THE CONSTRUCTION AND VALIDATION OF INSTRUCTIONAL DESIGN MODEL FOR ENGLISH AS FOREIGN LANGUAGE INSTRUCTION

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ABSTRACT

The objectives of this research are to propose a specifically designed Instructional Design (ID) model for English as foreign language instruction. The method adopted in developing the proposed ID model is by studying the existing models that have been proposed by many experts and identifying the components of these models. Various theories and perspectives are considered in designing the proposed ID model and integrating the components into the model and their sequences. An ID model for English as foreign language instruction developed in this research consists of seven components which are arranged in mix sequence approach. The components that are connected to the instructional design model are learners needs analysis, learning objectives, instructional materials and sequence, instructional media, instructional strategis, authentic assessment, and performance improvement. The components of the model are arranged following a mix model approach, and thus the model application and use are more flexible. The ID model was validated by two experts through expert reviews and four teachers' perception. These two experts have indicated that the model has fulfilled internal validation in terms of the components and sequence. Teachers' perception has given an indication that the model on conceptual basis could be implemented successfully for English as foreign language instruction.

Keyword*: Instructional Design (ID) model, English as Foreign Language (EFL) instruction*

INTRODUCTION

This writing focuses to the construction of a new ID model that is specifically designed for English as Foreign Language (EFL) instruction. In the processof development, the components of instructional design and the components of English as foreign language are combined in such a way so that a new concept of instructional model design is developed.

The model design development is also limited on 'conceptual model'. It means a symbolic model that uses verbal description to explain how the model works and it is presented in a form of a chart or diagram. The literature studies conducted are identified a number of ID models. Each of these ID models of course has its strengths and weaknesses and those will be explored and discussed as a basis for the development the ID model for EFL instruction.

The majority of the existing ID models were designed for general instruction porposes and they are not specifically designed for certain subject instruction. For examples, the ID models of Kemp and Ross, Dick and Carey, Rothwell and Kazanas, etc are all for general instruction. However, those models could be implemented for EFL instruction but no specific information was given since those models to be implemented in EFL instruction.

The development of an ID model specifically designed for EFL instruction is therefore needed to ensure a better result of language instruction. Throught this proposed ID model systematic approach and arrangement of the components are expected to give a better way of EFL instruction and thus in achieving instructional goals.

In addition, factual situation and the results of English instruction as Foreign Language that might be found in formal education for example gave more emphasizing on "passive skill" development such sentence structures, vocabulary developments, etc rather then "active skill" development such as communicative skill. This situation has created a condition that does not support for interaction and communication among learners and people surrounding using foreign language they are studying in real situation. As a consequence, learners' language acquisition is limited on passive aspect of language instruction rather than active and communication one.

The ID model proposed in this study is intended to fill the gap as described above and is specifically designed for English instruction as foreign language with specific learning outcomes of learners' communicative skill.

METHOD

In model development research, there are some methods and strategies commonly used, such as case study, delphi, in-depth interview, literature review, survey, and think-aloud methods. But in this research Literature Review and delphi methods will be used.

Literature review and delphi method are used to develop this model because this research reviews some of existing instructional design models to study the components and sequences build the design. It will combine the knowledge base and some other relevant theories that support and enrich the new ID model.

The model validation commonly uses some methods and strategies, such as: experimental, expert review, and in-depth interview method. But in this research, the expert review method is used. Expert review method is to determine whether the data support the components of the proposed model.

Expert review method is one of the most commonly used approaches in internal validation. It processed through the experts critique the components, the structure and the use of the model. Expert review method is a cyclical process of model review based on specifict criteria and model revision based on the data. So, this method is depend on the number of the reviewers and the authority of the reviewers. It also depends on the experiences and knowledge of the reviewers. Reviewers can both represent as design practisioners and design theorists.

Model use represents the three major lines of model use research studies, the conditions impacting the model use, the designer desicion making research, and the designer expertise and characteristics research. Although these studies use different research designs, the designs are more qualitative than quantitative, this is the characteristic of model use research.

But in this research, the author limits the model use only on the condition impacting the model use research. This strategy explores the conditions surrounding model use. This model use was explicitly directed toward the many contextual variables (pre-project, during project, and post project) that affect the use of a model. This model use identified contextual factors and their supporting strategies, conditions and events that enhance the use of the targeted ID model.

Some Instructional Design (ID) researches have been conducted such as an ID research by Monica W. Tracey and Rita C. Richey in 2006, entittled "ID model construction and validation: a multiple intelligences case". This is a developmental research study that constructed and validated an ID model by incorporating theory and practice of multiple intelligences (MI) into the model.

This study consisted of three phases: (1) examination of the theoretical foundations of multiple Intelligences and ID to guide the development of model, (2), determination of the model components and constructed an initial model and (3) review the model and validated by experts in the field of ID through a three round Delphi study. The result was a revised and validated Multiple Intelligences Design Model. This research presents the decision-making processes and procedures used in model development, and provides a framework for the internal validation of ID models using expert review procedures.

This research is also following the similar phases as Richey (2006), but it is only using two round of Delphi study, because at the end of the second round, the experts stated that the model is conceptually acceptable for EFL instruction.

RESULT

At the begining, the existing ID models developed by earlier researchers in various fields are summarized. It is important to identify each sub components, which are related to the EFL instruction. The focus only to the construction of the components and the sequence of each model. The information collected are presented in a summary table. The components are analyzed and compared to each others in order to find out the components that related and supported the model for English as foreign language instruction.

At the next part, each components selected are explained more detailed, and it is also related to English as foreign language instruction context. So, the sub components are presented in more detail about the description of the components application in English as foreign language instruction context.

Moreover, the arrangement of the components in the model design is also analyzed. This process refering to some earlier research, in which the sequence could be linier or non-linier arrangement. Of course, the sequence of the new ID model will also considering the arrangement based on English as foreign language characteristics. At the end of this part, the ID model will be presented as a chart of a new instructional design model for English as foreign language instruction.

In the second part, the validation of the proposed ID model by experts is discussed. The ID model is validated by using delphi technique or expert review method. In addition, perception of English teachers' and educational practicioners' as user about the proposed ID model is also collected by using teachers' perception instrument. The information obtained will provide the model use description, whether the model can be easily implemented in English as foreign language instruction.

In the last part, the model use will be discussed more detail, and the condition or situation that may affect the model use will be discussed, and under what and which condition the ID model could be effective and better result might be obtained.

DISCUSSION

THE PROCEDURE OF MODEL DEVELOPMENT

To develop the ID model components for EFL learning in this research, the formulation of the components are established in two phases. In *construction phase 1*, the formulation of the components are developed based on the six domains of instructional design development proposed by Richey (2011) combined with the writers perception. The components then validated by two experts and four users in *validation phase 1*. After the validation, the comments from the experts and users are then used for revision of the EFL model components and sequence. The data of the validation are used for construct a new design model for EFL instruction in *construction phase 2*. The construction of model components and sequence then validated again by the expert in *validation phase 2*. Here is the chart of model construction phases:
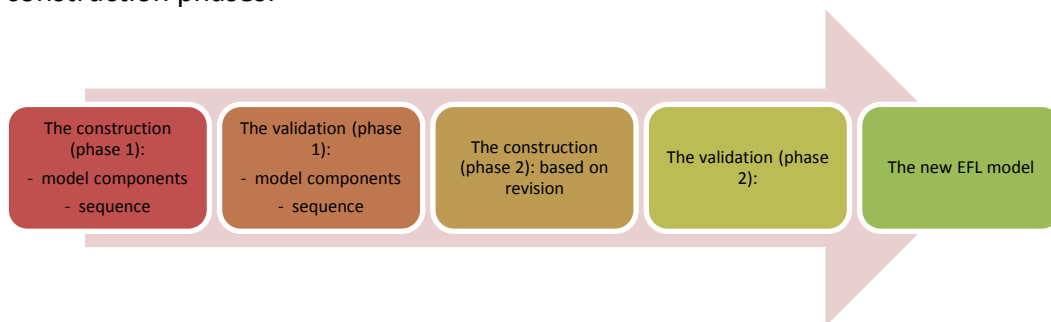
THE CONSTRUCTION OF MODEL COMPONENTS (PHASE 1)

To develop the proposed ID model for EFL learning, the components are developed based on the basic components proposed by Richey, and refering to the components are used by the existing model. The components are also combined with the EFL learning components. So, the formulation of the major components has selected based on the EFL learning needs.

Table 4.2 The Formulation of Major Components

No	Components of ID Development	Major Components
1	Assessment of needs	Learner characteristic
2	Problem identification	Learner characteristic
3	Occupational analysis	Authentic assessment
4	Competence or training requirements	Instructional objectives
5	Formulation of goals and detailed sub goals	Instructional objectives
6	Analysis of goals and sub goals for types of skills/ learning required	Instructional objectives
7	Sequencing of goals and sub goals to facilitate learning	Instructional objectives
8	Develop pre-test and post-test to matching goals and sub goals	Authentic assessment
9	Formulation of instructional strategy	Instructional strategy
10	Selection of media	Instructional media
11	Development of courseware	Instructional materials and sequence
12	Consideration of alternative solutions to instruction	Instructional strategy
13	Try out courseware with learner population	Instructional materials & sequence
14	Diagnosis of learning and courseware failures	Instructional materials & sequence
15	Revision of courseware based on diagnosis	Instructional materials & sequence
16	Formulation of system and environmental descriptions and identification of constraints	Conditional context
17	Materials and procedures for installing, maintaining and repairing the instructional program	Performance improvement
18	Costing instructional program	Intructional strategy

So, basically there are nine components construct the model, some terms are adapted from the existing model, but some others are new and specifically developed for the proposed ID model. Then, this proposed components are related to the components of EFL and communicative competence. It would explain where the position of these components in ID process.

Table 4.3 The Extended Development of ID Components

No	The Major Components	Components of ID development	Existing/ adaptation	New Components
1	Instructional strategies	Formulation of instructional strategy	V	
		Consideration of alternative solutions to instruction		
2	Learner characteristic	Assessment of needs	V	

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		Problem identification		
3	Instructional objectives	Competence or training requirements	V	
		Formulation of goals and detailed sub goals	V	
		Analysis of goals and sub goals for types of skills/ learning required	V	
		Sequencing of goals and sub goals to facilitate learning	V	
4	Instructional materials and sequence	Development of courseware	V	
		Modelling from the instructure		V
		Try out courseware with learner population	V	
		Diagnosis of learning and courseware failures	V	
		Revision of courseware based on diagnosis	V	
5	Instructional media	Selection of media	V	
6	Conditional context	Formulation of system and environmental descriptions and identification of constraints	V	
		Conditioned representatives context to create authentic situation		V
7	Authentic assessment	Occupational analysis	V	
		Develop pre-test and post-test to matching goals and sub goals	V	
		Develop performance-based assessment		V
8	Performance improvement	Materials and procedures for installing, maintaining and repairing the instructional program	V	
		holistic evaluation		V

9	Learner performance	Drilling/ imitating from modelling		V
		Developing communication		V

THE VALIDATION OF THE PROPOSED ID MODEL (PHASE 1)

The validation of the proposed model includes the components of the model and their sequence. This kind of validation is called internal validation. In this research the model validation is limited on the internal validation only as it is a kind of conceptual model where the research is limited to the development of an ID model for EFL.

From the data of validation, the expert 1 suggest to give more explanation about the core component (instructional strategies), and the component of learner characteristics (developmental stages of ages, and L1). Detail information is needed to explain the reason why the instructional strategies become really important in this proposed ID model. For the component of learner characteristics, the researcher should also relate it to the stages of learners ages, and the first language that the learners have, because expert think that this elements also influence the foreign language learning and acquisition.

The expert 2 also questioning about the core component of the model, the instructional strategies. Considering the importance of 'instructional objective' component, need more explanation for the core position in the model proposed. The expert think that instructional objectives would lead English teachers to develop their lesson plan.

While, the data from users perception, the user 1 is generally agree with the proposed ID model components and sequence. But user 1 think it still need more explanation about the differences between the components of situational and conditional context, because both of the components are similar. For the improvement of this research, both components will be more explained, including the differenciation of the components in this model.

The user 2 generally agree with the ID model proposed. The components are representatives, and the sequence is flexible for EFL learning. This ID model could help learners to study easier and also teachers to develop any ways of teaching.

The user 3 mostly agree with the proposed ID model. But the user also give suggestion to add another component that related to this model, the 'reinforcement/ confirmation' component. The user think this component is needed in order to improve learner performance. The learners should not only given opportunity to perform or practice the language, but they also have to improve the performance, in order to know that the learning process has achieved the competence expected.

The user 4 is given another input for this research, by suggesting the component of 'teacher performance' into the model. The user also suggest to considering the component of 'learning objective'. The user think that teacher performance is

needed in the model, because in learning EFL, learners need teacher's modelling before perform by themselves. Besides, the component of learning objective is also needed, especially related to the development of lesson plan.

THE CONSTRUCTION OF THE COMPONENTS (PHASE 2)

In developing the proposed ID model for EFL instruction, the components are selected based on the basic components proposed by Richey, and refering to the components are used in the existing model. The components are also combined with the EFL learning components. So, the formulation of the major components has selected based on the EFL learning needs.

Table 4.15 The Formulation of EFL Components

Major Components of ID Development	Components of ID Development (Richey)	The Proposed Components
Learner needs	Assessment of needs	Learner needs
	Problem identification	
	Occupational analysis	
	Competence or training requirements	
Determine goals and objectives	Formulation of goals and detailed sub goals	Instructional objectives
	Analysis of goals and sub goals for types of skills/ learning required	
	Sequencing of goals and sub goals to facilitate learning	
Construct assessment procedures	Develop pre-test and post-test to matching goals and sub goals	Authentic assessment
	Formulation of instructional strategy	Instructional strategy
	Selection of media	Instructional media
Design/ select delivery approaches	Development of courseware	Instructional materials and sequence
	Consideration of alternative solutions to instruction	Instructional strategy
Try out instruction system	Try out courseware with learner population	Instructional materials & sequence
	Diagnosis of learning and courseware failures	

|	Revision of courseware based on diagnosis	
Install and maintain system	Formulation of system and environmental descriptions and identification of constraints	Instructional strategy
	Materials and procedures for installing, maintaining and repairing the instructional program	Performance improvement
	Costing instructional program	

So, basically there are seven proposed components construct the new model. But those components are not fully designed for EFL instruction. There are some other additional components that have to be included in the new design model. The components are included based on the importance and relation of the components to the communicative English learning purpose. Here is the combination of the proposed components of ID and EFL instruction.

Table 4.16 The Development of ID components combined with EFL components

The Proposed Components	Components of ID development	Existing/ adaptation	New Components
Learner needs	Assessment of needs	V	
	Problem identification	V	
	Occupational analysis	V	
	Competence or training requirements	V	
Instructional objectives	Formulation of goals and detailed sub goals	V	
	Analysis of goals and sub goals for types of skills/ learning required	V	
	Sequencing of goals and sub goals to facilitate learning	V	
Instructional	Development of courseware	V	

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materials and sequence	Sequence of the courseware		V
	Try out courseware with learner population	V	
	Diagnosis of learning and courseware failures	V	
	Revision of courseware based on diagnosis	V	
Instructional media	Selection of media	V	
	The use of media		V
	Alternative media		V
Instructional strategy	Formulation of instructional strategy	V	
	Consideration of alternative solutions to instruction	V	
	Formulation of system and environmental descriptions and identification of constraints	V	
	Creating authentic context		V
	Developing learner performance		V
Authentic assessment	Develop pre-test and post-test to matching goals and sub goals	V	
	Develop performance-based assessment		V
Performance Improvement	Holistic evaluation		V

There are about sixteen existed or adapted components included in this proposed model. Moreover, there are seven additional components constructed this new model, such as (a) sequencing of courseware, (b) the use of media, (c) alternative media, (d) creating authentic context, (e) developing learner performance, (f) develop performance-based assessment, and (g) holistic evaluation. So, this is the major components construct the EFL model:
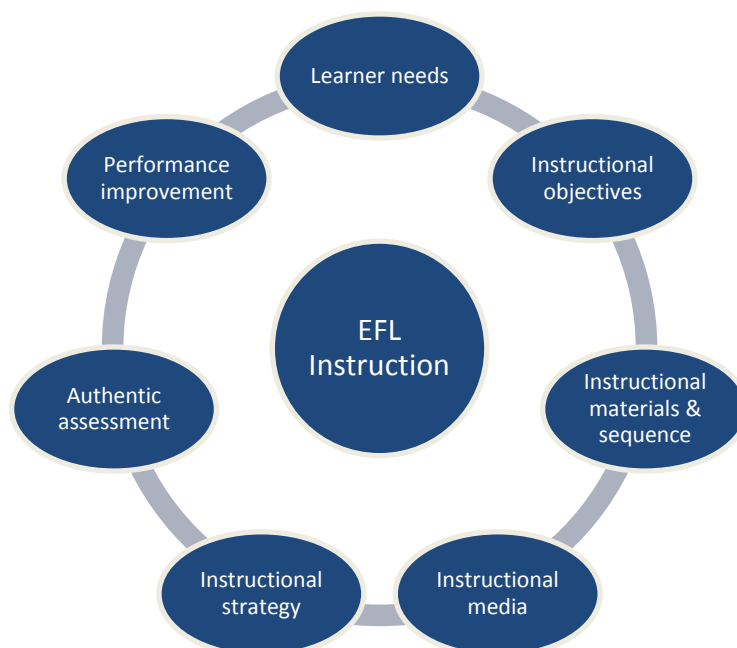
THE VALIDATION OF THE COMPONENTS (PHASE 2)

The validation of the model components and sequence for phase 2is taken about a week. The model was validated by using expert review. As the result of the validation, the model and the sequence constructed is no need any revision, because it is representative for EFL instruction.

CONLUSION AND SUGGESTION

1. CONCLUSION

An ID model for English as foreign language instruction has been developed. The model consists of seven components that are arranged in such a away that it forms a mix sequence model that might be used for English instruction as foreign language in a more flexible manner.

Seven components of the model can be simplified into four groups. First, components that have connection to the learners potential and motivation, second, objectives of the instructional process, third, the materials, media, and strategies selected for EFL instruction, and fourth, authentic assessment and performance improvement.

The first group of learner needs is important factor in English instruction. It relates to learners' previos knowlegde and mother language as first language that learners acquire before English as foreign language. While the second group is related to instructional objectives and how they are constructed. The third is related to

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creating the authentic context and learner performance to maximise and explore the learners potential in speaking English communicatively. The last group of the components is related to the assessment of the learners have gained after the instructional proccess. Combination of these components all together is expected to propmote successful EFL instruction and achieving the instructional goals.

Expert reviews and teachers perception on the model have been collected. The experts argued that the model has fulfilled internal validation in terms of components and their sequence. Teachers' perception indicated that the model in conceptual basis could be implemented successfully for English as foreign language instruction.

2. SUGGESTIONS

The ID model developed in this study is a conceptual one and no implementation has been conducted and thus no impacts can be evaluated from using this model for English instruction. Therefore, it is suggested to other researchers to conduct implementation study of this model and thus external validation can be obtained. By doing so, the impact of the model implementaion to students achievement can be known.

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