Procedural Model of the Final Instructional Model for English Teachers of Early Childhood Classroom in Bangladesh (continued 2)

assessment, choosing pedagogical method and selecting the language of the instruction. Furthermore, the following conditions are listed in the “supporting strategies’ part. Assessment must be directed to the learning goals. Items should be made focusing the objectives. In addition, the suggestion in this step is, in case of bilingual instruction, determine the factors and condition to choose one language over another. The outcomes of the phase are assessment tool, pedagogical method and language of instruction.

In the section called ‘Course Materials’ that also falls under pre-class activities, the prescribed instructional activities are creating or choosing course materials, deciding the sequence of the items and selecting appropriate teaching aids (poster, picture, real objects etc.). In supporting strategies, the conditions are students must be informed if there is any prerequisite for the lesson and while developing course. Also, teachers are suggested to consider students’ capability before creating new task. The outcomes of the phase are course materials, sequence of items and teaching aid.

The prescribed activities of the portion ‘Course Conduction’, one of the In-class activities, added up some activities along with supporting strategies. The prescribed activities are Delivering the lesson to learners along with constant monitoring, involving students in role-playing and other interesting activities, giving explanation and examples from their known domain and considering reinforcement. In this phase, as the supporting strategies, some points are listed as follows. Firstly, it should be made sure that all the learner has the accessibility to the learning materials. Secondly, clear instruction should be provided beforehand for any task. The suggestion of this phase are as follows. Students can be given training to achieve intended outcome. Different ways of teaching should be incorporated. In case of giving example or explanation, teachers are suggested to associate the contexts with things students are interested to. In order to promote better cooperation proper reinforcement is highly encouraged. The outcomes of the phase are the response of the students, trained students and positive behavior.

The last key point called 'Course Evaluation' may fall under both In-class and Post-class activities depending on the time it is being done. In this phase, the prescribed activities are giving verbal formative feedback on the spot and writing down summative feedback. In this regard it should be noted that the summative feedback should be clearly written down for the parents of the learners to inform them about their children's progress. Evaluating in terms of knowledge skills attitude and behavior and welcoming reanalysis is another activity of the instructors. As suggestion, it is asked to check whether the outcome of the assessments is fulfilling the objectives set prior to the lesson. Also, the study suggested to observe how much progress is made after the feedback, learners' outcomes are suggested to categorize in different sectors like skills attitude and behavior in order to have a more pragmatic scenario of the learners' progress and finally be flexible to make changes in strategies to get the objectives met. The outcomes of the phase are students' progress and data for reanalysis.

Validation of the Final Instructional Model

The 1st version of instructional model for English teachers of early childhood classroom in Bangladesh was generated by doing a through literature review relevant to the study. Then with the conduction of Delphi round for two times the first version was gradually modified and lastly, the final version of instructional model for English teachers of early childhood classroom in Bangladesh is developed which used ADDIE model as the frame. This Model has four main parts to hold. 1) key points, 2) instructors' activities, 3) supporting strategies and 4) outcome.

There were five experts in the Delphi panel from the following areas Education, English Language and linguistics, Applied Linguistics, English Literature, Teaching English to the Speakers of Other Languages TESOL, Teaching English as Second Language TESL, Education and Material Development, Educational Technology.

On an average they have 17 years of experience in their respective fields.

Then at the last phase of the research called model validation the final version of instructional model for English teachers of early childhood classroom in Bangladesh was sent to the same Delphi panelist to check whether it is valid to be applied in real life scenario.

The experts were questioned in a close-ended yes-no type format if they think the finally developed ADDIE based instructional model for English teachers of early childhood classroom in Bangladesh is valid. This question was followed by and open-ended question 'why'.

The Result of the Model Validation

All the five experts considered the final version of ADDIE based instructional model for English teachers of early childhood classroom in Bangladesh as a valid one by stating several reasons based on some crucial factors. In terms of description, usability, feasibility and understanding, the validity of the Instructional model is as follows.

First, the model is said to have a good explanation. This is because the models help English teachers in Bangladesh determine the frame of their teaching activities to carry out their teaching activities.

Second, the model is divided in pre-class, in-class, and post-class, so it can be used to carry out professor activities. Therefore, it can be seen as a useful instructional model.

Third, the instructional model for English teachers of early childhood classroom in Bangladesh has been considered as a reasonable model of teaching. It is because it provides the procedures and supporting elements necessary to carry out the teaching activities of English teachers.

Fourth, the ADDIE based instructional model for English teachers of early childhood classroom in Bangladesh has been reported as a easy to understand model. Therefor there can be positive expectation that it can be easy to follow too.

The activities and supporting strategies mentioned in the model is highly likely to be followed without complication of understanding.

Discussion

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 early childhood classroom in Bangladesh. 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 early childhood 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 early childhood 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 behavior.
7. A session can be kept to have a discussion with the parents of early childhood 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 early childhood classroom in Bangladesh by collecting expert review through Delphi 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 analyze 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 early childhood classroom in Bangladesh 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.

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