AN ABSTRACT OF THE THESIS OF

Qismullah Yusuf for the degree of Doctor of Education in Adult Education presented on February 12, 1993.

Title: An Instructional systems design Model for Selecting and Developing Authentic English Materials for Syiah Kuala University Pre-departure Scholars.

Redacted for Privacy

Abstract approved: ___ _____

Wayne W. Haverson

The purpose of this study was to apply instructional system theory to the process of developing authentic English as a foreign language (ESL) materials for Indonesian pre-departure scholars. The researcher established a theoretical framework for the process through an intensive review of instructional system literature and selected an applied process model for adaptation to developing authentic ESL materials. The Stiehl-Schmall ISD model was adapted and later validated using a modified Delphi process. Seventeen panelists, randomly selected from the area of instructional systems design, ESL, and Indonesian EFL practitioners, were involved in the validation process.

Feedback from panelists was analyzed and it was determined that the model was applicable for Indonesian intensive English programs. It was also found that the model, as adapted, was considered practical and useful by EFL

practitioners, though many of them were not knowledgeable in instructional systems design. Indonesian EFL practitioners expected the development of the model to substantially improve the quality, effectiveness, efficiency, and relevancy of authentic English used in Indonesian intensive English programs.

An Instructional Systems Design Model for Selecting and Developing Authentic English Materials for Syiah Kuala University Pre-departure Scholars

by

Qismullah Yusuf

THESIS

submitted to

Oregon State University

in partial fulfillment of
the requirements for the
degree of
Doctor of Education

Completed February 12, 1993

Commencement June 1993

APPROVED:

Redacted for Privacy

Professor in Charge of Major

Redacted for Privacy

Director of School of Education

Redacted for Privacy

Dean of Graduate School

Date thesis is presented February 12, 1993

Typed by Qismullah Yusuf

DEDICATION

To my wife, Ainul Mardhiah, whose life I share
To my children, Yuyun, Fitri and Naufal for whom I care
To my parents, Tgk. Mohd. Yusuf Indrapuri & Safiah, whose name I bear
To teachers and students whose wisdom and love I will never dare...
To forget.

This dissertation is dedicated in gratitude to the development of English education in Indonesia.

ACKNOWLEDGEMENT

I have been assisted in this educational journey by my relatives, family, friends, teachers and students. I would like to express my deepest gratitude to those who have helped me through this challenging, yet rewarding, time.

First, I would like to extend my heartfelt gratitude to my beloved wife, Ainul Mardhiah, who shared my years in Corvallis. And to my three beloved children — Yuyun, Fitri, and Naufal — for their patience, understanding, and academic and social excellence while I was completing my studies. They all have given me joy, and the support to reach this goal.

I would like to acknowledge Dr. Wayne W. Haverson, my major advisor, whose help, support, and suggestions, formally and informally, were invaluable. He helped shape many of my ideas, and I believe that his advice will continue shaping my future development. I am grateful to Dr. Ruth Stiehl, who provided educational challenges as well as sincere personal and professional encouragement during my studies at OSU. I acquired tremendous training and development skills that are transferable to my ESL/EFL areas from Dr. Stiehl. A special thank you to Dr. Steve Stoynoff who provided me academic as well as moral support during difficult times. His advise challenged and motivated me to work harder and develop higher confidence, especially in the area of English as a Second Language. I appreciate the efforts of Dr. Lance Haddon, who always welcomed me when I came with any academic as well as non-academic matters. Dr. Brooke Collison, the graduate representative encouraged me with joy and fun. I am grateful.

My sincere thanks go to Dr. Abdullah Ali, the former Rector of Syiah Kuala University and the Chairman of the Syiah Kuala University Foundation for his encouragement to pursue my doctoral degree in Education. The foundation, through his recommendation, offered me a scholarship to study at OSU. I am appreciative of Dr. M. Ali Basyah Amin, the present Rector of Syiah Kuala University, for his prompt answer to any requests that I had during my study in the U.S. To Mr. Idris Ibrahim, the Dean of the Faculty of Teacher Training & Education and Director of Language Center of Syiah Kuala University; I thank you for your support prior to my departure and during my study at OSU. My thanks also to Mr. Jacob Yusuf, the foundation treasurer, who continually listened to my concerns and sent me allowances on time.

My sincere gratitude and thanks go to all of the Delphi panel members, who took their valuable time to complete the questionnaire necessary for this study. Without their prompt reply my study would have been delayed. I am very grateful to Dr. Vicky Schmall, the subject matter specialists of the SS-ISD Model, who provided necessary information for the completion of this study.

A sincere thanks go to Mr. and Mrs. Isaacson, my American family to whom I always could go to for help culturally, socially and sometimes financially. They really represent the Corvallis community, the city I have lived and studied in for nearly six and a half years. My thanks also go to Dr. Aumann and his wife Vada, and to Dr. Loren & Katheleen Koller and their family for their kindness and hospitality during my stay in Corvallis.

A special note of thanks goes to my dear friend, Dr. Hiroshi Takahashi and his family, who has given me moral and financial support. We shared grief, concerns, and hope, both academically and socially. Dr. Takahashi's hands were always open whenever needed.

Thanks to my dear friends, Pat Davis, Jeri Shaffer, Polly Gross, Oralie Cordova, Loui Hecht, Lucy Senter, Annette Orrock, Coral Zoeller, Ginny Saywell, Richard Wong, Dr. Waa Methinin Pinyuchon, Duane Bigler, Gary Kilberg, Barbara Masberg, Corrine Gobeli, Patricia Marini, Julie Thomas, Barbara Bessey, and Mawardi Hasan for the enthusiastic support they gave with me during many happy occasions while I was in Corvallis. To Valerie Rosenberg, Colleen Wilson & her husband, Dr. Bill Smart, Karla Rhoad, and others at the Office of International Education, I thank you. Also many thanks to Mr. Tom Schumann and Ms. Terri Tower, Director and Assistant Director of Housing, who kindly extended a few months stay at the OSU Family Housing beyond the contract. To all my friends at AUAP and ELI of Oregon State University, I thank you for your friendship and care.

A special appreciation to my parents Tgk. M. Yusuf Indrapuri & Safiah for their endless love, support and encouragement in my pursuit of education. Their lives have always been devoted to the education of their children. To my beloved grandmother, Syik Avi, with whom I spent most of childhood, who passed away while I was completing my last year at OSU, I thank you for your inspiration. My appreciation goes to my siblings; Zakaria, Armia, Halimah, M. Diah, Safwan, Tibran, and Khairan.

My appreciation is also rendered to Dr. Gray, associate professor in counselor education, who was always eager to help me with editing. She and her family shared fun and happy times with my family and I. And to all the faculty at the OSU School of Education who have helped me complete my degree in education, I thank you.

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION 1
Statement of the Problems 1
Authentic Language 2
The Use of Authentic Materials 4
Instructional System Design 6
The Importance of Study 7
The Purposes of this Study 8
Limitations and Assumptions of the Study 8
Definition of Terms 9

CHAPTER II

REVIEW OF THE LITERATURE 12
Authentic Materials 12
The Use of Authentic Materials 13
Communicative Values of Authentic Materials 18
Instructional System Design 25
Definitions 25
Characteristics of Good Instructional System Design Model 26
Efficiency 26
Effectiveness 27
Relevancy 27
The Separation of the Role of the Designer and Subject Matter Experts 28
Learners as a Central Focus of Instructional System Design 28
Detailed Outlines of Instruction 29
The Relationship between Related Disciplines 30
Philosophical Theory 30
Learning Theories 31
Communication Theories 32
Management Theories 32
Instructional Media 32
Instructional Delivery 33
Instructional System Design Models 34
Conceptual Model 34
Systematic Model 34
Procedural Model 35
Functions of the Models 35

Procedural Models 35
Core Elements of Procedural Model 36
The Instructional Development Institutes (IDIs) Model 36
The Air Force Model 38
The Gagne and Briggs Model 38
The Jenks' Learner-Centered Model 39
The Dick and Carey Model 41
The Kemp Model 41
The Seels and Glasgow Model 42
The Stiehl-Schmall Instructional System Design Model 44

CHAPTER III

METHODOLOGY
Introduction 45
Rationale 45
The Stiehl-Schmall Instructional Model 46
The Purposes of the Stiehl-Schmall ISD Model 46
The Program Format 47
The Design Team 48
Major Steps in the Stiehl-Schmall Instructional Model 50
Conduct Front-end Analysis 50
Design Program 50
Develop Program Materials/Media 50
Field Test & Preview 50
Duplicate and Distribute 51
Validation of the Stiehl-Schmall ISD Model 51
The Proposed Model for the Selection and Development of Authentic
EFL Materials for Syiah Kuala University Pre-Departure Scholars 53
The Major Stages/Steps of the Adapted Model 53
Conduct Front-End Analysis 53
Design Program 53
Develop Program Materials/Media 54
Field Test and Preview 54
Duplicate and Distribute 54
Basic Principles of the Proposed Model 54
The Validation Process 55

CHAPTER IV

RESEARCH FINDINGS 58
Analysis of Delphi Panel Review 60
Conduct Front-End Analysis 60
Design Program 69
Develop Program 76
Field Test and Preview 82
Duplicate and Distribute 84
Additional Comments on the Model 91

CHAPTER V

SUMMARY AND RECOMMENDATIONS 97
Summary 97
Purposes and Design of the Study 98
Findings of the Study 99
Recommendations 102

REFERENCES 105

APPENDIX A: List of the Panel Members 116
APPENDIX B: Cover Letter for Round One Questionnaire 119
APPENDIX C: Rationale for the Study 120
APPENDIX D: Basic Principles of the Proposed Model 121
APPENDIX E: The Proposed Model for Round One Questionnaire 122
APPENDIX F: Questionnaire Round One 123
APPENDIX G: Cover Letter for Round Two Questionnaire 127
APPENDIX H: The Revised of the Proposed Model 128
APPENDIX I: Round Two Questionnaire 129
APPENDIX J: National Award for the Stiehl-Schmall Instructional Model 134

LIST OF FIGURES

Figure 1: Dominant Patterns of Formal Written Discourse in Major Language Groups 16

Figure 2: IDIs Model 37

Figure 3: The Air Force Model 38

Figure 4: The Gagne & Briggs Model 39

Figure 5: The Jenks' Learner Centered Model 40

Figure 6: The Dick and Carey Model 41

Figure 7: The Kemp Model 42

Figure 8: The Seels and Glasgow Model 43

Figure 9: Project Team 48

Figure 10: The Stiehl-Schmall Instructional Model 52

Figure 11: The Model for Selecting/Developing Instructional Materials for Syiah Kuala University Pre-departure Scholars 86

Figure 12: Conduct Front-End Analysis 87

Figure 13: Design Program 88

Figure 14: Develop Materials 89

Figure 15: Field Test and Preview 90

Figure 16: Duplicate and Distribute 90

LIST OF TABLES

Table 1: Round one comments for step 1.1 61
Table 2: Round two comments for step 1.1 62
Table 3: Round one comments for step 1.2 63
Table 4: Round two comments for step 1.2 64
Table 5: Round one comments for step 1.3 65
Table 6: Round two comments for step 1.3 66
Table 7: Round one comments for step 1.4 67
Table 8: Round two comments for step 1.4 68
Table 9: Round one comments for step 2.1 69
Table 10: Round two comments for step 2.1 70
Table 11: Round one comments for step 2.2 71
Table 12: Round two comments for step 2.2 72
Table 13: Round one comments for step 2.3 73
Table 14: Round two comments for step 2.3 74
Table 15: Round one comments for step 2.4 75
Table 16: Round two comments for step 2.4 76
Table 17: Round one comments for step 3.1 77
Table 18: Round one comments for step 3.2 78
Table 19: Round two comments for step 3.2 79
Table 20: Round one comments for step 3.3 80
Table 21: Round one comments for step 3.4 81
Table 22: Round one comments for step 4.1 82
Table 23: Round one comments for step 4.2 83
Table 24: Round one comments for step 5.1 84
Table 25: Round one comments for step 5.2 85

An Instructional Systems Design Model for Selecting and Developing Authentic English Materials for Syiah Kuala University Pre-departure Scholars

CHAPTER I

INTRODUCTION

Statement of the Problems

Indonesian scholars studying in the United States (U.S.) commonly complain that the English they learned at English Training Centers in Indonesia is not the English they need to function effectively on American campuses and in American communities (Ali, 1987; BKS-Barat Report, 1987). International students, as well as Indonesian students, studying in the U.S. frequently experience tremendous communication pressures upon their arrival in the United States (Pusch, 1992; Wong, 1992).

Indonesian scholars have adequate test scores to be admitted into American universities, but they have not had sufficient exposure to authentic cultural and linguistic expressions as used in real communicative settings by native speakers (Vildiz & Wilbur, 1992). According to Rogers and Medley (1988) foreign students should be able to communicate effectively in a foreign language after being exposed to the language as it is used for real communication by native speakers.

Vildiz and Wilbur (1992) found that active participation in classroom activities upon arrival in the U.S. creates the highest level of anxiety for Indonesian scholars. Preparing critiques of literature and writing academic papers are less anxiety producing for Indonesian scholars. According to the researchers, during

the second year in the U.S., the level of anxiety for the three areas decreases. Vildiz and Wilbur (1992) concluded that English language instructors teaching English to pre-departure trainees in Indonesia should include materials that lower the anxiety of the Indonesian scholars when they enter U.S. academia. These materials would include note taking technique, critique formats for literature and peer works, and academic writing styles. They further concluded that students should be introduced to styles of communication that might normally occur between peers and professors, learning expectations of native students, expectations of instructors and the host culture, performance expectations, motivation, perception of others' motivation, and cooperative vs. individual work modes. Cultural differences in values and assumptions also confuse international scholars and should be included in materials for pre-departure trainees (Wong, 1992; Valdes, 1990).

Authentic Language

Lack of sufficient exposure to authentic uses of the target language has lowered Indonesian scholars' self-esteem in academic and social interactions upon arrival in the U.S. (Ali, 1987; BKS-B Report, 1987; Vildiz & Wilbur, 1992). "Authentic" is defined as natural and appropriate language uses in the particular society. For an adult, language is a system that incorporates ideational, interpersonal and textual expressions. Thus, a language should be presented in a macro system that relates all the functional components of the language (Halliday, 1973; Halliday & Hassan, 1990).

Geddes and White (1978) defined authentic materials as the language that occurs when genuine acts of communication take place. Omaggio (1986) classified authentic material into two forms of discourse: unmodified authentic discourse

and simulated authentic discourse. Unmodified authentic discourse is a genuine act of communication. Simulated authentic discourse refers to language patterns that reflect the features likely to occur in unmodified discourse and produced for pedagogical purposes.

Authentic materials are typically interesting and carry cultural and contextual references. They are more redundant, that is, they are built in multiple opportunities to grasp the meaning of a particular communication than created materials. However, this redundancy gives students more clues for comprehension (Gilman & Moody, 1984; Long & Richards, 1984). Dickinson (1987) defined authentic material as textual materials which have not been prepared for language teaching.

Authentic materials carry the three aspects of language described by Finnochiaro and Brumfit (1985): functional, situational and notional. These three aspects explicitly express the socio-cultural, psycholinguistic and linguistic meanings native speakers might intend to express. Authentic material is able to provide clues to the function of every language notion used by native speakers. Clues, in many ways, provide a learner with not only cognitive but also metacognitive strategies in communication. Authentic material can also reveal social norms, values and social patterns that underline certain language notions.

Authentic materials, according to McGinnis (1992), extend one's cultural understanding to at least three types of culture — functional, informational and achievement. Authentic or simulated authentic materials contain many types of advanced organizers that help learners develop their communication strategies and other competencies necessary when communicating in a foreign language.

Rogers & Medley 1988) defined authentic language as language that originally occurs as a genuine act of communication, an unmodified authentic discourse.

Unmodified authentic discourse is the language produced by native speakers, while simulated authentic discourse refers to language patterns that reflect the features likely to occur in unmodified discourse for educational purposes.

For purposes of this research project, authentic language means the language generated by native speakers for native speakers either in audio or visual forms, such as television shows, texts from textbooks, clips (advertisements, and news from newspapers and magazines), wall advertisements, brochures or fliers from business and industries in the United States.

The Use of Authentic Materials

Authentic materials have proven to be some of the most effective instructional materials which help non-native speakers of English cope with socio-cultural problems encountered upon arrival in the natural setting (Stempleski, 1987). Authentic materials are more interesting, self-explainatory, and expand one's view on cultural awareness. They are whole and genuine, both linguistically and culturally (Joiner, Adkins & Eykyn, 1989).

Authentic materials can also promote authentic communication competence among learners since they attain language skills through cognitive choices rather than mere mechanical repetition (Bower, Madsen & Hilferty, 1985). Learners can investigate all affective, cultural and cognitive elements of the materials, especially when video is used to explore them (Altman, 1990). Authentic materials can also be used for all levels of learners (Gilman & Moody, 1984). Bacon (1988) supported the use of authentic materials for any level or age of learners by saying that early exposure to these materials help even beginning learners develop communication strategies for more complex tasks later on.

Authentic materials favor the development of individual learning strategies. Adults acquire knowledge, skills and attitudes cognitively and metacognitively in different ways (Oxford, 1990). O'Malley, Chamot (1990) and O'Malley, Chamot, Stewner-Manzanares, Russo & Kupper (1985) found that high school English as a second language (ESL) students and foreign students speak more with cognitive strategies than with metacognitive strategies due to the lack of understanding of language patterns/expressions they are using, especially the ones that are very cultural.

Using authentic materials for language teaching is not a difficult task. For example, a teacher can use a sequence of video clips or sound bites for teaching many different language skills. However, teachers must explore the functional, situational and notional elements of the audio or video, textual or pictorial expressions of a language, when using authentic materials for instructional purposes. For effective application of the instructional systems perspective, selecting and developing materials that are effective, efficient, and relevance requires a defined design process.

Authentic materials vary in form, size and shape, concreteness, and abstractness. The range of authentic materials includes, but is not limited to, wall or hall advertisements, news from magazines and newspapers, TV commercials, talk shows, movies, recordings of real life actions (audio and video), textbooks, paperwork for things such as rental agreements, and directions on how to get somewhere or instructions on how to install equipment. These variations, in many ways, fit partially or totally, the learning style of an adult. . Video, for instance, has proven to be very effective for almost all types of learners (Lonergan, 1990 ; Stempleski & Tomalin, 1992).

Instructional Systems Design

Instructional systems design (ISD) is the entire process of the analysis of learning goals and the development of delivery systems to meet the needs of learners (Briggs, 1977). ISD is a bridge that links learning theory, media and educational practices. It is a process of understanding, improving and applying methods of instruction to meet the targeted goals of learning (Reigeluth, 1983).

Practitioners and theorists who advocate the use of a systems approach for developing instructional programs claim the following advantages over other approaches: (1) capacity for a highly differential analysis of learning conditions; (2) capacity for qualifying the parameters that describe conditions and treatments; (3) compatibility with theory of learning, and (4) explicit linkage of learning theory, instructional theory, and the instructional model (Reigeluth, 1983). Richey (1987) who defined ISD as the science of creating detailed specifications for the development, evaluation, and maintenance of situations which facilitate the learning of both large and small units of subject matter, also claims that the ISD process provides for greater effectiveness, efficiency and relevancy in instruction.

Other theoreticians believe that ISD extends one's view of learning and instruction (Dick & Carey, 1991; Gagne, 1985; Gustaffson & Tillman, 1991; Reigeluth, 1983; Seels & Glasgow, 1990). Through ISD, a designer is able to predict the learning outcomes based on learning assessment and learning conditions for both immediate and long-range phases of instruction since it incorporates all steps of instruction as an interrelated phase of teaching and learning activity. ISD allows a designer to rationally link the needs, performance objectives (goal and priorities), learning conditions (resources, constraints, and alternate delivery system), the scope and sequence of the subject matter, and the assessment for individualized or for group instruction (Jenks, 1981 & Gagne, 1985).

Experts in the area of ISD have designed a variety of models for varying purposes based on instructional systems theory. According to Richey (1987), a model of instruction provides a degree of structure and order for instructional activities. This author divided ISD models into three different types of models: (1) conceptual, (2) procedural and (3) mathematical. A conceptual model is analytical and based upon deductive processes of logic and analysis. A procedural model is prescriptive and establishes a sequence of activities. A mathematical model, the least-widely used for ISD purposes, describes the relationship between various components of instruction. The procedural model is the one being investigated in this study. A good procedural model is one that is friendly (easy to follow), specific, integrated, flexible and adaptive to various environments (Bandura, 1976; Seels & Glasgow, 1990; Richey, 1987).

Until recently ISD has not been utilized extensively by ESL/EFL (English as a foreign language) theoreticians and practitioners. In 1981, Jenks introduced ISD into ESL literature. Jenks' work can be classified as a procedural model as defined by Richey (1987). His design was inspired by Gagne, his colleague at Florida State University, who is one of the major proponents of ISD. Since that time not much effort has been made to integrate ISD with ESL educational practices. The most recent works are by Dubin & Olshtain (1987) who proposed a course design which incorporates applied linguistic theory. Similarly, Nunan (1988) proposed a learner-centered curriculum in ESL instruction and emphasized an applied linguistic approach that incorporates some aspects of ISD theory.

The Importance of the Study

There is reason to believe that instructional systems theory can be applied to significantly improve the effectiveness of ESL/EFL instructional materials

(Jenks, 1981). Moreover, this study can make important contributions to the pre-departure preparation of a large number of Indonesian scholars, thereby enhancing their advanced higher education at U.S. postsecondary institutions. Efforts, then, should be made to apply ISD constructs to the establishment of an ESL/EFL material design process.

The Purposes of the Study

The primary purpose of this study is to establish a process for developing authentic EFL materials for Indonesian pre-departure scholars. The following goals have been identified:

1. Investigate instructional systems design as a process for the development of authentic EFL materials.

2. Select a successful ISD model and adapt it to the creation of authentic EFL materials.

3. Validate the ISD model as adapted for authentic EFL materials for developing authentic EFL materials.

4. Make recommendations for the implementation of the model.

Limitations and Assumptions of the Study

Limitations:

The followings are the limitations for this study:

1. One of the characteristics of an effective ISD model is its applicability to various settings (Seels & Glasgow, 1990). However, the model designed through

this project has been validated only for Indonesian EFL practitioners creating authentic EFL materials for pre-departure Indonesian scholars. Any conclusions and/or recommendations derived from this study might not apply to other populations and settings.

2. No actual testing of the model will be conducted. This study is only aimed at creating the model. Testing is beyond the scope of this study.

Assumptions: this study is based on the following assumptions:

1. That EFL practitioners in Indonesia do not currently utilize an instructional systems approach in the creation of instructional materials including authentic materials.

2. That the use of an ISD model will increase the efficiency of developing materials for EFL students.

3. That the use of an ISD process can improve the quality of EFL instructional materials.

4. That there are no inherent cultural barriers that would preclude the use of system theory by Indonesian EFL practitioners.

Definition of Terms

The following are terms and definitions that help the readers of this study interpret the content and the results of the study.

Authentic Audio-video Bites: are portions of audio and video electronic materials that can be extracted from a larger whole.

Authentic Printed Materials: are unmodified text and graphic materials printed in native settings.

Content Analysis: is the process for determining what information should be included in an instructional program.

English as a Foreign Language (EFL): is a language learned and spoken as a medium of expression among certain levels or groups of people in a country (e.g., English learned and spoken in Indonesia).

English as a Second Language (ESL): is a condition where one learns English as another language within the language environment. Examples are the American Cambodian learning English in the U.S.; people learning and speaking a language as a common language for business, education or government in addition to the official language of the country (English spoken by Malaysians, Singaporeans, The Filipino, or by Indians).

Front-End Analysis: is the training needs assessment that is conducted at the beginning of the ISD process.

Instructional systems design (ISD): is the entire process of analysis of the learning goal and the development of a delivery systems to meet the needs of the learners (Briggs, 1977).

Instructional systems designer: are people who apply system theories and processes in developing educational materials.

Instructional Package: is a set of materials designed to achieve a specific educational purpose.

First Language (L1): is the native language acquired by an individual as a mother tongue.

Second Language (L2): is a second or a foreign language acquired by an individual other than his/her native language.

Pre-departure Scholars: are scholars preparing to study in another country.

Pre-recorded Commercial Materials: are audio or video materials produced and sold for educational or entertainment purposes.

Simulated Materials: are audio, video or print materials created to closely imitate authentic materials.

Subject Matter Experts: are people who have acquired skills, knowledge and mastery of a discipline.

Target Language (TL): is any language that is a target of teaching and learning by second or foreign language learners.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter is intended to focus on the following specific purposes:

1. To clarify the concept of authentic EFL materials.
2. To review the research findings of the communicative values of authentic EFL materials.
3. To review models of instructional systems design and select an appropriate one to be adapted as a model for the development of EFL authentic materials.

Authentic Materials

Most EFL programs in Indonesia focus on learning the English linguistic system in order that their participants be able to pass standardized assessments to study in English speaking countries (Gunawan, personal communication, March 5, 1990). Therefore, the materials used in EFL programs are selected based on this focus. Little attention has been paid to developing materials for participants who have passed standardized tests and are preparing to study overseas. Valdiz and Wilbur (1992) stated that participating academically and socially upon arrival in the U.S. is the most difficult task for Indonesian scholars studying in the U.S. Hence, materials for pre-departure scholars should be selected to build confidence and successful participation in U.S. universities.

Widowson (1981) said that the best way to learn a foreign language is to live with people who use the language in their daily lives. His statement implies that

Indonesian scholars would learn best if they were sent to an English speaking country. However, the technological advances have made it possible for Indonesian scholars to acquire linguistic as well as para linguistic expressions through authentic materials easily accessed through electronic news and entertainment networks prior to their arrival in the U.S. Based on recent findings by researchers and practitioners in the area of materials development for ESL participants, authentic materials are their choice to cope with academic and social survival skills (Balasco, 1988; McGinnis, 1992 and Jiaju, 1984).

The Use of Authentic Materials

Authentic materials represent real uses of language in real situation. They reinforce the teaching trend from memorization and foster flexible strategies to acquiring, organizing and applying language knowledge. Visual authentic materials help students retain the newly acquired information longer than non-visual materials, especially when combined with audio (Svensson, 1985).

Authentic materials help non-native speakers observe the real use of language and develop their comprehension strategies. Stempleski (1987) listed the following reasons for using authentic materials in teaching English: (1) increase students' motivation, (2) present real language, (3) provide access to authentically look at the target culture, (4) act as an aid for comprehension and practice in dealing with real situations.

Hristova (1990), after years of using authentic materials, reminded EFL teachers that authentic materials will be successful only if they are relevant and are appropriate to the students' language level (beginning, intermediate or advanced). Morrison (1989), on the other hand, stated that authentic materials can be used for all levels of language learners. The teacher, according to Morrison, should be

innovative in designing or adapting materials for use by each level of language learners. Therefore, an EFL teacher should be aware of the differences in the material itself and the target learners.

Jiaju (1984) reported that his students in China showed satisfactory progress in listening comprehension after using authentic listening materials recorded directly from the British Broadcasting Corporation (BBC). These students were more confident in using the language expressions, and more importantly, they could cope with new environments more easily when they were in real-life situation abroad. They reported having less culture shock since they became knowledgeable about cultural differences. Manning (1988) also found that authentic materials provided students with more ability to communicate in the target language. Judged by native speakers, her students were better in their pronunciation and intonation. In addition, her students were better in their use of idiomatic expressions. Students' gestures were more authentic than those taught with traditional materials.

Authentic materials provide more current information in English. Most adult learners are familiar with the most current news obtained from Indonesian media. When similar information is given in the target language, the learners are more motivated since they are supported by their prior knowledge (Afflerbach, 1990, Knowles, 1984). CNN, BBC, ITN, and ABC broadcast the most current information daily through television and radio networks. The news from these networks, in addition to language teaching, provide Indonesian pre-departure scholars with new knowledge about the world and the culture of the country they plan to visit for their advanced studies (Ismail & Humam, personal communication on August 15, 1992).

Traditionally, most materials focus on forms and rules of the target language. But Dulay, Burt, and Krashen (1982) and Krashen (1983) recommended that ESL instructors select instructional materials which focus on conveying communicative messages rather than on certain language rules and features. Hebert (1991) found that ESL/EFL students which used authentic scripted video materials showed significant progress in comprehending messages delivered in English.

Wilkins (1979) proposed two layers of curriculum concepts: notional (the equivalence of semantic) and functional. Notional syllabi focus on developing a strategy dependent on material selection. Functional, on the other hand, denotes selecting language notions that will assist the learners to function communicatively in the target language. Savignon (1983) whose work was known in communicative theory, redefined the components of communicative competence developed by Canale and Swain (1980): grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Savignon suggests that EFL instructors base their curriculum design and material development on these four components.

Grammatical competence is the ability to recognize the lexical, morphological, syntactical, and phonological features of a language. Sociolinguistic competence is the ability to identify the social context in which language is used. Hymes (1967) pointed out that sociolinguistic competence is a judgment of appropriateness when using language features. Discourse competence is the ability to identify values, intentions and the purposes of language utterances, which includes contextual coherence. Kaplan (1966) conducted an intensive study on various cultural groups to identify discourse patterns and found that every cultural group has their own discourse patterns. He identified five major dominant patterns of formal written discourse.

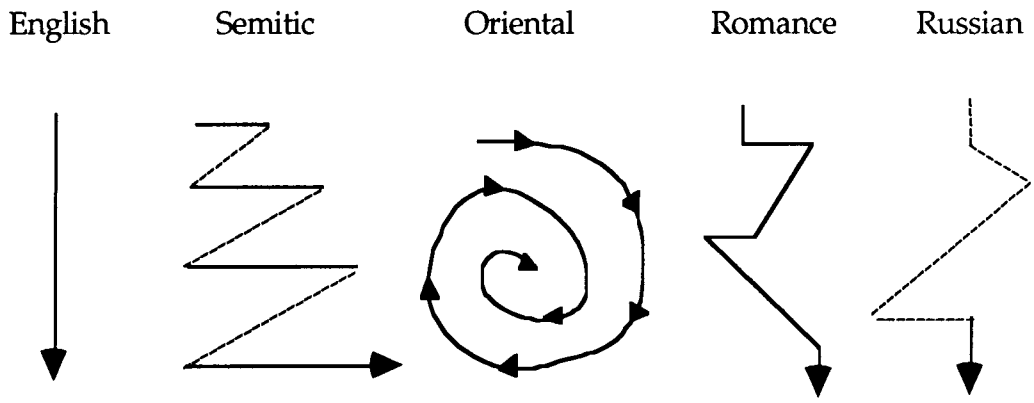


Figure 1: Dominant Patterns
of Formal Written Discourse in Major Language Groups

Experts in authentic materials for ESL/EFL learners agree that authentic materials help target language learners judge appropriateness and discourse values, intention and the purposes of the target language features. By having appropriate judgment of the value, intention and the purposes of language features, learners will be able to develop strategic competence when communicating in the target language.

Body language, tone and intonation are very cultural (Hall, 1959, 1966; Mehrabian, 1968; Stewart, 1972). Authentic materials have proved to be very effective and efficient in assisting EFL learners to interpret paralinguistic expressions (Bacon, 1987; Garcia, 1991; McGinnis, 1992; Stempleski, 1987).

Pedagogically organized and sequenced materials are not as effective as authentic ones. James (1984) found that most commercial studio speakers are very slow with precise cadence, and with few interruptions, contradictions or hesitations. Textbooks and audio visual materials produced by publishers are typically well-planned and well-scripted to reduce hesitations, pauses and interruptions. Young (1992) found that communicative strategies among ESL learners increased

when using authentic materials since students have become more familiar with cultural background exposed through authentic settings. Geddes (1982) suggested that a foreign student learning English needs to understand spontaneous speech with all its "ums", "ers", incomplete sentences and mid-utterance changes of direction in order to be familiar with the context when encountered in real settings. Spontaneous speech informs the learners far beyond cognitive levels of the language. It allows them to observe different meanings attached to certain expressions. The use of authentic materials help foreign language learners perceive language input more broadly and completely.

Rings (1986) classified authentic materials into planned and unplaned discourses. She assumed that context and content are the two aspects that help someone comprehend a discourse. She also assumed that without control of the cultural knowledge specific to a text, one cannot produce such a text, and no observer can fully understand it, whether that person is a native speaker or a second language learner. Therefore, she suggested that an instructor familiarize students not only to the text itself but also to cultural background of the text.

A planned discourse is organized according to the assumption of an author or publisher toward learners. Unplaned discourse, on the other hand, is the discourse that takes place in native and real settings. To understand real discourse, Rings (1986) suggested that language learners be taught to acquire and be made aware of the contextual and content-oriented references of the text discourse, and not taught the changing speech patterns of the native speakers. Selecting authentic materials and arranging them methodologically for language teaching would be one way to expose EFL students to the use of language discourses in a real situation (Lonergan, 1990; Stempleski, 1987).

Wilkins (1979) believed that an instructor has to expose EFL students to language notions which are used for native speakers. He said that when EFL

students come into contact with native speakers of the language, they have serious problems with comprehension. These EFL students might be able to perform adequately when speaking, but they frequently fail to understand what native speakers are saying to them. The reason for that, according to Wilkins, is because they are not accustomed to hearing the language as it is produced by native speakers for native speakers. He recommended that an instructor of English use materials which have not been specifically written or recorded for foreign language learners, but which were originally directed at a native-speaking audience. Swan (1985) supported Wilkins by saying that most written teaching texts are fundamentally non-communicative since they are written to present language data rather than to convey information. Scripted materials are useful for presenting specific language items economically and effectively because course designers have control over the input and can provide the linguistic elements and contextual back-up they wish. Authentic materials, according to Swan, give students a taste of real language and provide them with valid linguistic data for their conscious acquisition process.

Nostrand (1989) added that through authentic materials, students will consciously acquire the culture of the target culture; its system of major values, habitual patterns of thought, and prevalent assumptions about human nature and society. He believed that culture is a component of communicative competence and without this element one cannot convey a message precisely in the target language.

Communicative Values of Authentic Materials

Language is a verbal thinking process. It is an interrelated and interdependent process which includes listening, speaking, reading and writing (Haverson,

1991). Deficiency or growth in one may cause deficiency and growth in another. Language, according to Haverson, is balanced between the two receptive processes of listening and reading and the two productive processes of speaking and writing. He further suggests that English instructors use authentic materials since such materials provide the best models of a language. The productive processes, according to Ali (1987) and Vildiz and Wilbur (1992) are low among Indonesian scholars studying at the U.S. universities. To balance the two types of processes, Haverson suggests that learners be involved in real language activities. This can be done by bringing authentic English materials to non-native settings and using them for language practices. Morrow and Schocker (1987) agreed that students feel more involved when authentic materials are used for teaching language because students can then observe authentic interactions such as how to complain, to apologize, and to ask for information.

To communicate means to comprehend a message from a speaker and to respond to it understandably for both the speaker and the hearer. Comprehending messages is one of the most difficult aspects when an international student arrives in the U.S. (Valdes, 1990; Yamamato & Terdal, 1992). Mehrabian (1968) concluded that communication occurs when one is able to comprehend the relationship between words (expression), intonation and tone, and body language. He found that human beings communicate 7% through words, 38% through intonation and tone, and 55% through body language. Stoynoff (1992) argued that the target culture has been a neglected component in many intensive ESL programs. He suggested that the target culture should be included in all intensive English program curricula.

Understanding language at authentic levels is more meaningful and motivating than knowing the rules of the language. Learning a foreign language is not

a one-sided process in which a learner receives knowledge of a language (rules, features, etc.) from a teacher, but rather a two-sided process in which a learner understands the messages uttered by a native speaker and is capable of conveying messages understandable to native speakers.

Communicative theory of language education emphasizes a two-sided process. This theory demands that students be taught to acquire meaningful inputs (Curran, 1976; Krashen, 1981, Savignon, 1983; Stevick, 1982; and Terrel, 1985). When an instructor uses materials that promote meaningful inputs, learners can then expand their one-sided process to a two-sided process of communication. Krashen (1981) suggests that listening to real-life communicative contexts at a maximum level develops readiness of the learners to respond. Stage of readiness, as stated by Krashen (1981, 1985), is an important phase for developing confidence. Confidence is an important affective factor in developing communicative channels. Burt and Dulay (1983) divided communicative channels among language learners into: (1) one-way communication by listening or reading the target language, (2) partial two-way communication by responding physically and orally in the native language, and (3) full two-way communication in the target language.

Using authentic materials appropriately helps EFL learners develop confidence in how, when and where language discourse is to be used, because they are able to recognize the hidden dimensions of the language (Hall, 1959, 1966 and Condon & Yousef, 1981). Knowing when, where and how to use language discourse will help EFL students develop strategic and sociolinguistic competencies necessary for communication (Savignon, 1983). In addition, the level of anxiety prior to and during communication will be lower since EFL students are more familiar contextually and situationally with the target language environment

(Halliday & Hassan, 1990; Young, 1992; and Schumann, 1978). Stevick (1982) proposed that an instructor selects materials that promote emotions as well as intellect, provides occasions for students to interact with one another, presents realities, and contributes to the student's sense of security.

Authentic materials, in many ways, present realities and provide security for the learners through familiarity with how, when and where certain language discourse is used. Stevick (1982) proposed that ESL instructors promote security, self-assurance, confidence and awareness for both the teacher and students. Thus, teachers need to relate their language teaching method, technique, and approach to instructional situations. Language teaching has moved from rule-isolation to functional language use. Finnochiaro (1983) urged that language teachers use authentic materials to avoid inappropriate instructional situations.

Understanding the socio-cultural contexts of the language being studied is recommended by sociologists, anthropologists, psychologists and psycholinguists in order to communicate effectively in a foreign language. A language is a means and the gate to knowing and appreciating others (Bennedict, 1959; Hall, 1966; and Malinowski, 1929). A language, when used in communication, works within two main structures: deep and surface (Chomsky, 1957). Each structure serves as a supporter to the other. Chomsky (1957) added that when one communicates in a foreign language or in their native language, one should be aware that the receiver interprets the conveyed messages into two cognitive processes: competence and performance. What a person said might or might not be parallel with their competence depending upon the context, situation and the content of the messages. The use of authentic materials is helpful for both teacher and students in investigating the two language structures and cognitive processes. Garcia (1991) stated that the use of authentic materials will lead students to a greater understanding, not only

of the language, but also of the sociocultural context in which the language discourse is used. Brown (1987) assumes that second language learning is merely the learning of new surface structures, a new set of forms for the basic meaning already established in first language. He further supports that meaning and thought seem to be as culturally determined as surface structures. Using authentic materials assists students in identifying values and norms in the new language similar to and different from their own culture.

Authentic materials, especially video materials, have the ability to present complete communicative situations. Lonergan (1990) found that when sound, vision and other aesthetic aspects of learning materials are combined, learning is more motivating and interesting because students not only learn language features but also observe complete communicative contexts. The teacher can explain paralinguistic information of the materials and students can interpret them based on prior knowledge of their own culture and the culture of the target language.

A process of negotiating meaning also occurs when authentic materials are used. Students can observe communicative clues that appear in the materials and discuss them with peers and teachers. The negotiation process is a natural and necessary part of normal communication activity (Schegloff, Jefferson & Sacks, 1977). Pica (1987) found that adult learners of English develop strategies and negotiate for meaning during jig-saw, two-way, and opinion-exchange communication tasks with native speakers.

Authentic materials have also proved to be an affective tool in lowering cultural bias of the learners toward the target language cultures, stereotypes and ethnocentrism. Bacon (1987), Hall (1966), Sadow (1987), and Stewart (1972) all believe that cross-cultural awareness is eminent in developing a level of appreciation of certain cultural groups toward others. Bacon (1987) insisted that the con-

flict between previous knowledge and culture might result in bias and higher respect toward the target language culture, depending on how one sees and interprets their own and the target language culture. Authentic materials, according to Bacon, can provide a beginning learner a wealth of information. Authentic materials also pre-establishes an appropriate culturally unbiased comprehension model and an adequate advanced organizer, that is an ability to make general but comprehensive preview of a concept.

Teaching English by using authentic materials is actually teaching language with a purpose, that is to cognitively and effectively use the target language (Rogers & Medley, 1988). Authentic materials are culturally and contextually oriented (Altman, 1990, Lonergan, 1990; Stempleski & Tomalin, 1990). EFL instructors should be aware and, possibly, knowledgeable in both their own culture and the culture of their students. Stoynoff (1992) suggests that ESL programs should include orientation of the target language culture in the program in order to provide better comprehension when a learner encounters a real-life situation.

Nostrand (1989) suggests that ESL instructors take into consideration relevancy of the materials to learner's needs when selecting authentic materials for cultural as well as for academic development. Bacon (1987) advises that ESL instructors investigate possible cultural bias prior to using authentic materials to avoid negative cultural bias toward the target culture and be aware of the environment in which the materials are to be used. MacWilliam (1986) suggests that teachers should observe the effectiveness, efficiency and comprehensibility of the materials prior to using them.

Since the majority of foreign students studying in the U.S. begin their study as adults, they bring with them a range of critical thinking and reasoning skills with their first language. Rogers and Medley (1988) suggest that ESL instructors

consider prior skills when selecting, adapting, and developing authentic materials. They further advise that ESL teachers consider: (1) appropriateness of the text (culturally); (2) appropriateness of the task (the degree of fitness between what students are asked to do and what they are capable of doing, both cognitively and affectively); and (3) appropriateness of sequence (this refers to the order in which tasks are arranged, progressing from easier to more complex). These aspects are parts of instructional systems design (ISD). Bee (1987; 1992) suggests that educators provide training and education for adult learners should have a mutual understanding of emotional, social, and cultural problems faced by adults going through various phases of their journey of adulthood.

Authentic materials vary in shape, size and format. At a time when news and entertainment networks are linked electronically through satellite and can be transformed into visual, audio, computer display and printing format, access to authentic materials is not as difficult as it was. An EFL teacher in Banda Aceh, a city at the very northern tip of Indonesia, has access to TV and radio broadcasting networks of CNN, ITN, BBC, Australian Broadcasting and others 24 hours a day.

Using authentic materials appropriately requires knowledge and skills in selecting, adopting, developing or adapting the materials to meet the needs of the learners. Developing a model for selecting and adapting authentic materials by applying instructional systems design theories will be an alternative way to develop effective, efficient and relevant materials for the learners. Therefore, it is necessary that EFL teachers be given basic knowledge in instructional systems design for selecting, adopting, adapting and developing appropriate authentic EFL materials. By using a model, especially after it is validated by a review team, maximum effectiveness, efficiency, relevancy (internal and external) of materials can be achieved. Should EFL teachers be given some basic knowledge in instructional systems design, they would be able to select and use the materials appropriately.

Instructional Systems Design

Definitions

Instructional systems design (ISD) is defined as the entire process of analysis of the learning goal and the development of a delivery systems to meet the needs of the learners (Briggs, 1977). Gustaffson and Tillman (1991) define ISD an integrated set of instructional elements that interact with each other. Thus, the task of a designer is to relate all elements effectively and efficiently to meet the needs of the learners.

Seels and Glasgow (1990) define instructional systems design (ISD) as the process of solving instructional problems by systematic analysis of the conditions of learning. ISD is an ordered set of activities that designers should follow to develop instructional materials that meet the needs of the learners (Leshin, Pollock, & Reigeluth, 1992). Therefore, instructional designers should be people who have the capability to extract, analyze, organize and to synthesize information for instructional purposes (Seels & Glasgow, 1990).

Richey (1986) outlines ISD as the science of creating detailed specifications for the development, evaluation and maintenance of situations which facilitate the learning of both large and small units of subject matter. In order for designers to analyze, organize and synthesize information appropriately, they must work closely with subject matter experts and other experts involved in instructional development. Designers should be able to link related disciplines to their teaching materials in order to better shape learning and teaching atmospheres.

Chadwick (1991) assumes that instructional systems design is a technological process. He defined it as a technological process based on the psychology of human learning, the analysis of the nature and operation of teaching-learning

situations in the classroom, and the system approach. When developing an instructional approach, Chadwick suggests that designers specify needs, learning objectives, contents, media, presentation forms, validation procedures, and evaluation procedures for each teaching and learning situation. He added that instructional development is not an accidental process, subjective, or capricious, but rather a process which is objective, scientific and flexible.

Characteristics of A Good Model of Instructional Systems Design

Efficiency

Instructional design, in many ways, is similar to management design in business and industry. Instructional design is a gate to efficiency and effectiveness in the area of education. It provides designers with a broad view of instruction, including the perspective of the students, the teachers and the policy maker.

Webster's New World Dictionary (1966) defines efficiency as "the ability to produce the desired effect with a minimum of effort, expense, or waste; quality or fact of being efficient." When the concept of efficiency is applied into ISD, it implies that the tasks can be completed with fewer resources, time and effort. Shafritz, Koeppe & Soper (1988) defined efficiency as the promotion of administrative methods that produce the largest store of results for a given objective at the least cost; the reduction of material and personnel cost while maximizing precision, speed, and simplicity in administration.

Efficiency can also be increased by applying other related fields, especially those of human learning, education, engineering, sociology, anthropology, communication, and psychology. Instructional design theory not only prescribes the

steps or procedures of instructional delivery, but also provides a linkage with theory, research, technology, and the nature of subject matter and its practices (Dick & Carey, 1990; Gagne, 1985; Rossett, 1987).

Conducting a thorough front-end analysis to find out the true needs of learning, relating instructional design and delivery to theories, researches, technology and the nature of the subject matter is one of the most important phases in ISD. An instructor should be creative and innovative in managing resources, time, and effort and in linking other related disciplines (their theories, researches, and the nature of subject matter and its practices) to develop effective and efficient materials for the targeted audience.

Effectiveness

Effectiveness is defined as the degree to which an instructional materials are capable of producing desired results. The whole system of instructional systems design with its feedback loop help to guarantee the achievement of goals and objectives.

Formative and summative evaluations are tools in establishing effectiveness of instructional materials (Dick & Carey, 1990). Formative evaluation increases effectiveness at each stage in the development of instructional materials. Summative evaluation documents the effectiveness of the entire set of materials after they are completed. If the materials are more appealing because the learner's needs have been thoroughly considered through intensive front-end analysis, there is a greater chance that they will produce a desired results.

Relevancy

Relevancy is defined as the degree to which specific materials contribute to achieving the instructional purpose (Briggs, Gustafson & Tillman, 1991). Materials should be designed and developed to close the gap between the learner's entry behavior and the intended outcomes of teaching and learning activities (Rossett, 1987).

In the Stiehl-Schmall instructional systems design model, relevancy is defined in two ways: internally and externally. Internal relevance refers to the degree to which the development stages contribute to each other and the degree to which media and instructional strategies are designed to attain instructional objectives. External relevancy refers to the degree to which an instructional program addresses a real learner need (Stiehl, personal communication, October 12, 1992).

The Separation of the Role of the Designer and Subject Matter Expert

The nature of subject matter is varied, meaning an instructional designer can not be an expert in all areas. However, it is an advantage if instructional designers are also a subject matter expert (SME) in the area being addressed. Should they not be experts, they work with a SME to gain understanding of the development and sequence of the subject matter (Rossett, 1987). Dick and Carey (1990), Richey (1987), and Geis (1987) acknowledge that SMEs are the ones who supply the content for instruction. SMEs are responsible for the accuracy, emphasis, and content of the instructional process. A good instructional material product, as agreed by many ISD experts, is one that is produced by a collaborative team. The Stiehl-Schmall Instructional Systems Design Model is an example of a model which brings together a SME and an instructional designer in addition to media specialists, practitioners and members of the intended audience (Stiehl, personal communication, October 12, 1992).

Learners as a Central Focus of Instructional systems design

The final component of the instructional process is the evaluation of student performance, where students demonstrate what they have learned. Therefore, students should be involved in all processes of instructional systems design, including the creation of instructional materials. Designers should identify needs

(goals and objectives) as the first steps in ISD. Learners, especially adult learners, are usually aware of what they want to accomplish when enrolling in an instructional program. To understand the needs of learners, designers could conduct a needs assessment as the bases for selecting materials, approaches (methods and techniques) to be used, and teaching aids (Jenks, 1981; Nunan, 1990; Rossett, 1987). A needs assessment can be conducted through various techniques, such as surveys, questionnaires and interviews. Gagne (1991) said that by analyzing the needs and objectives of learners, designers can understand what is to be taught and instructors can understand what to teach. Instructional objectives also assist teachers and students to understand what knowledge, skills and attitudes are to be evaluated. In instructional systems design objectives and evaluation are always be linked (Dick & Carey, 1990; 1991).

Detailed Outlines of Instruction

Having instructional objectives in hand, according to Yelon (1991), is like having a map for a driver. Designers need instructional objectives in order to help them to be better select proper materials, instructional methods, techniques, and modes of evaluation. According to Yelon, an objective is a set of knowledge, skills and attitudes with specific criteria and conditions to be achieved by a learner in order to function effectively and appropriately in an environment.

Bloom, Englehart, Furst, & Kratwohl (1956), divides instructional objectives into three areas: cognitive, affective and motor skills. Cognitive objectives describe the attainment of understanding such as being able to write, read, edit, and evaluate an article written by an author. Psychomotor skill, according to these authors, are skills that involve physical movements.. Affective objectives include the acquisition of attitudes and feelings such as selecting color, shape, sound, tone, and intonation. Bloom sequenced cognitive objectives into: knowledge, compre-

hension, application, analysis, synthesis, and evaluation. Gagne (1985), in contrast, divided human objectives into intellectual skills, verbal information, cognitive strategies, motor skill, and attitudes.

According to Rossett (1987) identifying instructional objectives through needs assessment delineates a clear line between the actual performance and the expected performance of the learner. This difference is referred to as a learning "gap". When a "gap" is identified, designers must further try to find why the discrepancy occurs, how it happens, what the obstacles are to narrowing the gap, and what solutions to this problem exist. Rodriguez (1988) and Landa (1983) said that needs assessment helps designers view instruction holistically, identifying a broad range of possible goals and then ranking those goals in order of importance (internal perspectives of outputs).

The Relationship between Related Disciplines and Instructional Design

In order to view instruction from a broad perspective, a designer links instructional design with other disciplines. Richey (1987) says ISD is actually shaped by six conceptual based theories:

Philosophical Theory

Theory is a way of interpreting, criticizing, and unifying established generalizations (McLaughlin, 1987). All theories are categorized by the way they were generated and by the way they were concluded. Brown (1987) classified language acquisition theory into seven categories: (1) those attempting a behavioristic explanation, (2) those attempting to reveal that acquisition is innately determined, (3) those attempting to relate forms and functions of a language, (4) those attempting to search for differences between competence and performance, (5) those attempting to investigate the role of comprehension and language production, (6) those focusing on the universality and innateness of a language, and (7) those attempting to find the role of imitation and practice in language acquisition.

McLaughlin (1987) divided language acquisition theory into five general theories: acculturation/pidginization, interlanguage theory, universal theory, cognitive, and Krashen's monitor theory. Ellis (1985) adds four more theories: accommodation theory, discourse theory, the variable competence model, and neurofunctional theory. Knowing such theories will broaden designers' view of instruction.

Philosophical theory influences how one believes the subject matter should be pursued and instructed. With some understanding of different philosophical approaches to the subject matter, designers are able to provide direction on how a course should be planned and developed. This allows the shaping of individual lessons that fit the needs of the learners and expectations of subject specialists (Dickinson, 1987; Long & Richards, 1990; and Rossett, 1987).

A designer's philosophical approach to subject matter will affect the design. For example, ESL/EFL experts who strongly believe in a structural approach to language teaching will design their program to master language rules. On the other hand, a communicative approach theoretician will direct their effort toward the development of the learners' communicative competence and modify their programs based on learning theories to best meet the needs of learners (Dubin & Olshtain, 1987).

Learning Theories

Designers need to have background in learning theory in order to adjust their design to the types of learners who are the recipients of the program. Humans process, transfer and reveal information differently, individually and culturally (Hall, 1959, 1966; Kaplan, 1966; Morgan & Harris, 1988). Each person sees the world differently. Understanding the differences in learning styles of both individuals and cultural or ethnic groups is a central focus in instructional design (Rose, 1992).

Communication Theories

Communication theories provides rationale for how a message is transferred and coded. Instructional designers are sensitive to what modes of communication patterns the learners prefer when involved in problem solving situations.

Designers should be wise and broad-minded in selection of an appropriate theory of communication. Designers should base their design on the needs of the learners, the environment, the supported resources, media, and type of instructions to be delivered (Dickinson, 1987). Communications media that are selected should be compatible with learning styles, learning strategies, subject matter, learning theories, and the environment (Kemp & Smellie, 1989; Kroonenberg, 1992).

Management Theory

Because the main goal of instructional systems design is efficiency, effectiveness and relevancy, some authors believe that management theory is the essence of the instructional design process (Johnson & Foa, 1989). Management theories assist designers in controlling, monitoring, supervising and evaluating programs. ISD breaks a large and complex project into smaller and more manageable components. Therefore, a designer is able to identify better strategies, approaches, activities, and methods that are likely to enhance student's learning.

Instructional Media

Impressions that are created by combinations of pictures, words, and sounds have been proven to be very effective in storing newly acquired information in long memory. Multi-sensory learning is more effective than learning solely through hearing or reading (Wilkinson, 1980). To help people learn effectively designers should be strategic in developing materials, and in choosing appropriate technology in which to transfer the knowledge.

Instructional Delivery

A subject matter expert as well as an instructor usually has a preference for how material is to be delivered and sequenced (Richey, 1987). The approach or philosophy that a subject matter expert holds effects the sequence of instructional delivery. If the SME is a conceptual person, he or she will prefer that the materials be taught through a conceptual analysis of the subject matter. However, after conducting front-end analysis, a designer should be able to recommend how the instruction should be conducted to best fit the needs of the learners (Rossett, 1987).

McLaughlin (1987) said that theory operates dimensionally by its approach; deductive or inductive. Deductive theory relates the concepts of each other in a set of propositions that are assumed to be true (sometime without proof), though they may be empirically testable. An inductive approach, on the other hand, progresses from the accumulation of sets of facts and sets of laws to theory.

Understanding instructional theories helps designers make appropriate decisions regarding various learning activities. Littlejohn (1978) said that the first function of theory is to organize and summarize knowledge. McLaughin (1987) stated that there are three functions of a theory: (1) to further understand and organize the experience from a relatively large amount of information, (2) to help the user of a theory draw a conclusion from laws and facts of a theory and transform it into the content and form of our knowledge, and (3) to guide prediction when such laws and facts are applied into field practice.

Instructional theories, according to Richey (1987) help professionals comprehend and organize data that has been provided by experts in the area of study. Instructional theories also provide designers with large amounts of information and guide them to conclusions that have less risk than experimental approaches. Instructional theories enable practitioners to select relevant data that are congruent to plans of action.

There are many theories of instruction proposed by experts in training and development, ESL/EFL, psychology, business and industry, and the military. Studying and analyzing instructional theories helps ESL/EFL instructional designers select which of the proposed designs would likely meet the needs and the learning styles of the ESL/EFL learners.

Instructional Systems Design Models

According to Richey (1987), instructional systems design theory can be addressed through three kinds of models; conceptual, systematic and procedural.

Conceptual Model

An instructional approach is said to follow a conceptual model when materials for a certain subject matter is presented in a general analysis and relevant components are related and explained in detail. The conceptual model is analytic in nature. Hoover (1984) said that conceptual model theory is based upon deductive process of logic and analysis as well as inferences from observations.

Systematic Model

The systematic model is also called the Mathematical Model, depending on how one views the sequences of instruction and subject matter. Relationships between components are essential in this model. Once a component is missing or does not perform as it should, parts or the whole system might not properly work or might result in new outcomes. This model might be highly abstract or conversely, it can be precise. In operation, this model might also be more hypothetical in finding the relationships between components.

Procedural Model

The procedural model theory provides guidelines on how to perform a task. It is an experienced or trial based model. For example, an approach might be derived from a modification of another theory. This model is prescriptive and serves as a guide for solving a problem. The flow-chart on how to operate a certain machine is an example of a procedural model of instruction.

Functions of the Models.

The purpose of a model is to provide clear guidelines on how to develop instructional materials for certain groups of learners. Chadwick (1991) said that instructional systems design establishes a flow cycle of instructional development that corresponds the target learners' personality. He also states that even a text-book writer should work closely with instructional designer to adjust the flow of materials with the design of instruction. Models can be verbal, visual or both. Seels and Glasgow (1990) indicate the following as the purposes of instructional systems design model: (1) to visualize a systematic process that allows a team in the design stage to reach a consensus, (2) to provide a tool for managing the process, (3) to allow designers to test theories by integrating them within a practical model that can be applied, and (4) to set tasks for the designer that can be used as criteria for good design.

Procedural Models

Procedural model theory is the most common model used in instructional system development (Richey, 1987). This theory bases its operation on the flow of the process. Therefore, without ignoring other models, this literature review focuses on the procedural model.

Core Elements of Procedural Model

Each instructional systems procedural model has its own characteristics. Carl (1976) observed models of instructional television and identified the following seven procedural categories (1) needs assessment, (2) goal generation, (3) learner/audience analysis, (4) content identification, (5) objectives identification, (6) strategizing (media and format), (7) formative and summative evaluation. Richey (1987) examined the Andrew & Goodson ISD model which was designed in 1980 and concluded that there are six core elements of ISD: (1) determine learner need, (2) determine goals and objectives, (3) construct assessment procedures, (4) design/select a delivery approach, (5) try-out the instructional system, (6) install and maintain system.

Professionals can adopt or adapt a model developed by an expert in various disciplines. Boutwell (1976), however, found the following common errors when designers adapt or adopt a model: (1) social variables are not taken into account, (2) most systems are situational to the training, (3) other solution strategies are often ignored, (4) courses and materials are evaluated as single entities rather than interacting components of a larger whole, (5) task analysis lacks realism, (6) the design and development phase of an ID model are often overgeneralized, (7) instructional models are often blindly adopted rather than creatively adapted, and (8) there is too much reliance upon ID development manuals.

The following are samples ISD procedural models used by different designers in different context.

The Instructional Development Institutes (IDIs) Model (1973)

According to Seels & Glasgow (1990), the Instructional Development Institute (IDI) model was developed by a consortium of instructional technology departments at the University of Southern California, Syracuse University, Michi-

gan State University, and the U.S. International University in Corvallis, Oregon. In 1973-74, the corsortium changed its name to the University Consortium for Instructional Development and Technology (UCIDT), and Indiana University became a member of the consortium.

This model was originally used to train teams of administrators, teachers, and curriculum media specialists in principles of instructional systems design. The model has been applied nationally and internationally with much success (Schuller, 1986). The model is divided into three major stages: define, develop and evaluate. It stresses heavily on managerial systems which is not found in other major ISD procedural models (Figure 2).

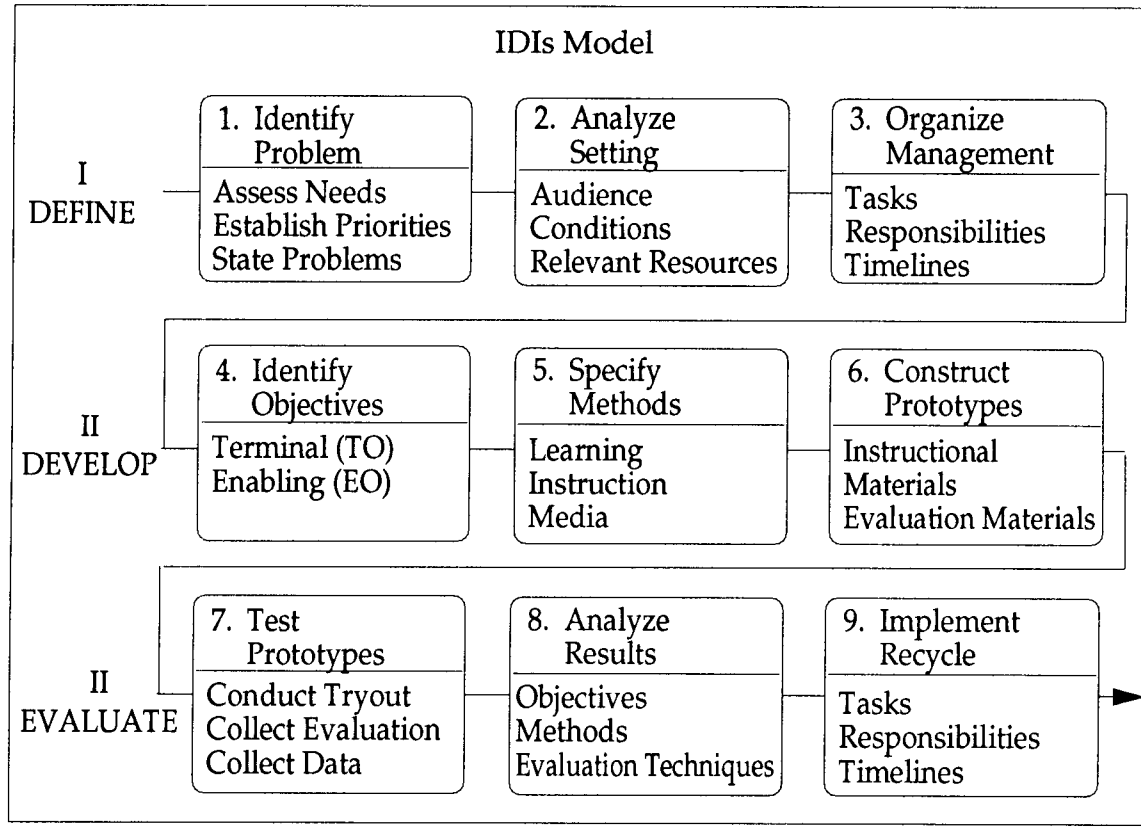


Figure 2: IDIs Model
From Exercises in Instructional systems design by Seels & Glasgow (1990)

The Air Force Model

According to Seels and Glasgow (1990), this model establishes the following process: (1) determining job performance requirements, (2) determining training-requirement (what is necessary to bring them to a skill level), (3) writing behavioral objectives and test items, (4) designing instructional procedures and materials, and (5) conducting and evaluating the instruction. This model requires collaborative work and a lengthy process for collecting information about the learners, environment, subsystems, purposes, and various policies that regulate the air force. Task analysis is done intensively. Evaluation is conducted in the field and learning environment (Figure 3).

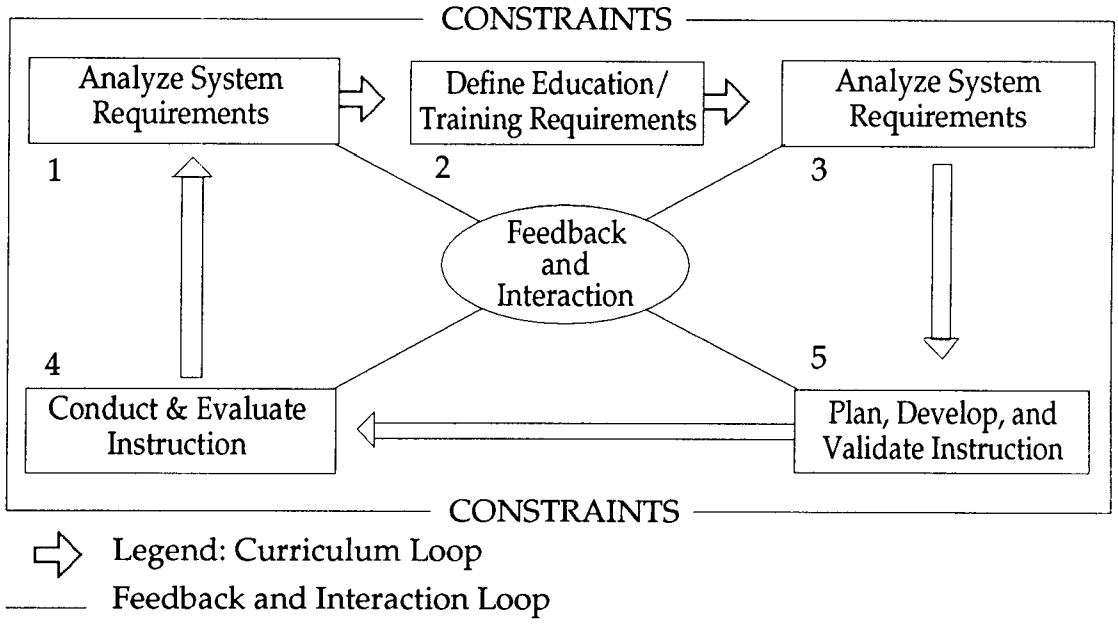


Figure 3: The Air Force Model
From Exercises in Instructional systems design by Seels & Glasgow (1990)

The Gagne and Briggs Model (1977)

The Gagne and Briggs model is divided into four major levels: entry system level, course level, lesson level, and output system level. This model stresses the

types of learning skills and conditions for instruction (Gagne, 1979). The model falls into four levels (1) initial system level, (2) conduct level, (3) lesson level, and (4) final system level.

System level is divided into 1) analysis of needs, goals, and priorities, 2) analysis of resources, constraints, and alternative delivery system, 3) determination of scope and sequence of curriculum and course, and delivery system design.

The second level, course level, is divided into 1) determining course structure and sequence, 2) analysis of course objectives.

The lesson level, is then divided into 1) defining performance objectives, 2) preparing lesson plan, 3) developing, selecting materials, media, and 4) assessing student performance (performance measures).

The last level, the final system level is divided into 1) teacher preparation, formative evaluation, 3) field testing and revision, 4) summative evaluation, and 5) installation and diffusion (Figure 4).

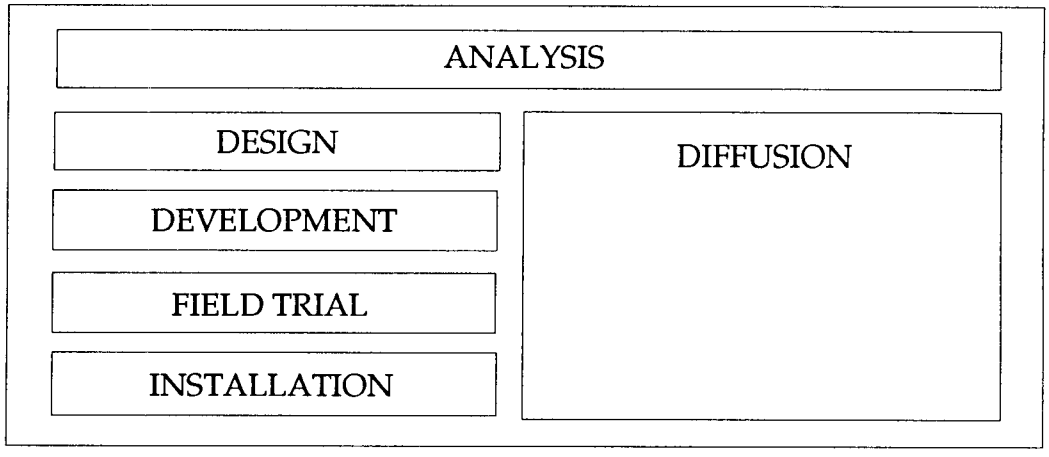


Figure 4: The Gagne & Briggs Model
From Instructional Design Principles to Application (Briggs, 1977)

The Jenk's Learner-Centered Model (1981)

Jenks (1981), designed a learner-centered approach to instruction via needs assessment and material selection for ESL students. It was published as a chapter

in a textbook for ESL material development. He suggests that an ESL teacher identify the gap between what the learner wants to learn and what is contained in available materials before developing an instructional materials. It is assumed that this is the first instructional systems design in ESL. Jenk's model is influenced by Gagne's philosophy of instructional and material development (Figure 5).

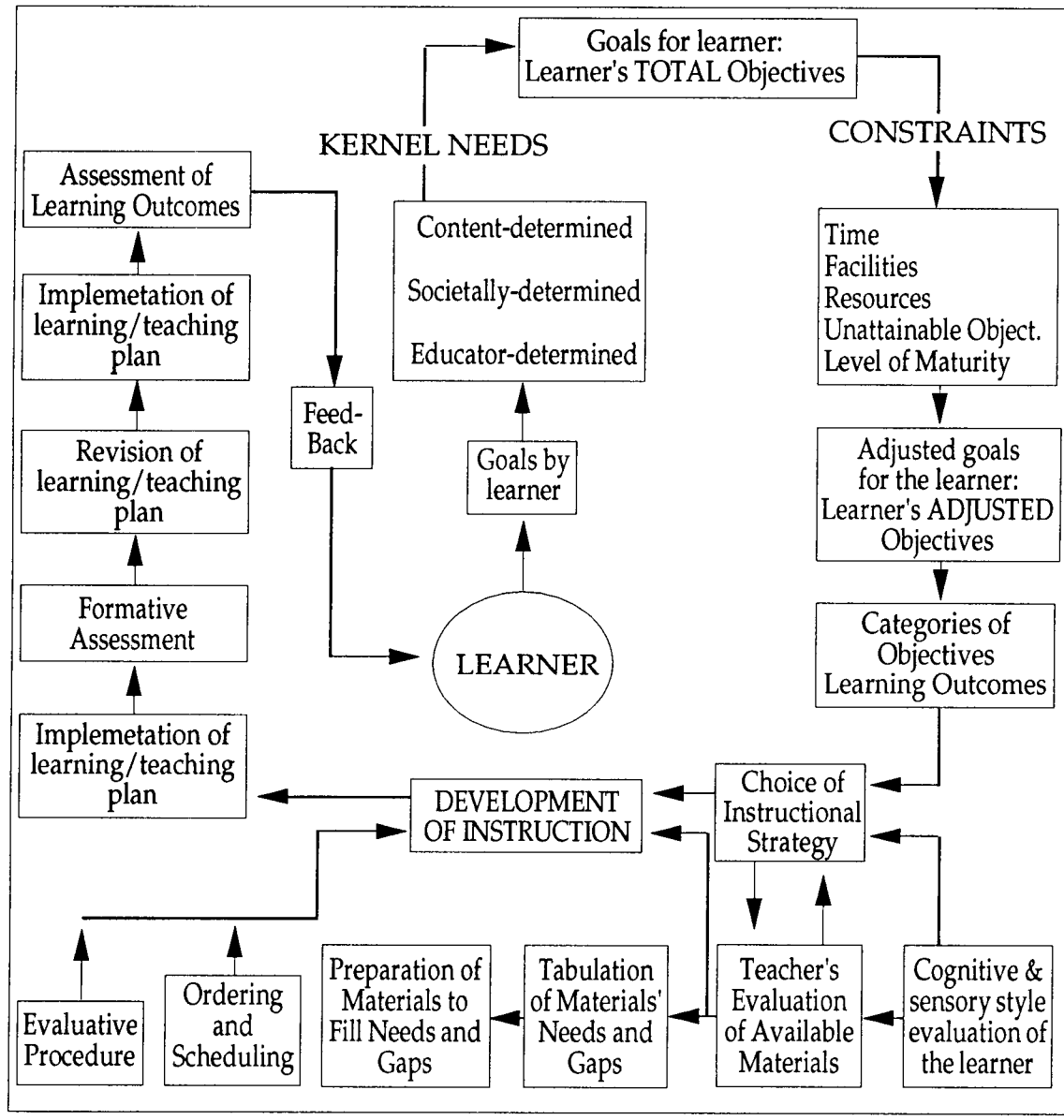


Figure 5: The Jenk's Learner Centered Model

The Dick and Carey Model (1985)

The Dick and Carey model is intended for training instructional designers. The model stresses on identifying performance gaps (instructional objectives) by finding entry behaviors and comparing them to the expected outcomes. Criterion for measuring instructional output is closely linked to performance objectives. It also applies both formative and summative evaluation. Formative evaluation is an evaluation conducted at every stage of instructional development to check efficiency and effectiveness. Summative evaluation is an assessment conducted at the end of a program to check if the goal is achieved (Dick & Carey, 1990). The model shows strong linkages between stages (Figure 6)

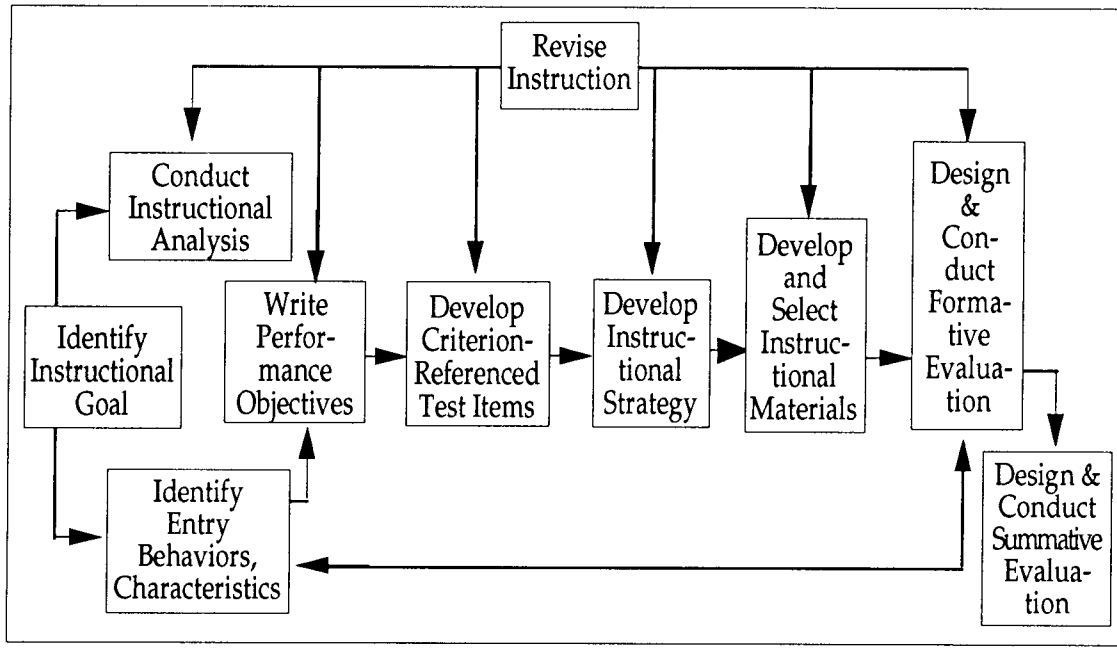


Figure 6: The Dick and Carey Model

The Kemp Model (1985)

The Kemp Model does not prioritize the stages of the ISD process. The model starts with identifying learning needs, goals, priorities, and constraints.

This model lacks specificity on some of the steps (Seels & Glasgow: 1990). It does not draw a clear line between formative and summative evaluation for revision purposes. However, it implies that the designer/instructor can make revisions in almost any stages of instructional material development depending on the progress made during instructional activities (Figure 7)

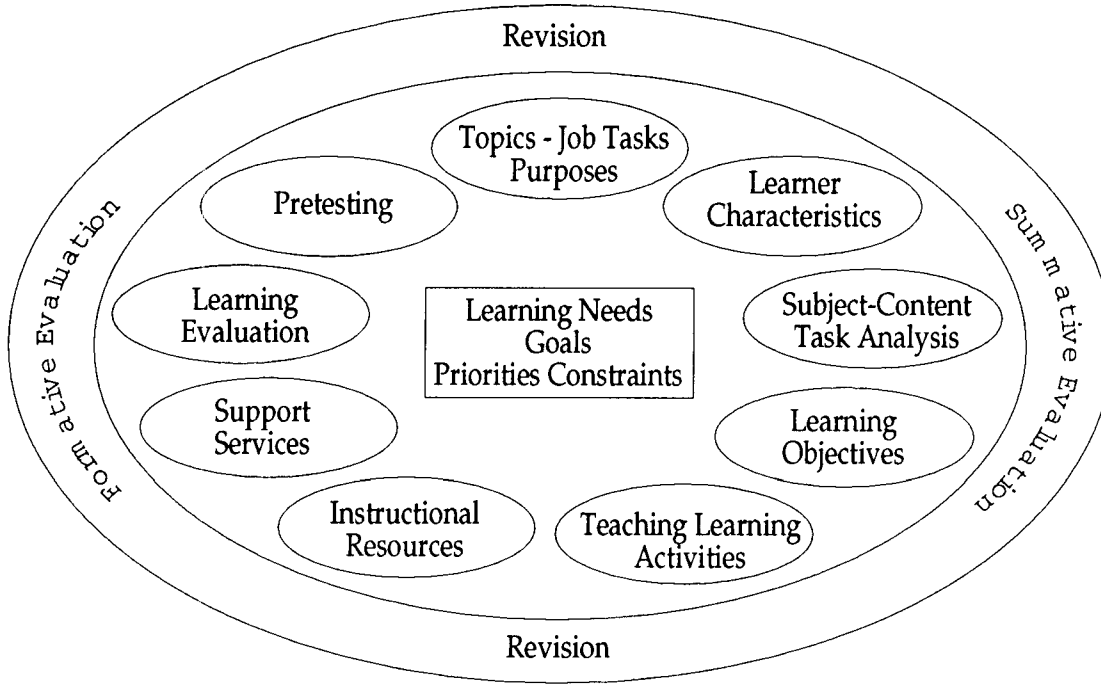


Figure 7: The Kemp Model

The Seels and Glasgow Model (1990)

Some of the steps in the Seels and Glasgow model are characterized by back and forth activities with the preceding steps. It is based on the assumption that a project management plan is formulated and revised as necessary (Seels & Glasgow, 1990). The project management plan, according to Seels & Glasgow, should establish roles, timelines, checkpoint, and supervisory procedures. Formative evaluation is conducted as materials are developed and summative evalua-

tion is conducted as materials are implemented. The model is divided into ten steps (1) analyze the problem, (2) task analysis, (3) write behavioral objectives and criterion-referenced test, (4) determine instructional strategy, (5) select method and media, (6) plan for production, (7) conduct formative evaluation, (8) implement the plan, (9) conduct summative evaluation, and (10) dissemination/diffusion (See figure 8).

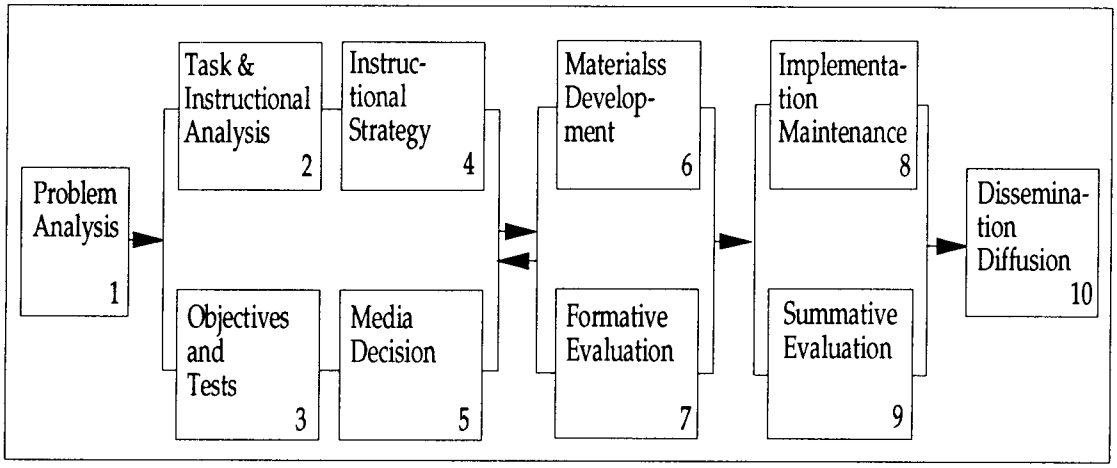


Figure 8: The Seels and Glasgow Model

The models discussed on the preceding pages provide the basic foundation procedures for the use of systems thinking in the development of any kind of instructional materials. They are all models which have been published as generic examples of the instructional systems process. Each is a variation of the same core and represents all or most common characteristics of instructional systems design.

When an instructional designer begins a specific instructional project, he/she usually custom designs a model which provides greater details to the process but adheres to the same common instructional systems design characteristics. As a basis for adapting a model for the development of authentic materials, the Stiehl-Schmall instructional systems design model has been selected.

The Stiehl-Schmall Instructional Systems Design Model (1992)

The Stiehl-Schmall Instructional Systems Design model (Figure 10) has been in continuous use since 1984 for the development of eight nationally and internationally distributed multi-media instructional packages. The model has been used to attract funding for the materials in excess of a half million dollars from six public and private funding sources. The eight programs have received national recognition for their relevancy, effectiveness and efficiency. The most recent recognition was in 1992 when the American Association of Retired Person (AARP) and the U.S. Public Health Service's Office of Disease Prevention and Health Promotion recognized three of the programs as the most outstanding educational program for their impacts on the intended population in 1992 (Appendix J).

In addition to detailed outlines for each stage of material development, this model has proven effective in achieving intended instructional objectives. Pratt, Schmall, Wilson, & Benthin (1991) evaluated the effectiveness of the program in relationship to the needs of the intended population. The target audience showed significant improvement in their knowledge of how to handle aging problems. Recent reports on the effectiveness of these programs indicates similar results (Practt, Wilson, Benthin & Schmall, 1992). The programs also meet the criteria of good instructional materials since they can be measured in terms of knowledge, attitudes and skills (Nunan, 1988; Richey, 1987; Rossett, 1987).

Based on the definition of authentic materials as outlined by Omagio (1988), the products developed through the Stiehl-Schmall instructional systems design model can be classified as simulated authentic materials. This is a further reason that this model has been selected as the basis for the development of authentic EFL materials as proposed in this study.

CHAPTER III

METHODOLOGY

Introduction

In the first chapter, a relationship was established between the need to associate instructional systems design theory and the development of authentic EFL training materials. The purpose of the study was identified, assumptions and limitations were formulated, and major terms for this study were defined.

In Chapter Two, literature related to authentic materials and instructional systems design was reviewed, major instructional models were summarized, and a specific model for further investigation was identified.

In this chapter, the Stiehl-Schmall Instructional Systems Design Model (SS-ISD Model) is further explored and an adaptation of the model for selecting, adapting, adopting and developing authentic EFL materials is proposed.

Rationale

Indonesian scholars studying in the U.S., as reported by Ali (1987), BKS-B Project (1988), and Valdiz & Wilbur (1992) need materials that help them develop their proficiency in English and their confidence in orally communicating their ideas in academic and social settings upon their arrival in the U.S. Lee, Abd-Ella & Burks (1981) found similar needs among other international groups. According to Lee, et. al., language proficiency, educational systems, and culture are the first three of eight major problems faced by international students studying in the U.S. Johnson (1971) found that English proficiency and culture are the most difficult situations for foreign students when participating in classroom interaction. Lee, et.

al., also found that understanding spoken English, giving oral presentations and reading academic texts are the most difficult tasks for foreign students. Wong (1992) further stated that slang, idioms, and cultural expectations of the host culture, some of which are very typical in American society, confuse many Asians studying in the United States.

Authentic materials, as suggested by experts in ESL/EFL, are some of the most effective materials in assisting international students to cope with related aspects to communication (e.g., language proficiency, understanding the target culture, and educational systems). Bower, Madsen, and Hilferty (1985) found that authentic materials reveal authentic competence since students learn the language as a whole; contextually and situationally. However, Nostrand (1989) warns English teachers that authentic materials are only valuable as tools for cultural understanding when they are appropriately selected and interpreted. Therefore, these materials should be selected not only by an ESL/EFL instructor but also selected, adopted, adapted, or developed with a collaborative team as suggested by experts and theories of instructional systems design (Richey, 1987; Rossett, 1987; Seels & Glasgow, 1990, and Dick & Carey, 1990).

Stiehl-Schmall ISD Model (SS-ISD Model)

The Purposes of SS-ISD Model

The SS-ISD Model was created as a guide/process for the development of eight instructional packages between 1984-1992 which were to be used by practitioners conducting community education workshops which help families cope with issues of aging. The SS-ISD model is recognized for its intensive needs assessment strategies and formative evaluation processes. All instructional

materials were reviewed by a team at multiple stages of the process. For example, thirteen statewide agencies were involved in identifying the true needs of the intended population and a national review team of 10 experts monitored the stages of development and production of the programs (Schmall, 1988, 1989, 1990).

The programs developed by the Stiehl-Schmall ISD Model have an unusually long shelf-life due to the designer's careful consideration on how quickly materials and concepts would be outdated. The first program produced in 1984 remains current and is still being printed and distributed nationally and internationally (Stiehl & Schmall, personal communication, October 10 & 14, 1992).

The Program Format

During the development of the first instructional program under the SS-ISD Model, the decision was made to produce materials in two different formats: still-slide with audio tape and video cassette. This decision was based on the anticipated distribution patterns and convenience for users, and the impact of visual aids. Slides were selected as a primary medium for the following reasons:

a. Slide projects a larger view image for workshop settings.
b. Slide projects a higher quality image in large formats/screen.
c. Practitioners in small communities have greater access to slide projection equipment than to video projection equipment at the current time.
d. The still image is thought to have greater emotional impacts than the moving images, especially when it is accompanied by sound. Video animation was used to convert slide and audio tapes to video cassettes for ease of use by individuals and families.

While use of the media (slide and video) formulates the primary learning experience, each Stiehl-Schmall instructional package also includes a complete set

of handouts, worksheets, overhead transparencies, and directions for workshop presenters. Each instructional package includes all materials necessary for practitioners to present high quality workshops on specific issues related to aging (e.g., alcohol and aging, depression, loss and grief, care facilities, living accommodations, decision making and family relationships). The series on aging (When Dependency Decreases) is available and utilized in all 50 states in the U.S., Canada and Samoa Islands at the current time.

The Design Team

The Stiehl-Schmall Instructional systems design (ISS-ISD) Model called for sound collaboration between a primary designer and a primary SME who interact with a funding agency and the distribution channels. Central to the entire process is an external review team which included practitioners, professionals and families who deal with issues of aging. The design team and their roles are delineated in Figure 9.

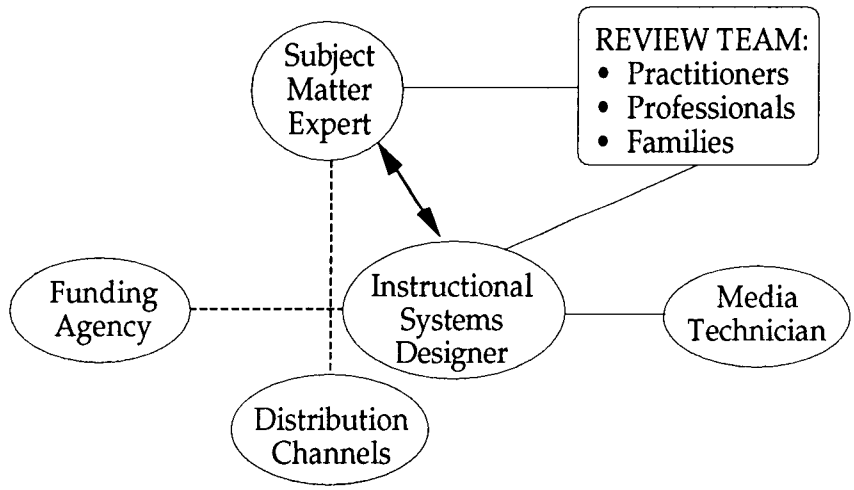


Figure 9: Project Team

An instructional systems process is based on a set of principles that emerge from instructional systems theory as well as from the unique characteristics of the

problems it addresses. The SS-ISD Model is a special model designed for a very specific population. According to Stiehl (personal communication, October 14, 1992), the following principles were identified in their model:

1. The best instructional products are the result of collaboration between a primary instructional systems designer and a primary subject matter expert.
2. A review team should be responsible for validating the program goals, objectives, content and instructional treatment.
3. The review team should consist of both subject matter experts and representatives of the intended audience (e.g., families who have experienced the dilemma).
4. Audio tape is the preferred method of collecting input from the review team in the initial phases of the material development.
5. No instructional materials are produced until the review team reaches an agreement on the design and content.
6. Media format should be selected based on ease of implementation and instructional impact.
7. All dramatic materials should appear authentic to the audience.
8. The presentation of content through dramatic media enhances retention of concepts.
9. Program results should be measurable.
10. Internal and external relevance should be a major consideration throughout the design process.

Major Stages/Steps in the SS-ISD Process

In addition to following core elements and basic principles of instructional systems, the SS-ISD Model is designed with a clear output at every major step in the process. A review team works intensively to analyze the product at every stage to increase efficiency and effectiveness (Stiehl, personal communication, October 14, 1992). The following are the major stages, followed by the steps which delineate each stage.

Stage I: Conduct Front-end Analysis

Front end analysis, as suggested by Rossett (1987) is the training needs assessment that is conducted at the beginning of an instructional systems design process. At this stage, the team conducts goals analysis, develops and validates objectives, creates, delimits, and validates content clusters, collects real-life experiences, and determines how the program can best be delivered.

Stage II: Design Program.

To develop internal relevancy, the SS-ISD model integrates the output of the previous stage with stage II. The designer relates the design of instructional treatment and content cluster with experience and scenarios collected in the front-end analysis stage. The media format is adjusted to accommodate the plan/ method for delivering the program content. At the end of this stage, the designer submits the entire program design to the review team to be revised and finally approved.

Stage III: Develop Program Materials/Media.

Instructional designer casts the approved scripts, hires and manages media technician, edits the created/collected audio/video bites, and produces a testable program.

Stage IV: Field Test and Preview.

The designer invites the review team to review the materials in order to

once again obtain feedback for revision. For example, on one program, Stiehl & Schmall conducted an intensive field test in 13 counties in the state of Oregon before the program was duplicated for distribution (Stiehl, personal communication on October 14, 1992).

Stage V: Duplicate and Distribute

The designer works with technical crew to duplicate the program material, develop marketing and promotion strategies, and set up distribution lines.

Validation of the Stiehl-Schmall ISD Model

One of the best ways to determine the effectiveness of any ISD model is to test the effectiveness of the materials produced, and to invite experts to evaluate the quality of the materials (Stiehl, personal communication, October 15, 1992). Several national panels of experts have reviewed and rated the gerontology programs as excellent (Pratt, Schmall, Wilson & Benthin, 1990; 1991; 1992). Some of the results have been reflected in major regional and national awards. These gerontology series awards include: (1) Honorable Mention by the American Journal of Nursing in 1990, (2) Search for Excellence Awards by Oregon State University Extension Service in 1990., (3) Impact 2000 Award by the Extension Service/U.S. Department of Agriculture in 1991., (4) Award Winner by the American Association of Retired Persons in May 1992 (See Appendix J).

In addition to awards and recognition by professional groups, the SS-ISD model has been shown to be effective in achieving intended instructional objectives. Pratt, Schmall, Wilson & Benthin (1991), in their empirical study of three of the gerontology programs, found that the programs produced using the model significantly increased knowledge, skills and attitudes of the target population. Follow up studies by the same researchers (1992) indicate similar results. For broder view of of the SS-ISD Model, see figure 10.

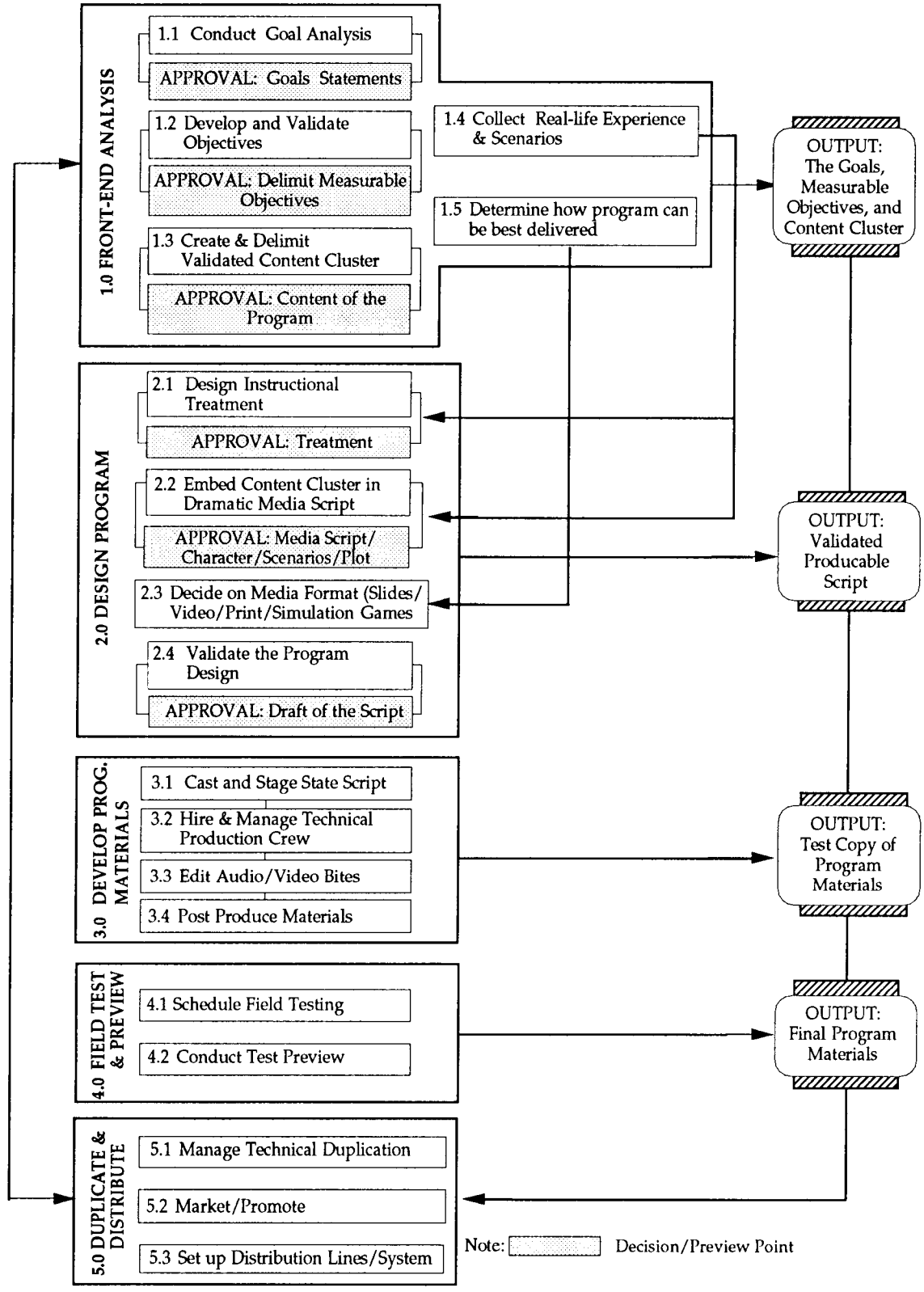

1.0 FRONT-END ANALYSIS
1.1 Conduct Goal Analysis
APPROVAL: Goals Statements
1.2 Develop and Validate Objectives
APPROVAL: Delimit Measurable Objectives
1.3 Create & Delimit Validated Content Cluster
APPROVAL: Content of the Program
1.4 Collect Real-life Experience & Scenarios
1.5 Determine how program can be best delivered
OUTPUT: The Goals, Measurable Objectives, and Content Cluster
2.0 DESIGN PROGRAM
2.1 Design Instructional Treatment
APPROVAL: Treatment
2.2 Embed Content Cluster in Dramatic Media Script
APPROVAL: Media Script/ Character/Scenarios/Plot
2.3 Decide on Media Format (Slides/ Video/Print/Simulation Games
2.4 Validate the Program Design
APPROVAL: Draft of the Script
OUTPUT: Validated Producable Script
3.0 DEVELOP PROG. MATERIALS
3.1 Cast and Stage State Script
3.2 Hire & Manage Technical Production Crew
3.3 Edit Audio/Video Bites
3.4 Post Produce Materials
OUTPUT: Test Copy of Program Materials
4.0 FIELD TEST & PREVIEW
4.1 Schedule Field Testing
4.2 Conduct Test Preview
OUTPUT: Final Program Materials
5.0 DUPLICATE & DISTRIBUTE
5.1 Manage Technical Duplication
5.2 Market/Promote
5.3 Set up Distribution Lines/System
Note: Decision/Preview Point

Figure 10

The Proposed Model for Selecting and Developing Authentic EFL Instructional Materials For Syiah Kuala University Pre-Departure Scholars

Most instructional systems procedural models in textbooks are generic in nature. Generic procedural models define only a general approach to design: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation (Seels & Glasgow, 1990). The SS-ISD model, however, adds detail to the process which would be necessary in order to develop simulated authentic materials for a targeted population.

Providing generic models to Indonesian practitioners (most of them are not trained in instructional systems theory) to develop authentic EFL materials would be difficult, costly and time-consuming. An adaptation of a detailed successful instructional systems design would better assist Indonesian EFL practitioners in developing authentic EFL materials for pre-departure scholars.

The major stages/steps of the adapted model

Stage I: Conduct Front-End Analysis.

In the adapted model, the instructional designer should conduct a thorough goal analysis, develop and validate objectives, determine how the program is to be delivered and collect materials indicated by the goals and objectives. The program goals and objectives should be measurable in terms of knowledge, skills and attitudes.

Stage II: Design Program

The instructional systems designer should design appropriate instructional treatment to meet the need of the learners, select the most appropriate authentic materials, inquire about legal ownership of the selected materials for educational

purposes, decide on the most appropriate media/format for delivering the materials, and validate the program materials through a review team.

Stage III: Develop Program Materials/Media.

To maintain internal relevancy, the instructional systems designer should edit the selected materials as indicated in the validated goals and objectives, develop assessment to evaluate the expected performance, and write a guide to using the program materials.

Stage IV: Field-Test and Preview.

The designer should invite all members of the review team to review the materials and collects feedback and comments for revision.

Stage V: Duplicate and Distribute.

The designer should manage the technical crew to duplicate the approved program materials and distributes them to EFL practitioners and pre-departure scholars.

The proposed model, as adapted from the SS-ISD model, is expected to give higher efficiency and effectiveness since the proposed model (as in its original model) conducts formative as well as summative evaluation. Formative evaluation is conducted at every stage of instructional development. Formative evaluation should be conducted to document feedback for revisions of the on-going program and for the improvement of other materials developed for different language skills using this model. For visual review of the proposed model, see figure 11.

Basic Principles of the Proposed Model.

The basic principles for the proposed model are also an adaptation of the SS-ISD Model. The following are the principles of the proposed model:

1. The best instructional product is the result of collaboration between

instructional systems designer, EFL professionals and the target population (Indonesian pre-departure and returning scholars).

2. The review team should be responsible for validating program goals, selecting content and deciding instructional treatment.
3. The materials used in the program may be any type of authentic English materials.
4. The selected materials should be culturally and socially appropriate in an Indonesian environment.
5. The media format should be based on the availability of the media in the area where instruction is to take place.
6. The instructional delivery systems should be based on learner need and the learning environment.
7. Program assessment should be developed in accordance with the validated goals and objectives.
8. No materials should be selected, adapted or adopted unless they are approved/validated by the review team.
9. Program results should be measurable in terms of acceptable academic, social and cultural behaviors in the target culture.
10. Internal and external relevancy should be considered in all phases of the instructional process.

The Validation Process

To validate the model, the Delphi Panel Method was used. The Delphi Method is a process of utilizing expert opinion and differs from more traditional quantitative validity measures (Helmer, 1967). The main purpose of using the

Delphi Process was to obtain the most reliable consensus of opinion from a group of experts. This was done through a series of intensive questionnaires which made it possible to obtain controlled opinion feedback (Dalkey, 1969; Helmer, 1963, and Cantor, 1986). The Delphi Method collects written responses from the members of the panel. It is a means of bringing together the judgments of individual panelists to improve the quality of decision making (Haddon, 1987). Its goal is to arrive at consensus after a sufficient exchange of information has occurred (Samahito, 1984). Shafritz, Koeppe, & Soper (1987) said that feedback from panelists always narrows the range of predictions. In the end, a group conclusion can be made without the possibility of distortion from face-to-face contact, leadership influences, or the pressure of group dynamics. This technique has been widely used in the area of education, politics, economics, and other social science studies.

In the area of education, the Delphi Method is useful as a means for studying the process of thinking about the future. It also can be used as an educational tool which forces people to think about issues in a more complex manner than they ordinarily might. Further, it is frequently used as a planning tool which may help in probing priorities held by members and constituencies of an organization or group (Helmer, 1967).

Soukup (1984) and Samahito (1984) indicate that a number of conditions can lead to the need to use the Delphi Method. They argue that if a problem does not lend itself to precise analytical techniques and could benefit from subjective judgments on a collective basis, this process may be used. If the research requires more panelists than could interact effectively on a face-to-face basis and if time costs and distance make frequent meetings impractical, the Delphi method is recommended. They further state that the heterogeneity of the participants has to be preserved to assure the validity of the results, e.g., avoidance of domination by members or by strength of personality.

Recommendations for the number of panel members vary. Samahito believes that a six member Delphi panel may be acceptable. Soukup (1984), however, suggested a member size of 18-25. For this study, seventeen Delphi panel members were selected. They included: five members from the area of instructional design, eight members from the area of ESL, three Indonesian EFL practitioners, and one Japanese EFL practitioner.

The steps for validating the model were as follows:

1. All panelists were sent a cover letter which was accompanied by the proposed model, Rationale for selecting/developing authentic materials for Syiah Kuala University pre-departure scholars, the basic principles of the proposed model, and questionnaires.
2. All panelists were asked to review the proposed model and make recommendations on whether or not they would retain, reject or modify each stage of the model.
3. The researcher reviewed the responses (comments and recommendations) and made revisions based upon feedback from the expert.
4. A revised model was submitted to the panel for a second evaluation.
5. The panelists were asked to review the revised model and make recommendations of whether they would retain, reject or modify the model.
6. The researcher made final revisions of the model based on the input from experts (Figure 11)

CHAPTER IV

RESEARCH FINDINGS

The primary purpose of this study was to develop a process model for selecting authentic EFL materials for pre-departure trainees of Syiah Kuala University. The purpose of the model is to improve the quality, efficiency and relevancy of ESL/EFL instructional materials by applying instructional systems design theory in developing ESL/EFL materials. It is anticipated that by merging the two areas, this study will establish an optimal process model for selecting authentic EFL materials for the pre-departure scholars of Syiah Kuala University.

The objectives of this study were (1) to investigate instructional systems design as a process for the selection of authentic EFL materials, (2) to select a successful model and adapt it for the selection of authentic EFL materials, (3) to validate the model as adapted for EFL by using a modified Delphi technique, and (4) to make recommendations for the implementation of the model. A review of literature was conducted to find an appropriate model that could be adapted to EFL in Indonesia. The Stiehl-Schmall model was selected.

To validate the model, the researcher chose a modified Delphi technique. The Delphi technique is a sequence of related procedures for eliciting and refining information and opinions obtained from a selected group (Cantor, 1986; Linstone, 1978, and Helmer, 1968)

The researcher selected 17 experts from the areas of English as a Second Language (ESL), English as a Foreign Language (EFL), and Instructional systems design (ISD). Their names and qualifications are listed in Appendix A. The ESL

panel members had experience in teaching English to international students in the U.S. and overseas, while the selected EFL panelists had from 3-28 years of practice in teaching English in a non-native setting. All members representing the ISD profession were experienced practitioners in the development of instructional materials.

The investigator designed two sets of questionnaires. The first questionnaire (Round One) was mailed on November 13, 1992 (See Appendices B to F). The panel members were given two weeks to respond. They were asked to evaluate the procedural model by applying their experience and expertise. Further, they were asked whether the steps of the model should be retained, rejected or modified. If they felt the model should be modified, the panel members were asked to give their comments and suggestions. The first round of responses to the questionnaire was returned by December 2, 1992.

Comments, suggestions and recommendations from the panel members in round one were analyzed. As a result, one step was deleted and the activities for all of the steps were modified based on comments and suggestions from the panelists.

The second questionnaire (Round Two) was designed and developed based on comments, suggestions, and recommendations made by the panel members in round one. The proposed model and the questionnaire were revised based on the feedback (See Appendices G to I). The revised model was sent back to all 17 panel members on December 3, 1992 to obtain additional feedback and comments. The members were given two weeks to respond. Sixteen members had returned the questionnaire by December 18, 1992. One member returned the questionnaire on December 24, 1992. The comments and suggestions were again analyzed and modifications were made in the procedure. As a result of round two, Step 2.3

Seek Permission for the Use of Authentic Materials was combined with step 2.1 Select the Most Appropriate Authentic Materials.

Analysis of Delphi Panel Review

No recommendations for changes were made by the panel members for any of the major phases of the proposed model. Most panelists also agreed on the basic principles of the proposed model (See Appendix D). All of them agreed with the following five phases of the proposed model: 1.0 Conduct Front-end analysis, 2.0 Design Program, 3.0 Develop Materials, 4.0 Field Test and Revise, and 5.0 Duplicate and Distribute. However, there were constructive comments and suggestions from the Delphi panel members for each step of the proposed model.

Comments, suggestions, and recommendations in round one and two that resulted in changes in the model are listed in tables 1 through 25. Panelists' responses are reported as they appeared on the questionnaire. Some responses do not reflect standard English usage.

Conduct Front-End Analysis

Conduct Goal Analysis

Activity: Instructional systems designer (ISD) and Subject Matter Expert (SME) interview EFL practitioners, pre-departure scholars and returning scholars to narrow the goal to a very specific goal; SME reviews literature base.

The activities for this step were not elaborated at length. This was done in order to simplify the questionnaire. As a result, it was not clear for many of the panel members. Table 1 contains comments and suggestions from the 17 experts selected for this study.

ROUND ONE
"Is this analogous to a needs assessment? Perhaps a needs assessment should precede setting the goal if they are not one and the same."
"It is not clear. Who is SME? How will you resolve conflicting goals of the scholars and those who are designing the materials?"
"There is a difference between what experts think students need and what students want. Narrow goals are often in conflict with this. "Determine range of goals".
"I suggest that the wording be changed into "to assess learner needs and to clarify and define specific goal."
"Who is reviewing literature base? Why only SME? Why not involve EFL practitioners?"

Table 1. Round one comments for step 1.1

As a result of these comments and suggestions, this step and its activities were modified as follows:

Conduct Needs Assessment and Goal Analysis

Activity: Instructional systems designer (ISD) and subject matter expert (SME) interview pre-departure and returning scholars to determine the range of needs and goals for using authentic English materials in the pre-departure program at Syiah Kuala University. ISD and SME also review literature in the areas of ESL/EFL and Instructional systems design.

The modified step and its activities were then returned to all panel members for further comments in round two. Table 2 contains comments and suggestions from the members in round two.

ROUND TWO
"Why authentic materials are selected? Have you identified somewhere? Do the authentic materials help achieve the goal?"
"Goals for language skills which can be achieved by using authentic English materials."
"Would you interview each person separately? I think it would be helpful for pre-departure and returning scholars to meet together before interviews with ISD and SME or as part of interview."
'This round two diagram and step's activity are very clear."

Table 2. Round two comments for step 1.1

As a result of these comments, the researcher modified the step and its activities as follows:

Conduct Needs Assessment and Goal Analysis

Activity: ISD and SME will conduct needs and goal analysis by interviewing pre-departure scholars , returning scholars and EFL practitioners to determine what types of authentic materials they really need to function successfully in academic and social setting upon their arrival at the U.S. universities."

Develop, Delimit and Validate Objectives

Activity: ISD and SME delimit objectives from goal statement and validate them through review team.

Most panel members suggested that the wording of this step be simplified to enable non-ISD persons to better understand the step. Table 3 contains comments and suggestions from the panel members.

ROUND ONE
"What does "Delimit" mean? I strongly suggest that returning scholars be included in the review team since they have more current information on situations in the U.S."
"Unclear whether returning scholars are part of the review team. I think they should be, even more so than the pre-departure scholars."
"How do you delimit objectives? It would be helpful to give some examples of what some of these might be."
"It would be better if you could add "measurable" objectives as stated in your basic principles."
"Add EFL practitioners here also and maybe even scholars in review team."

Table 3. Round one comments for step 1.2

As a result, the word "delimit" was deleted. This step and its activities were modified and returned to the panel members for further validation. The following is the revised step.

Develop and Validate Objectives

Activity: Instructional systems designer works cooperatively with Subject Matter Experts to develop and validate measurable objectives. For examples: ISD and SME might determine the range of needs and goals of the broad area of listening into smaller components.

Table 4 contains comments and suggestions from the panel members in round two.

ROUND TWO
"Ambiguous objective statement. Break it down and decompose it. What types of KSAs are to be achieved."
What are the criteria and conditions of the objectives?" Break them down into KSAs."
"Who will identify the objectives? What are the conditions of learning and their criteria?"
"What are the steps of developing and validating objectives?"

Table 4. Round two comments for step 1.2

Some of the members in the second round suggested that the objective be broken down into criteria and specific conditions. As a result, the word "delimit" was deleted, and the step was modified to read as follows:

Develop and Validate Objectives

Activity: Instructional designer and SME, after receiving input from step 1.1 will :

1) identify the expected performance from the pre-departure scholars,
2) decide under what conditions the scholars should be able to perform with the knowledge, skills and attitudes acquired from the pre-departure program, and
3) specify what criteria will be used to measure acceptable performance in the native settings.

Determine How Program Can Be Best Delivered

Activity: ISD, SME and Review Team determine what type of media & strategies to be used in delivering the intended materials.

The instructional designer and subject matter experts determine methods and media options. The decision should be based on information about the learn-

ers and their environment. Learner characteristics, objectives, learning situation, and constraints must be identified before methods or media are selected. Table 5 contains comments and suggestions from the panel members of round one.

ROUND ONE
"What do you mean by strategies? Is it approach? This step can be a part of 2.1."
"The task of the review team is to approve, not to determine."
"This must be a preliminary determination only, since actual materials are not yet selected. What are the actual outcomes at this step?"
"This step should be after step 1.4 "Collect Authentic English Materials. You will have more information on type of materials (e.g., media format) after media is collected."

Table 5. Round one comments for step 1.3

As a result of the Delphi process, this step was modified and moved to step 1.4 following step 1.3 Collect Authentic English Materials and then returned to the panel members for further validation. The step and its activities were revised as follows:

Determine How Materials Can Be Best Delivered

Activity: Instructional systems designer works cooperatively with subject matter expert to recommend types of media, approaches, methods, and techniques that could be used to deliver the materials selected for the validated needs and goals.

The following table contains comments and suggestions made by the panel members in round two.

ROUND TWO
"This step can be combined with step 2.2 "Design Instructional Treatment/ Strategy." "Is there any different between 1.4 and 2.2." "I don't have good background in ISD. I believe that 1.3, 1.4, and 2.1 can be combined. It seems redundant." "Is the activity covered in 2.2." It seems to be the same as 2.2 unless you further define Instructional Treatment."

Table 6. Round two comments for step 1.3

As a result of the Delphi process, this step was moved to step 1.4 and also modified to read as follows:

Determine How Materials Can Be Best Delivered

Activity: Instructional systems designer works cooperatively with the subject matter experts to decide what type of media, channel of instructional delivery, learning situation, constraints and resources will be used for the selected authentic materials.

Collect Authentic English Material

Activity: ISD based on the delimited objectives, collects authentic materials to be used for the intended knowledge, skills and attitudes as found in the validated objectives.

Many panel members suggested that EFL practitioners be included at this step. It was also suggested that the role of a designer and SME be defined. Some panel members suggested that legal procedures be addressed.

As originally planned, the instructional designer and SME only collected authentic English materials at this stage. After related authentic English materials

have been collected, the designer and subject matter expert (i.e., instructor for listening, speaking, etc.) select the most appropriate authentic English materials for each knowledge, skill and attitudes (KSAs) intended to be developed for the pre-departure scholars.

ROUND ONE
"Is ISD a curriculum person? Please specify why this person is taking such a lead role in the design of materials. Involve SME/EFL practitioner at this step and I feel that legal matters should be done here. SME should be given a bigger role here." "It seems redundant or this step should be before step 1.3." "Clarify/define authentic materials so that the reviewers know what these are. Others suggested to add some criteria for 'authentic' and 'appropriate' or maybe at this step, you could just say "criteria will be developed by the team."

Table 7. Round One Comment for Step 1.4

As a result of these comments, this step was moved to step 1.3 in the second round and modified as follows:

Collect Authentic English Materials

Activity: Instructional systems designer works cooperatively with subject matter experts to collect authentic materials based on the range of needs and goals of the training. The selection is based on the criteria (*) set up by the Department of Education and Culture and the Department of Defense. ISD and SME consult the review team for the criteria.

The revised step and activities was returned to the panel members for further validation. The following are comments and suggestion from the second round. The criteria for selecting authentic materials as suggested by Indonesian

EFL practitioners, ESL and ISD practitioners were added. Table 8 contains comments and suggestions from round two.

ROUND TWO
How about "The review team establishes criteria for material selection within limitations set by the Department of Education and Culture and Department of Defense."
"It is a waste of time if you do not include step 2.3 "Seek Permission for Use of the Selected Authentic Materials under this step."
"Since you are going to set up criteria for appropriateness of the materials, I suggest that criteria for legal procedures can also be done here."
"Add criteria from Department of Justice (Mahkamah Agung) and Attorney General (Kejaksaan Agung). I suggest that 2.3 can be a part of this step."

Table 8. Round two comments for step 1.4

There are two criteria that the designer and SME must apply when selecting authentic materials. First, the ISD and SME should study the regulations issued by the LEMHANNAS (National Institute for Defense and Security) of the Department of Defense and the BSF (Film Censor Bureau) of the Department of Information. The regulations prohibit any printed, audio and visual materials containing the promotion of Communism, racial and religious discriminations in the country. Second, ISD and SME should consult the regulations made by the two institutions that any printed, audio and visual materials used for private and public viewing in Indonesia should be culturally and socially appropriate for the Indonesian culture and the state ideology "PANCA SILA". No material that blasphemes any religion is permitted to be used at any situation and circumstance in Indonesia. The Indonesian constitution is based on a combination of philosophical tenets of the official religions and beliefs recognized by the Indonesian government.

As a result, the step and its activities were modified. The modified step and its activities were as follows:

Collect Authentic English Materials

Activity: Instructional designer and subject matter experts work cooperatively to collect authentic English materials based on the goals and objectives of the program. The selection should also be based on the criteria regulated by the LEMHANNAS of the Department of Defense, the BSF of the Department of Information, the Department of Justice (Mahkamah Agung), and Attorney General (Kejaksaan Agung).

Design Program

Design Instructional Treatment

Activity: ISD prepares instructional strategies when using the authentic materials

The following table shows comments and suggestions from panel members of the first round for the step and its activities.

ROUND ONE
"What is meant by "strategies?" Combine this stage with 2.4 or follow each other. I am a little bit confused with the word "strategy" here. Do you mean an approach to teaching and learning?"
"I think your EFL practitioners should be part of step 2.1 and 2.2. If they are experienced, they should have excellent ideas on strategies they will be using when teaching these materials."
"Instead of "prepare" in 2.1 activity, I think you mean "identify" and add "presents the strategies to the review team for approval."

Table 9. Round one comments for step 2.1

The concept, "Determine How Materials Can Be Best Delivered" provides a broader view of instruction than "Designing Instructional Strategy." This is where the layout of a program is viewed as a whole. This approach does not yet deal with the presentation of the materials. Instructional strategy can be decided by a designer alone or through collaborative work with a subject matter expert, depending on the complexity of a task.

Based on these comments, this step was modified and moved to step 2.2. The new step and its activities were then sent back to the panel members. The revised step and its activities were as follows:

Design Instructional Treatment/Strategy

Activity: Instructional systems designer works cooperatively with subject matter experts to identify and create instructional strategies (methods, techniques, learning activities/assignment, and other supporting materials) and applicable media to reach the goals and objectives of the training.

Comments and suggestions from panel members are tabulated and Table 10 contains comments and suggestions from round two.

ROUND TWO
"Is it possible that this step be combined with "Determine How Materials Can Be Best Delivered."
"What is the difference between "Determine How Materials Can Be Best Delivered" and "Design Instructional Treatment/Strategy."
I don't know the difference between media format and instructional treatment/strategy. If they are different, I agree with the sequence."

Table 10. Round two comments for step 21.

Based on comments, suggestions, and recommendations made by the panel members in round two, the step and its activities were modified as follows:

Design Instructional Treatment/Strategy

Activity: Instructional systems designer works cooperatively with Subject Matter Experts to identify, select and create instructional strategies (ESL methods), techniques, learning activities, assignments, and other supporting materials) and identify applicable media equipment to achieve the objectives of the training.

Select the Most Appropriate Authentic Materials

Activity: ISD and SME select the most appropriate materials and present them to the review team to be approved for the intended knowledge, skills, and attitudes.

Many panel members suggested that this step should be a part of step 1.4. It should be clarified that during this step the designer and subject matter expert select authentic materials that best fit the validated knowledge, skills and attitudes found in the needs assessment. The following table lists comments and suggestions from Round One:

ROUND ONE
"Steps 2.1 and 2.2 are really one step—they should be done almost simultaneously-; hard to decide strategies without having the materials as samples."
"Others suggest that the researcher relates or includes this in step 1.4."

Table 11. Round One Comments for Step 2.2

Based on these comments, the step was moved to 2.1. The activities of the step were modified and returned to the panel members to obtain further feedback. The step was revised to read as follows:

Select The Most Appropriate Authentic Materials

Activity: Instructional systems designer works cooperatively with subject matter experts to select the most representative/appropriate authentic English materials for the validated goals and objectives.

Table 12 contains comments and suggestions from panel members in round two for the revised step and its activities.

ROUND TWO
"I don't mind if you retain this step if your aim is to select the best suited materials for the objectives found in step 1.2."

Table 12. Round two comments for step 2.2

In order to save time and resources, as suggested by the majority of the panel members, it was determined that step 2.3 Determine Legal Ownership of the Materials and Seek Copyright Permission When Necessary in *Questionnaire Round One* and step 2.3 Seek Permission for Use of the Selected Authentic Materials in *Questionnaire Round Two,* be deleted.

The legal procedures (authorization on using the selected materials) was incorporated at this stage. After reviewing the comments and recommendations from the panel members in round two, the step and its activities were modified as follows:

Select the Most Appropriate Authentic Materials

Activity: Instructional Designer and Subject Matter Experts work cooperatively to select the most appropriate and representative authentic English materials that can be used to achieve objectives of the program. Instructional designer and subject matter specialist then seek permission to use the selected materials from producer(s), group, or individual that produced the materials.

Determine Legal Ownership of the Materials and Seek Copyright

Activity: ISD and/or SME requires legal ownership of the materials selected for the intended knowledge, skills and attitudes.

All members agreed that legal precautions should be taken to protect the instructional designer, subject matter experts, EFL practitioners, and the institution from being sued by producers of authentic materials.

The following are representative comments and suggestions made by the panel members from round one.

ROUND ONE
"Put this step after 2.5 so if Review Team rejects some materials, the ISD hasn't done unnecessary work in obtaining copyright permission."
"This is obviously an imperative unless you plan to adapt the materials by doing rewrites on written materials and this seems better suited to 1.4."
"Are these materials published? Why will you need copyright? What are the criteria for the materials."
"Change the word "require" to "determine" and close the statement in the stage activity with ... "and obtain legal permission where necessary to include those materials."

Table 13. Round one comments for step 2.3

After reviewing the comments and suggestions from the Delphi panel members in round one and two, the steps and its activities were modified as follows:

Seek Permission for Use of The Selected Authentic Materials
Permission When Necessary

Activity: Instructional systems designer works cooperatively with subject matter experts to find legal procedures for using the selected authentic materials since the materials will be used for more than the limited time allowed by most commercial and non-commercial producers. ISD and/or SME should also request "release" from private party/individual if she or he is recorded for use in the program.

The revised step and its activities were sent back to the panel members to obtain further feedback for revision. Table 14 contains comments and suggestions from the panel members in round two.

ROUND TWO
'Step 2.3 Seek Permission for Use of the selected Authentic Materials' should be combined with 'Collect Authentic English Materials'."
"It is a waste of time and energy to have this step in a separate step. Once you decide to collect the materials and use it for educational purposes, you need permission anyway. I suggest that you combine it with 'Collect Authentic English Materials'."

Table 14. Round two comments for step 2.3

The majority of the panel members in both rounds suggested that the researcher combine this step with either Collect Authentic English Materials or Select the Most Appropriate Authentic Materials. As a result, step 2.3 was deleted and combined into step 2.2 Select the Most Appropriate Authentic Materials.

Decide Appropriate Media Format

Activity: ISD proposes to Review Team the media format that best fit the target population and the availability of media in the area.

This step seemed to be unclear to many panel members. Most panelists could not distinguish between media format and instructional strategy/treatment. Table 15 shows comments, suggestions, and recommendations from the panel members in round one.

ROUND ONE
"I think I would put this step right after 2.1 so that available media would be considered while selecting and prior to selecting the authentic materials. Or you may delete this step."
"It might seem as though the media technical person might take a more key role in this step — he would know what the technical capabilities are."
"When you choose materials, doesn't it automatically determine the media format? Or are you going to change the format? Other alternative? Delete this step."
"Change the word "decide" to "determine" if you decide to retain the step."
"Include EFL practitioners and technical crews since not all ISDs are knowledgeable about media format."

Table 15. Round one comments for step 2.4

As a result of these comments, this step was deleted and combined with step 1.4 in Questionnaire Round Two.

Validate the Program Design

Activity: ISD sends the selected authentic materials, instructional strategies and media format to the review team to be approved.

Most panelists agreed that the program layout should be reviewed by the review team as stated in the basic principles and that the team approve them before the materials are selected and developed.

Some panelists requested that the word "validate" be clearly defined. Others suggested that criteria for validating the program be added. The following are comments and suggestions made by the panel members in round one.

ROUND ONE
"The word validate is unclear."
"If you keep the review team involved all along, you won't get hung up on waiting for validation/approval of materials; try to keep the review team on the loop on a more on going basis."
"This stage should be deleted."
"What are the criteria to be used to approve/validate the program at this stage?"
"Do you involve the EFL practitioners at this stage? If you involve them how big is their role? I suggest that they are involved."

Table 16. Round One Comments for Step 2.5

As a result of these comments, this step and its activities were modified and returned to the panel members to obtain further feedback. The revised step was written as follows:

Validate the Design of The Program

Activity: Instructional systems designer presents the selected authentic English materials, instructional treatment, and strategies to the Review Team to be approved.

The majority of the panel members in round two agreed to the revised step and its activities. Therefore, no further changes were made for this step.

Develop Program

Edit Materials for the Validated Language Skills

Activity: ISD edits the selected authentic materials for the validated KSA with the current available media equipment.

Many panelists suggested that there should be guidelines in editing materials. They also suggested that EFL practitioners be involved in the process of editing since the practitioners are more knowledgeable in the area of ESL/EFL. Table 17 contains comments, suggestions, and recommendations from panel members in round one.

ROUND ONE
"What do you mean by "edit"? Adapt it for media presentation? Do you mean the ISD edits the materials using available media equipment? It would be very hard if only ISD edits the materials. You should involve SME/practitioner since SME knows better about the content area."
"What is the criteria for editing? If you use goals and objectives as criteria, how specific is the goal and objectives? Will you edit it based on language skill(s) to be developed?"
"At this stage, will you narrow down the materials and actually select which ones you will use? If this is the aim, I agree with the step."
"What is the criteria and who set up the criteria?"

Table 17. Round one comments for step 3.1

As a result, the step and its activities were modified and returned to the panel members for further validation. The revised step was written as follows:

Edit Materials for the Validated Language Skills

Activity: Instructional systems designer works cooperatively with subject matter experts to edit and cluster the selected authentic materials for the validated goals and objectives.

The majority of the panel members agreed on this step and its activities. Therefore, no further changes were made to this step.

Develop Assessment

Activity: ISD works with SME to develop assessment to be used in evaluation to as indicated in the validated objectives.

The purpose of assessment was not very clear to some panelists. Table 18 contains comments, suggestions, and recommendations from the panel members in round one.

ROUND ONE
"Change wording to "to develop assessment" to "to evaluate performance" as indicated by validated objectives."
"Are you assessing the materials or instructional design or both—clarify what the purpose of assessment is. Could somebody other than instructional systems designer develop assessment?"
"Include EFL practitioner in developing assessment instrument."
"This stage is not clear. What about "ISD works with SME to develop assessment which measures the success or the failure of the validated objectives?"
"Complete the statement with ... "used in the evaluation of learner outcomes from the use of the materials."

Table 18. Round One Comments for Step 3.2

As a result of these comments, this step and its activities were modified and returned to the panel member for further validation. The step and its activities were modified as follows:

Develop Assessment to Evaluate Performance

Activity: Instructional systems designer works cooperatively with subject matter experts to design and develop assessment tools/instruments to be used in evaluating learning outcomes as stated in the validated goals and objectives of the training.

Most panelists suggested that the criteria for assessing the learning outcomes should be defined. Table 19 contains comments and suggestions from the panel members in round two.

ROUND TWO
"Everything seems to be clear, except 'what are you assessing/evaluating? Participants' performance or instructor's performance."
"If you were to evaluate the participants' performance, what are the criteria for your assessment?"
"I agree with the step. However, it needs some clarifications on criteria. Who conducts the assessment and how?"

Table 19. Round Two Comments for Step 3.2

After reviewing and analyzing comments and recommendations from the panel members in round one and two, the step and its activities were modified as follows:

Develop Assessment to Evaluate Performance

Activity: Instructional systems designer and subject matter experts design and develop types of assessment tools/instruments to be used in evaluating the efficiency, effectiveness, and the appeal of the instruction using authentic materials based on the validated goals and objectives.

Write Training Guide to Accompany the Materials.

Activity: ISD prepares training guide that will accompany the training package(s) to be developed.

Almost all panelists proposed that the model specify to whom the training guide is to be addressed, i.e., to scholars who use it as self-tutorial or to instructors who will use the materials for classroom instruction.

Guidelines on how to use the materials are important and should be provided in order to achieve the goals and objectives of the program. The guidelines are like an instructional manual for operating an instrument. Without instructions, the instrument may not be able to function effectively and efficiently. The following table contains comments and suggestions from the panelists.

ROUND ONE
"I strongly agree with having a guide on how to use a training package. Is the guide for practitioners, users, or for whom?"
"You will produce a better training guide if you include SME in the process, since SME is more knowledgeable in the subject matter."
"What types of training guide are you going to develop. Is it for teachers or students (pre-departure scholars?). What is the nature of the materials, self-tutorial, classroom instruction, or what?"

Table 20. Round One Comments for Step 3.3

After reviewing and analyzing the comments and recommendations from the panel members in round one, the step and its activities were modified as follows:

Write Training Guide to Accompany the Learning Package

Activity: Instructional systems designer works cooperatively with Subject matter experts to write clear and easy to follow training guides that will accompany the learning packages using authentic English materials. The training guides are varied, depending on types of learning packages to be developed (e.g., self-tutorial, classroom use, etc.).

The majority of the panel members in round two agreed on the step and its activities. Therefore, the step is retained.

Post Produce Materials

Activity: ISD presents the finished products/materials to the review team and ready for field test.

Many panelists suggested that the term for the step be redefined. Others suggested that this step should be combined with 4.1. The following table contains comments and recommendations from the panel members.

ROUND ONE
"This is a new term for me. It seems unnecessary since the review team is all along the way."
"Unclear wording. Stages 3.4 and 4.1 should be combined. Probably 4.1 should come first."
"I am an EFL practitioner. The word "Post" in this step is not clear to me. I think it would be easy to understand if you just call it "Produce Materials" if it means the same thing."

Table 21. Round one comments for step 3.4

As a result of these comment, the word post was deleted and the activities of the step were revised as follows:

Produce Materials

Activity: Instructional systems designer works cooperatively with technical crew/artist to develop learning packages using authentic English Materials depending on the types of learning packages, knowledge, skills and attitudes (the KSA) which are to be developed.

The majority of the panel members agreed to the step and its activities. Therefore, no further changes were made after round two.

Field Test and Review

Schedule Field Testing

Activity: ISD informs SME and other members of review team the date, time and location for reviewing the post produce materials.

This step was not clear to many panel members. Many panel members suggested that the researcher indicate for whom the field testing was conducted. Table 22 contains comments and recommendations from the panel members.

ROUND ONE
"Prospective students should be included at this stage. "Schedule" should be changed to "Conduct". Step 4.2 should be "Revise if Necessary."
"Field test the materials should be to the target audience, not to the review team, and what is the difference between 3.4 and 4.1? How is it field tested and on whom?"
"Add some idea of who the materials will be field tested on. Who are the subjects? And what role will the review team have in the actual event?"
"4.1 can be combined with 4.2. How about "Team Schedules Meeting to Review Materials."
"4.1 can be combined with 4.2. How about "Field Testing" followed by "Revision."

Table 22. Round one comments for step 4.1

As a result of these comments, this step and its activities were modified as follows:

Conduct Field Testing

Activity: Instructional systems designer and subject matter experts conduct field test with pre-departure and returning scholars. Feedback from EFL practitioners, pre-departure and returning scholars are solicited to refine and revise the learning package(s).

The revised step and its activities were returned to the panel members to obtain further feedback for revision. The majority of the panel members in round two agreed on the step and its activities. Therefore, no further changes were made after round two.

Conduct Test Preview

Activity: ISD, SME, EFL practitioners review materials to get feedback (comments and suggestions) for revision.

Table 23 contains comments and suggestions from round one of the panel members.

ROUND ONE
"Change to 'Review Field Test Feedback'. Do they just review materials or use materials for teaching and analyze the feedback from the target audience? There should be an arrow from this section upward."
"Where are the feedback from? ISD. SME, EFL/ESL practitioners? To whom was the 'field test" given? This stage requires that the practitioners try out the materials to ..., and another step should be added here, 4.3 "Revision".
"Add step 4.3. Revise/Modify step. The activity for the step will be "revise/refine materials based upon feedback of field test."

Table 23: Round one comments for step 4.2

As a result, the step and its activities were modified. The revised step and its activities were written as follows:

Revise as Necessary

Activity: Instructional systems designer works cooperatively with subject matter experts to revise/refine the learning package(s) based on the feedback (comments and recommendations) from the users.

The majority of the panel members agreed on the step and its activities in round two. Therefore, no further changes were made after round two.

Duplicate and Distribute

Manage Technical Duplication

Activity: ISD works closely with media technicians to duplicate the approved materials.

The majority of the panel members agreed on this stage. Two members suggested that the model include one more step prior to the "Revision", which was agreed upon and was added.

ROUND ONE
"I agree with the step. However, it seems to be very difficult to deal with copyright issues when materials are duplicated."
"I suggest that you specify how the materials are going to be used. If it is used only for classroom instruction and within your language center, I think it would be OK. However, if you plan to distribute to other institutions, it will need special permission."

Table 24. Round one comments for step 5.1

As a result, this step and its activities were modified and returned to the panel members for further validation. The revised step and its activities were written as follows:

Manage Technical Duplication

Activity: Instructional systems designer works cooperatively with technical crew to duplicate the approved package(s).

The majority of the panel members in the second round agreed on the steps and its activities. Therefore, no further changes were made for the step.

Distribute the Materials

Activity: ISD distributes the final products to the EFL practitioners or as stated in the purposes of creating the materials: e.g., for self-tutorial or for classroom use.

The majority agreed to this step. One member proposed that the party involved in distributing the materials be identified.

ROUND ONE
"Who distributes the materials? ISD or the university?"

Table 25. Round one comments for step 5.2

As a result, the step was modified and returned to the panel members for further feedback. After reviewing the responses from the members, the step and its activities were modified as follows:

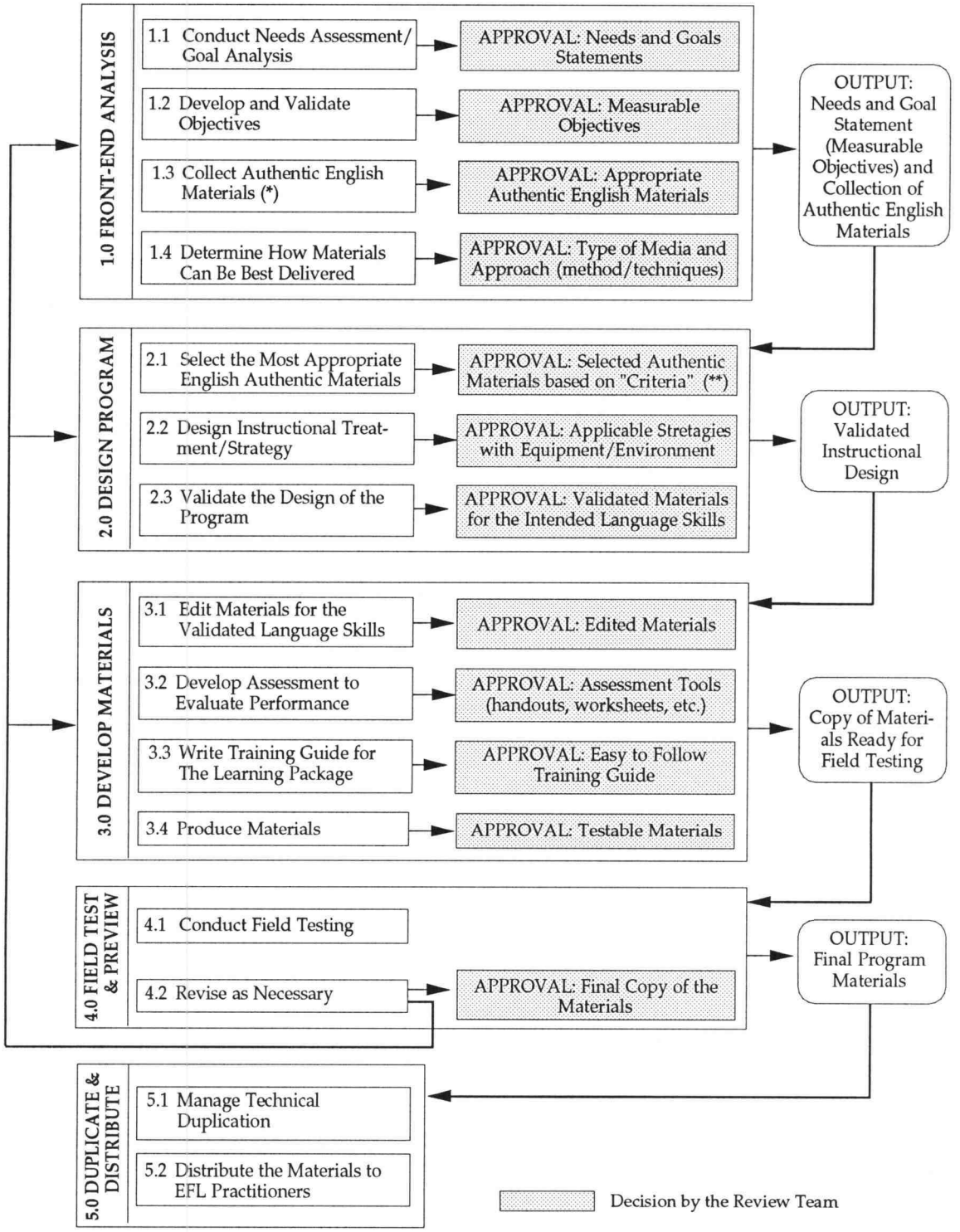
Distribute the Materials to EFL Practitioners

Activity: Instructional systems designer submits the final approved package(s) to the university to be used by EFL practitioners at colleges/departments and at the university learning centers.

All panel members in the second round agreed to the step and its activities. Therefore, no further changes were made after round two.

Based on the results of *Questionnaire Round One and Two*, Figures 11-16 represent the recommended model to be used for selecting/developing instructional materials for Syiah Kuala University pre-departure scholars.

THE MODEL FOR SELECTING/DEVELOPING INSTRUCTIONAL MATERIALS FOR SYIAH KUALA UNIVERSITY PRE-DEPARTURE SCHOLARS



(*) Authentic materials are any printed, audio or video materials produced in English speaking countries for use by native speakers
(**) The criteria for selecting appropriate authentic materials will be developed by the review team.

Figure 11

Figure 12
Conduct Front-End Analysis

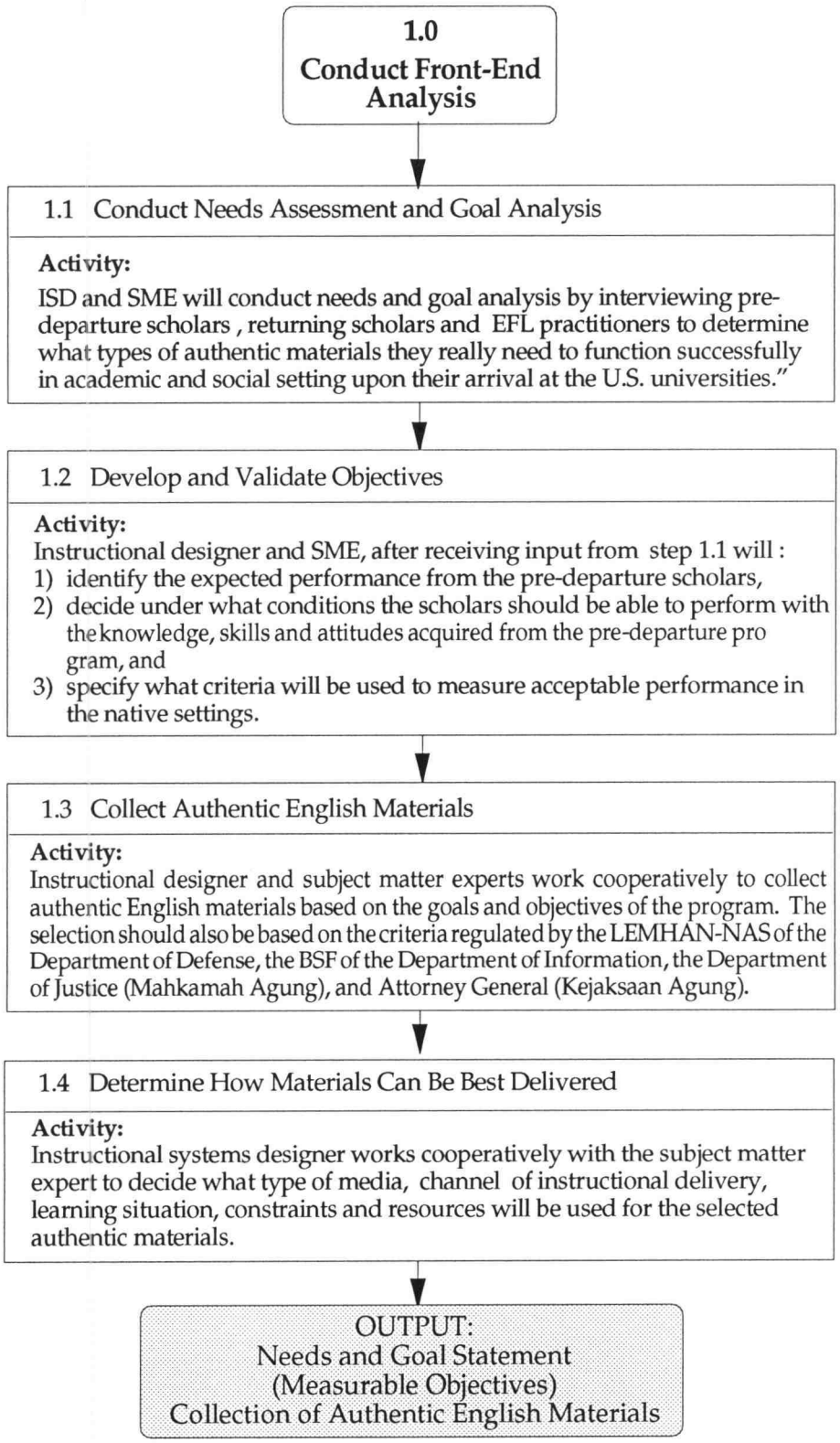


Figure 13
Design Program

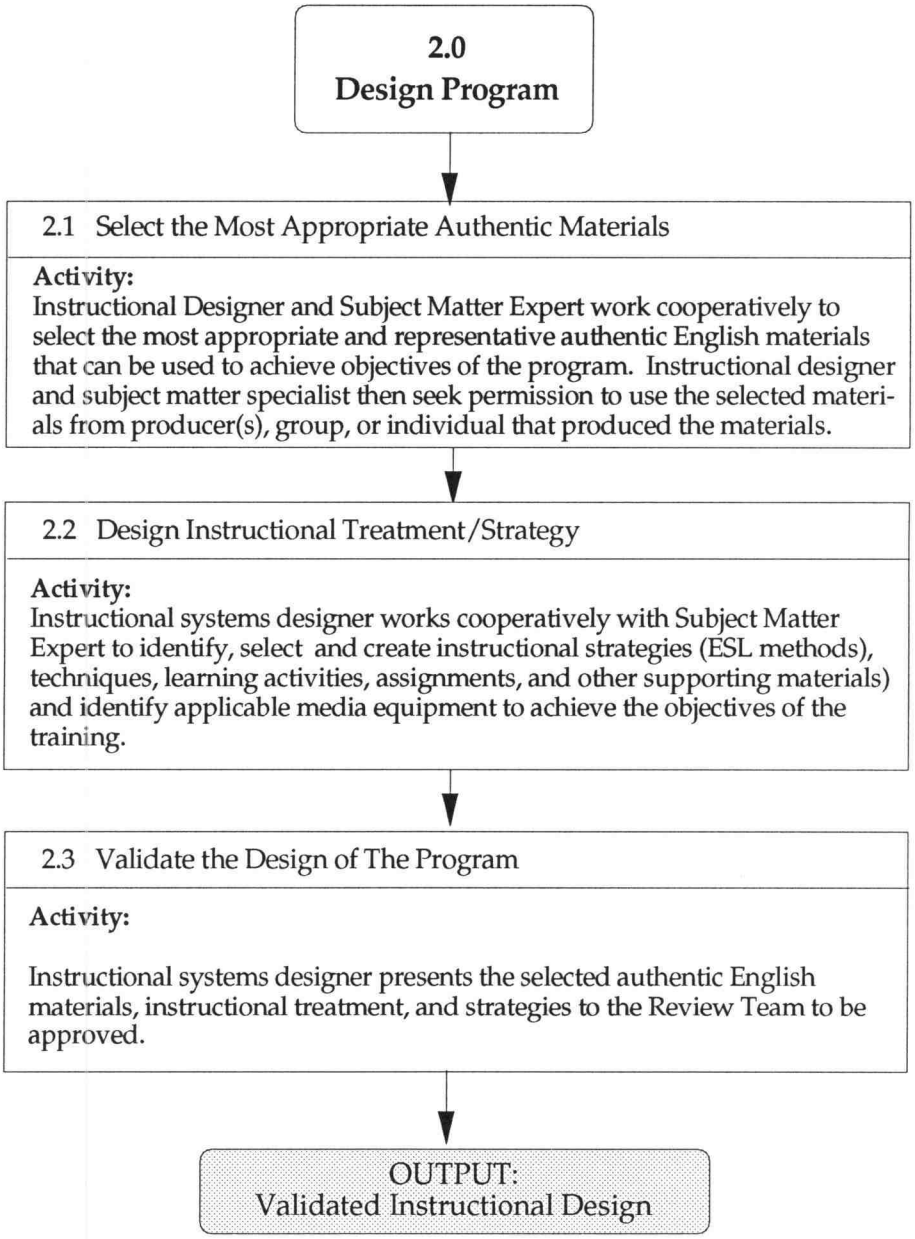


Figure 14
Develop Materials

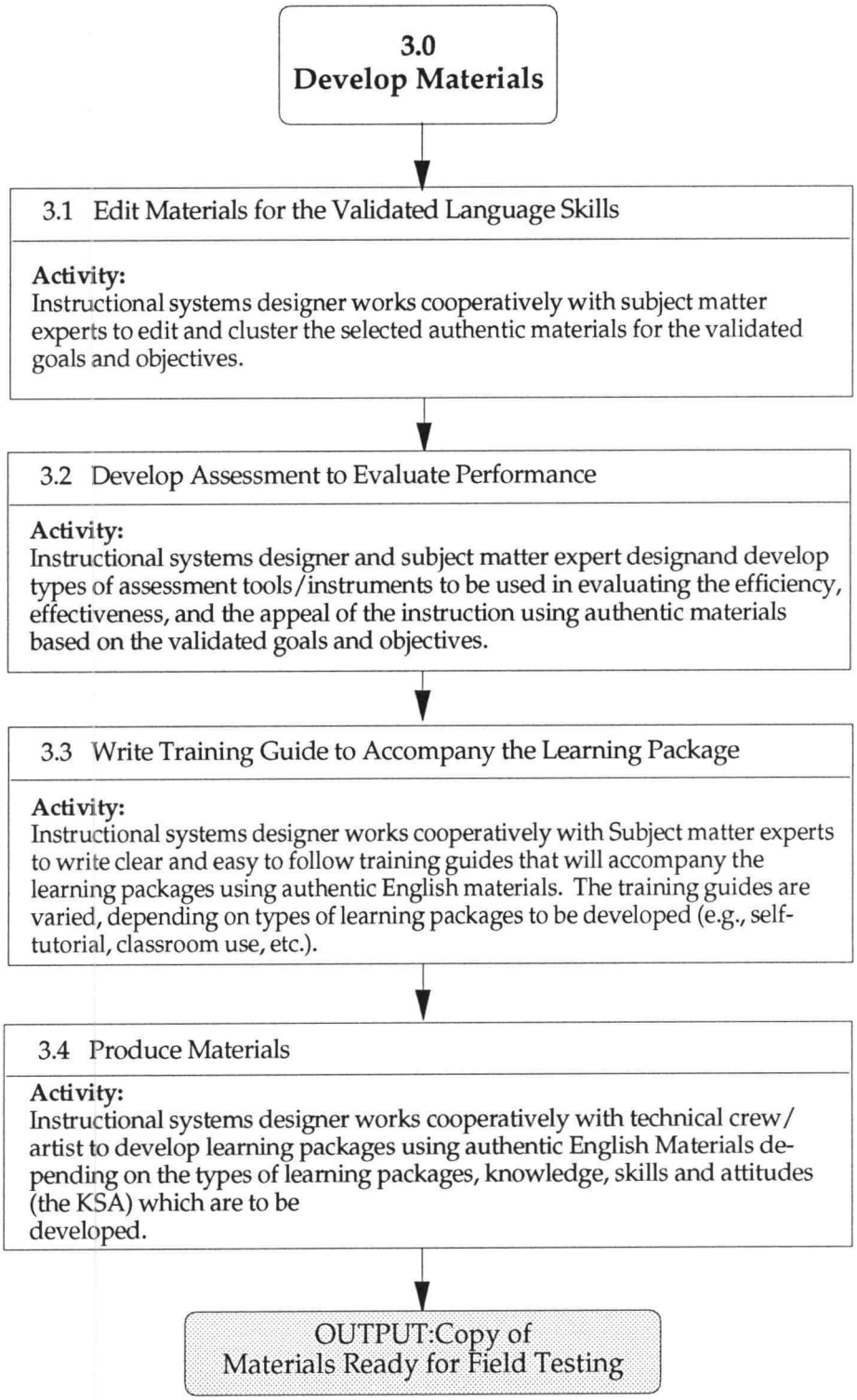


Figure 15
Field Test and Preview

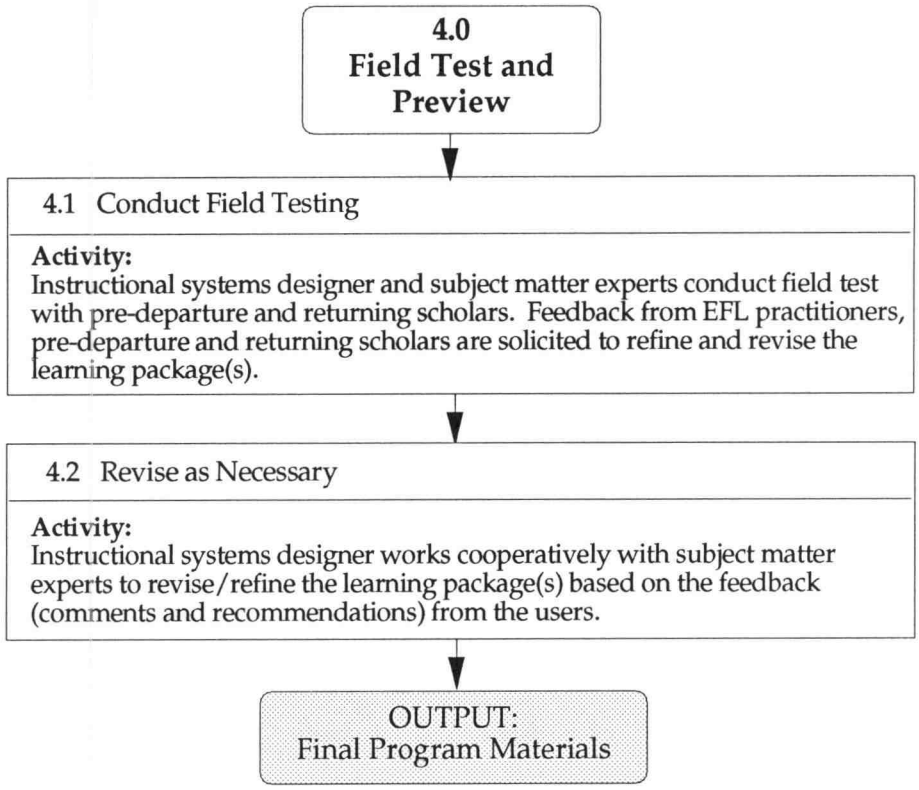
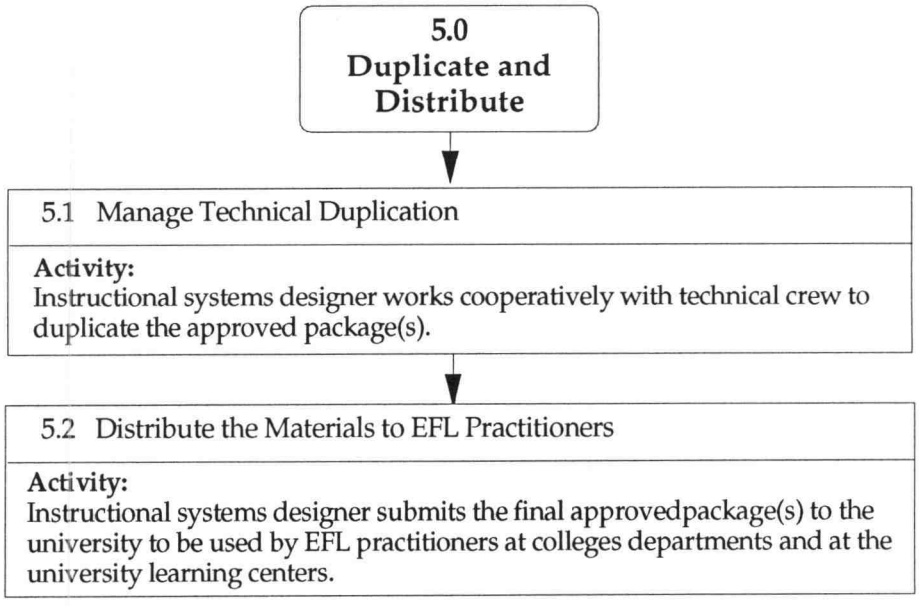


Figure 16
Duplicate and Distribute



Additional Comments on the Model

The following are additional comments from the panel members about the model. The majority of the panel members agreed that an approval box should be included at every stage, in order to avoid wasting time and money. The majority also agreed that the proposed model has too many steps. However, they believed if the steps were aimed at avoiding confusion and increasing efficiency and effectiveness, then they were confident that the model would be helpful for EFL practitioners, especially to those who have little background in instructional systems design.

> "This model seems fine as a whole, however, I felt that you may have divided the model into too many steps. I can see they are necessary steps, but there are things that are naturally tucked under other steps. The model is clear and easy to follow. If you divided the model into so many steps to avoid misleading of the model, I do not have any objections to it."

Another member questioned in what stage the performance gap was to be identified. Having a clear performance gap, according to the member, will increase effectiveness and efficiency of the materials.

> "Performance gap should be identified to effectively set/develop objectives. Efficiency can be increased if performance gap can be divided into sub skills and as measurable objectives as you stated in the basic principles of the proposed model."

A model with detailed steps and procedures requires intensive collaborative work between parties involved in the design of instruction. This collaborative party, as the review team, monitors the outcomes of the design at every step of the process. This team is responsible for internal and external relevancy of design

process. This team work, according to Bessey (Personal communication, November 29, 1992), will guarantee not only the relevancy of the materials but also the quality of materials produced by the model. It is like a Total Quality Management (TQM) team in business and industry which controls the product at all stages of production.

The majority of ESL/EFL practitioners believe that the process in this model is time-consuming since the process requires approval from all parties involved in the process.

> "The approval boxes are necessary to avoid blaming and misunderstandings. Limiting the number of interest groups in the review team will increase efficiency and effectiveness in materials development. Should the members of the review team be limited in stages 2.0 and 3.0. The process will be more efficient and effective and only ISD and SME are involved in these stages."

> "To strengthen the internal relevancy as you explained to me on the phone, I suggest that there should be a line connecting each step in every stage."

Most instructional systems designers agreed that approval boxes are needed to increase relevancy of materials. They also agreed that it will take time to accomplish the job of developing materials. However, this time-consuming effort guarantees that the materials selected by the model will be ones that are intended and planned.

All Indonesian EFL practitioners and almost one half of ESL specialists stated that involving instructional designers in the process of materials development enriches the quality of material development. The following are comments from Indonesian EFL practitioners.

> "Instructional systems design is a new area for me as an Indonesian EFL practitioner. Involving instructional designers in this process will give me new insights on materials development. I have learned a lot about curriculum design in ESL. ISD seems to be broader than ESL curriculum design."

> "I have been an ESL student in the U.S. for six months. I have taken one class in ISD. I have found that a combination of ESL theories and ISD theories has increased my confidence in designing courses and in selecting instructional strategies and media. I believe that involving an IS designer in ESL program will increase efficiency and effectiveness of the program."

Another Indonesian EFL practitioner is cautious that if this model is introduced in Indonesia, many EFL instructors might be threatened that their roles are limited and that the role of IS designer will be more dominant. The member suggested that the application of the design should be conducted with a sound personal relationship. The member agreed that combining the two areas of ISD and ESL/EFL is necessary to develop better EFL materials at Syiah Kuala University.

> "The model does not and will not interfere with Indonesian culture. However, some EFL practitioners might feel that their role will be limited should IS designer be given such a big role in designing/developing materials. Personal and mutual relationship should be developed between ISD and SME prior to designing/developing materials."

> "Since this will be the first model of this kind introduced at the university, the constraints the designer might encounter is convincing the parties of how much the role of every party be involved in the designing process. Once the concerned parties have been explained and convinced, all steps of the design could be carried out smoothly."

Several members agreed that subject matter expert and designer have their own specialties. Combining the two expertises will be enriching.

> "I believe that language instructional strategies deal with pedagogical and language (linguistic) aspects. Therefore, the cooperation between ISD and SME seems important."

> "When editing the materials, for example, the IS designer might be knowledgeable in media, graphic, layout, and instructional strategies and apply these strategies in the subject area. However, SME is the

> resource person who is knowledgeable in approaches, theories, methods and techniques of delivering the subject matter. Having the two experts working together to develop a learning package with validated objectives will be enriching. It would be even excellent if a person is knowledgeable in both ESL and instructional systems design."
>
> "Instructional designer is knowledgeable in media, graphic, lay out and instructional strategies. Subject matter specialist is the resource person knowledgeable in theories, approaches, methods and techniques of the subject matter. Combining two expertises will be enriching."

Since the returning scholars, pre-departure scholars, and technical crews are also involved in the review team, the materials developed by this model will be more thoughtful and more applicable to the target population.

> "Include returning scholars in the review team. Consider a plan to have materials reviewed and updated periodically by the returning scholars."
>
> "I believe that materials produced by this model will be more precise, since the materials are selected based on the immediate needs of the target population. Involving the returning scholars will provide the most current information of the nature of the subject. Involving the pre-departure in reviewing materials will be enriching in selecting materials since they really know what types of materials they need to survive in the real setting."

All Indonesian practitioners believed that this model is applicable to Syiah Kuala University since it meets the most important principles of material design, learners' participation.

> "This model meets the most important principles of adult education like those proposed by Knowles, i.e., the involvement of participants in the planning process. I believe this model will be suitable and applicable in the Indonesian educational atmosphere, especially at Syiah Kuala University."

Instructional systems design (ISD) is a blend of psychology, education, communication, management, system theory, and social science. A designer

should have an understanding of human physical, emotional, social and mental growth and development. Sound, collaborative work between a designer and a subject specialist blends theories and systems from two areas which results in benefit for the designer, the subject specialist and the learners.

> "I strongly agree with the idea that the SME and ISD review related literature prior to planning and designing instructional materials. Having experts in two areas to review related literature for the same purposes will be an excellent idea to develop better materials that fit the learners and their environment."

> "I strongly agree that not only SME reviews related literature but also ISD. When the two experts/specialists work together and relate their expertise in instructional design with other disciplines, as I assumed, the results will be excellent. Adult learners bring with them many qualifications that will hinder as well as contribute to learning."

Another Indonesian EFL practitioner suggests that:

> "...the real activities of an Indonesian student (scholar) studying in the U.S. should be recorded/video taped as a sample for self-tutorial and/ or for classroom use. The activity should start when he or she wakes up in the morning preparing for class, taking lecture/ seminar, taking notes, having conference with his or her professor, going to library, and doing weekly midterm and term papers. This type of material, according to the member, will demonstrate the real challenge when one takes a class in a U.S. university."

Having materials developed based on the learners' immediate need will also increase motivation and interest. The following are overall comments from one Indonesian EFL practitioner and ESL practitioners.

> " Authentic materials, as you plan to select and use, will be very motivating and interesting. The pre-departure scholars will use the materials to judge their performance in all language skills. They will be able to see how they will survive in the actual setting (culturally and academically) upon their arrival in the U.S. If the teacher can use the materials appropriately, such materials will be very motivating and interesting."

Some ESL specialists and all Indonesian EFL practitioners asked if the researcher could change the wording for some of the steps to enable EFL practitioners, in particular, to understand the concept of every step.

> "I know that many of the terms are familiar to you as a person in ISD. However, there are many terms that I believe not familiar for EFL practitioners. Avoiding such terms will make the application of the model easier."

Other members indicated that if this model is to be applied by persons in other areas who are not familiar with instructional systems design jargons, the terms should be adjusted to the subject area to be implemented.

> "Since you are also an EFL person, could you adjust the term or wording of the model with the terms commonly used in ESL/EFL? I believe that adjusting terms with ESL/EFL areas would be very helpful in applying the model in EFL areas."

Many EFL practitioners believe that the model can be applied in EFL settings if the researcher conducts workshops to introduce the model to EFL practitioners. They suggest that the workshops be conducted in several phases, depending on the level of the practitioners.

> "This will be the first model to be introduced in our department. Most of our faculty members have been familiar with ESL/EFL curriculum designs and will be surprised when this type of design is introduced to them. Some might be hesitant to follow the design. To introduce the design/model to them requires intensive workshops showing them the difference between the two areas."

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

The number of Indonesian students studying in the U.S. is increasing every year (Mr. Syahri, Indonesian Consul to San Francisco Consulate, personal communication, June 26, 1992). However, problems which face Indonesian students are widening due to the hidden dimensions of communication which occur between the host country culture and the native culture(s). Research findings in the area of communication found that the difference between the host country culture and the native culture as well as the two languages are the sources of such problems. The ESL/EFL literature suggests that authentic materials be used to narrow this gap. Authentic English materials, when properly selected and applied, could prepare scholars to enter target language settings with higher self-esteem, and become better aware of their own and the target's culture.

Instructional systems design (ISD), through its various styles and processes, has proven to be effective and efficient in planning, designing, and developing instructional materials. Authentic English materials, when properly selected and used through the application of ISD, can increase the relevancy of ESL/EFL instruction to the needs of the scholars in developing their coping skills when entering a new culture.

Instructional materials for Indonesian scholars have often been selected and developed based on the assumptions and predictions made by instructors. Applying the ISD process in selecting and developing instructional materials means involving learners in analyzing their needs, goals,

and objectives. The learners are the central focus of every aspect of learning and instruction. They are no longer solely receivers, but instead, they are also a vital part of the decision making process.

Purpose and Design of the Study

The purpose of this study was to search for an appropriate ISD model and apply it to EFL with some modifications. This study was conducted in three stages:

Stage One. Literature in the areas of instructional systems design (ISD) and ESL/EFL was reviewed to determine what instructional model would be most appropriate in an Indonesian environment and for the subject area. The review covered the definition of authentic materials, instructional system theory, and instructional systems design.

Stage Two. A comparison was made between generic and custom-designed models, and the Stiehl-Schmall Instructional Systems Design model was identified as the most applicable model since it has been successful in achieving the validated goals and objectives of its target population in the state of Oregon (U.S.), Canada, and the Samoa Islands. The success of this model has been evaluated and validated by Pratt, Schmall, Wilson & Benthin (1990, 1991 & 1992). Thus, the proposed model for Syiah Kuala University pre-departure scholars was built upon the Stiehl-Schmall instructional systems design model.

Stage Three. Since the selected model will be applied in a different environment and culture for a different target population, the adapted version of the Stiehl-Schmall ISD model needed validation. For this purpose,

seventeen panel members including ISD specialists/ practitioners, ESL specialists working with international students in the U.S. and overseas, and EFL practitioners were consulted. Changes and modifications were made on the proposed model based on comments and suggestions of the panel members through two rounds of questionnaires. Based on the feedback from the panelists, two steps of the proposed model were deleted in the first round and one step was combined into another, during the second round.

Findings of the Study

It was found in the validation process that most ESL/EFL practitioners are not familiar with the instructional systems design process. However, the majority of the panel members, especially ESL/EFL practitioners, agreed that applying ISD into ESL/EFL would enrich the quality of EFL instructional materials. They also projected that applying ISD to ESL/EFL would improve the effectiveness of materials.

Comments from the Delphi panel members revealed that the proposed model had too many steps. However, since this model will be the first of its kind to be applied to EFL practitioners at the Language Center of Syiah Kuala University, the majority of the panel members agreed that it was necessary to have detailed steps/activities for practitioners who are not familiar with instructional systems design.

All Indonesian EFL practitioners and many ESL practitioners suggested that a training on application of the proposed model should be conducted. The training, according to Indonesian EFL practitioners, should be conducted in a workshop format in which EFL practitioners are exposed to

conducting all phases of the model for selecting and developing authentic materials for pre-departure scholars at Syiah Kuala University.

The role of an instructional systems designer, to many EFL/ESL practitioners, seemed too broad. They requested that this role be clearly defined. Based on the literature review and the results of this study, it should be noted, that the roles of designer and subject matter specialist are different. The instructional designers are specialists in designing materials, while the subject matter experts are specialists in the nature of the subject matter. Subject matter is responsible for the flow and the sequence of the materials. The collaboration between the instructional designer and the subject matter specialist will produce better instruction and learning that benefits the learners as well as the facilitators.

Introducing a revolutionary change in an academic environment can be discouraging for the individual who proposes it and disruptive for the individuals who must experience the change. Dick (1988) reminds instructional designers that no matter how skillful they are in instructional systems design, they can not be good designers without working cooperatively with subject matter specialists. Morrison (1988) suggests that instructional designers need to be aware of the different roles and responsibilities of development project team members in various environment.

All Indonesian EFL practitioners, ESL practitioners, and ISD experts expressed their concern that introducing this model will be a difficult challenge since subject matter experts might perceive their role in material development as decreasing. Their concerns seem to be relevant. Stoynoff (1990) in a review of the academic change literature noted similar concerns among faculty members when new curriculum changes are introduced into an aca-

demic institution. Stoynoff (1990) proposes a ten-step formula, based on a synthesis of the literature that may be useful to educators and administrators wishing to introduce or implement curriculum change: (1) foster an atmosphere that promotes change, (2) build consensus by compromising with and co-opting those who resist and reassuring those who are anxious, (3) instill confidence by demonstrating that you have mastered the details and specifics related to the proposed change, (4) upon establishing an atmosphere conducive to introducing a change, appreciate the importance of timing, (5) adapt proposed changes or innovations to your own particular setting, (6) adequately communicate with and disseminate information regarding the change to all affected individuals and units, (7) ensure that key administrators are behind the innovation, if possible, before attempting to broaden support for the proposed change, (8) expand support to like-minded individuals and begin to build coalitions, (9) build in rewards and incentives to promote cooperation among other units and outside individuals, and (10) prepare for the post-adoption period. This 10-step process might be helpful to reduce fears at Syiah Kuala University.

The majority of the panel members agreed that the review team should approve the design created by the instructional designer and subject matter expert. They suggested that by having a review team involved in every step of the design, the development process will be time-consuming. However, they agreed that the product of this design will be high in quality, more relevant, more efficient and effective than without a collaborative partnership.

Involving pre-departure and returning scholars in the design process was supported by all Indonesian EFL practitioners since the present curricula

(and even the 1993 curriculum that will be imposed by the Directorate of Higher Education, Department of Education and Culture in 1994) is designed by a randomly selected group of subject matter experts. It is impossible to apply one model of curriculum for all public higher education institutions in Indonesia without considering the immediate needs of the learners in every province and district and their environment. By involving pre-departure and returning scholars, all Indonesian EFL practitioners, ESL practitioners and ISD practitioners, it is believed that the materials produced by using this model will be more effective.

It appears that having learners as the central focus of instructional design will also increase the motivation and interest of the learners. It seems likely that conducting an intensive analysis of needs and formulating them into more precise objectives will motivate learners when using the materials related to their immediate needs.

Recommendations

Since instructional systems design is a new subject for most Indonesian EFL practitioners, especially the practitioners at the Language Center of Syiah Kuala University, the researcher recommends the following:

1. The model as validated by the Delphi panel should be implemented in selecting and developing instructional materials for pre-departure scholars of Syiah Kuala University.

2. The model should be introduced by demonstrating a model of a learning package for certain language skill through a seminar followed by a

workshop. This workshop will train the practitioners how to apply the model when developing materials for each language skill they teach to pre-departure scholars.

3. The workshop should be conducted in three phases. It should be addressed to a small group (8 to 10 persons) for maximum effectiveness and efficiency. The first phase would be the introduction of instructional systems design (ISD), the philosophy and approach of ISD, the models of instructional design and their theories, and characteristics of good instructional systems design. During the second phase, the practitioners could be given a group or target population and asked to design/develop materials for a certain language skill, such as listening. At the end of this phase, a discussion would be conducted. Each practitioner would be asked to present their materials to the group and explain how they were designed and developed. Feedback (comments and suggestions) from the group would be encouraged and refinement of the materials could subsequently take place. In the last phase, the practitioners would be assigned to use the materials for their target population and collect feedback from their target population. Other practitioners might be asked to join the workshop. Peer comments and suggestions would help them develop better instructional materials since they could trade information from different target population/group.

4. Each practitioner participating in the workshop should be given different authentic materials as the source of their medium of instruction (video, audio, or printed materials) and also be asked to add to these materials. Having different mediums of instruction for practitioners will increase their choices of media when teaching English. Practitioners who are assigned to use video for their medium of instruction, for instance, would receive

critiques from those who are assigned to use audio and printed materials. Suggestions and recommendations made by the panelists regarding implementation of the model would also be taken into consideration.

5. Further studies should be conducted to document feedback/comments on efficiency, effectiveness and the relevancy of materials produced using this model for the refinement of the model.

As Indonesia enters the 21st century, it is important that the teaching of English be progressive, creative and effective. Use of a model, such as the proposed instructional systems design of this research, will help to achieve these quests. The EFL programs in Indonesia should be focused more on the recipients of the programs rather than the deliverers of the programs.

REFERENCES

Afflerbach, P. P. (1990). The influence of prior knowledge on expert readers' main ideas construction strategies. *Reading Research Quarterly* 25: 31-46

Ali, A. (1987, January). *Bahasa Inggris - Peranannya dalam pengembangan potensi akademik (English - Its role in developing academic potentials).* Lembaga Bahasa Universitas Syiah Kuala. Darussalam: Banda Aceh.

Altman, R. (1990). *The video connection: integrating video into language teaching.* Boston: Houghton Mifflin Company.

Andrew, G.H., & Goodson, L.A. (1980). A comparative analysis of models of instructional design. *Journal of Instructional Development 3*: 2-16.

Bacon, S. M. (1987). Mediating cultural bias with authentic target language texts for beginning students of Spanish. *Foreign Language Annals 20* : 557-560.

Bacon, S. M. (1988). Listening for real in the foreign language classroom. *Foreign Language Annals* 17:543-551.

Badan Kerjasama Perguruan Tinggi Indonesia Bagian Barat (BKS-B). (1988). *Laporan tahunan program pengembangan bahasa Inggris (Annual report on the development of English teaching at Western Indonesian Universities),* Darussalam, Indonesia: BKS-B Report.

Belasco, S. (1981). Aital cal aprene les lengas estrangieras, comprehension: the key to second language acquisition. in Harris Winits (Ed.), *The comprehension approach to foreign language instruction* (pp. 14-33). Rowley, Mass: Newbury House Publishers.

Bandura, A. (1976). *Social learning theory.* Englewood-Cliffs, NJ: Prentice Hall.

Barbe, W.B. & Swassing. R.H. (1988). *Teaching through modality strengths: concepts and practices.* Colombus, Ohio: Zaner-Bloser.

Bee, H. L. (1987). *The journey of adulthood.* New York. McMillan Publishing Company

Bee, H. L. (1992). *The journey of adulthood* (Second Edition). New York. McMillan Publishing Company

Benedict, R. (1959). *Race and cultural relations.* Washington, DC: National Studies for Social Studies.

Bloom, B.S., Englehart, M.D., Furst, E.J., Hill, W.H. & Krathwohl, D.R. (1956). *Taxonomy of educational objectives: the classification of educational goals. handbook I: cognitive domain.* New York: Longman.

Bower, J.D., Madsen, H. & Hilferty, A. (1985). *TESOL techniques and procedures.* Cambridge, Mass: Newbury House Publishers.

Boutwell, R.C. (1979). Instructional system in the next decade. *Journal of Instructional Development*, 2 (3), 31-35

Briggs, L. 1977. *Instructional design: Principles and Applications.* Englewood Cliffs, N.J.: Educational technology Publications

Briggs, L., Gustafson, K.L., & Tillman, M.H. (eds). (1991). *Instructional design: principles and applications.* Englewood Cliffs, N.J: Educational Technology Publications.

Brown, H.D. (1987). *Principles of language learning and teaching.* Englewood Cliffs, NJ: Prentice Hall Regents.

Brumfit, J.C. & Johnson, K. (1979). *The Communicative approach to language teaching.* Oxford: Oxford University Press.

Burt, M. & Dulay, H. (1975). *New directions in second language learning, teaching, and bilingual education.* on TESOL 1975. Washington D.C: TESOL.

Canale, M. & Swan, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics* 1:1-47

Cantor, J.A. (1986). The Delphi as a job analysis tool. *Journal of Instructional Development* 9: 16-19.

Carl, D.R. (1976). Instructional development in educational television. *Educational Technology*, 10-24.

Chadwick, C. (1991). Instructional development and third world textbooks. *ETR & D.* 38: 51-59

Chomsky, N. (1957). *Syntactic structure.* The Hague: Mouton. 1957.

Condon, J.C. & Yousef, F. (1981). *An introduction to intercultural communication.* Indianapolis: The Bobbs-Merrill Company, Inc.

Curran, C. A. (1976). *Counseling - learning in second languages.* Apple River, Ill: Apple Rivers Press.

Dalkey, N.C. (1969). *The Delphi method: an experimental study of group opinion.* Santa Monica, CA: The Rand Corporation.

Dick, W. (1988). Working with subject specialists: a commentary on Morrison and Tessmer. *Journal of Instructional Development* 11(2), 37-39.

Dick, W. & Carey, L.M. (1990). *The systematic design of instruction* (3rd ed.). Glenview, IL: Scott Foreman.

Dick, W. & Carey, L.M. (1991). Formative evaluation. In Briggs, L., Gustafson, K.L., and Tillman, M.H. (eds). *Instructional design: principles and applications.* Englewood Cliffs, N.J: Educational Technology Publications.

Dickinson, L. (1987). *Self-instruction in language learning*. London: Cambridge University Press.

Dulay, H., Burt, M. & Krashen, S. (1982). *Language two*. New York: Oxford University Press.

Dubin, F. & Olshtain, E. (1987). *Course design: developing programs and materials for language learning.* Cambridge: Cambridge University Press.

Ellis, R. (1985). *Understanding second language acquisition.* Oxford: Oxford University Press.

Finnochiarro, M. & Brumfit, C. (1983). *The functional-notional approach.* New York: Oxford University Press.

Finocchiaro, M. (1989). *English as a second/foreign language (4th edition).* Englewoods Cliffs, N.J.: Prentice Hall regents.

Gagne, R. M. & Briggs, L.J. (1979). *Principles of Instructional Design.* New York: Holt, Rinehart & Winston.

Gagne, R. M. (1985). *The conditions of learning and theory of instruction* (4th ed.). New York: Holt, Rinehart and Winston.

Gagne, R. M. (1991). Analysis of objectives. In Briggs, L., Gustafson, K.L., and Tillman, M.H. (eds). 1991. *Instructional design: principles and applications.* Englewood Cliffs, N.J: Educational Technology Publications.

Gagne, R.M. & Merrill, M.D. (1991). Integrative goals for instructional design. *ETR & D* 38(1): 23-30

Garcia, C. (1991). Using authentic reading texts to discover underlying sociocultural information. *Foreign Language Annals* 24. 515-526.

Geddes, M. (1982). Listening. in Keith Johnson and Keith Morrow, eds. *Communication in the classroom*. Essex, England: Longman Group Ltd.

Geddes, M. & White, R. (1978). The use of semi-scripted simulated authentic speech in listening comprehension. *Audio-visual Language Journal* 16: 137-45.

Geis, G.L. (1987) Formative evaluation: Developmental testing and expert review. *National Society for Performance and Instructional Journal*, 26 (4), 1-8.

Gilman, R.A. & Moody, L.M. (1984). What practitioner say about listening: research implications for the classroom. *Foreign Language Annals* 17: 331-34.

Greer, M. (1992). *ID project management: tools and techniques for instructional designers and developers.* Engelwood Cliffs, N.J: Educational Technology Publications.

Gustafson, K.L. & Tillman, M.H. (1991). *Instructional designs: principles and applications.* Englewood, Cliffs, N.J: Educational Technology Publications.

Haddon, L.R. (1987). *The process for the evaluation of learner goals, reading comprehension, and program impact as elements of adult literacy programs.* Unpublished doctoral dissertation. Oregon State University, Corvallis, OR.

Hall, E.T. (1959). *The silent language.* New York: Doubleday and Co.

Hall, E.T. (1966). *The hidden dimension.* New York: Doubleday and Co.

Halliday, M. 1973. *Explorations in the functions of language.* London: Edward Arnold Press.

Halliday, M.A.K. & Hassan, R. (1990). *Language, context, and texts: aspects of language in a social-semiotic perspectives.* Oxford: Oxford University Press.

Harris, P.R. & Morran, R.T. (1986). *Managing cultural differences.* Houston: Gulf Publishing Company.

Haverson, W. W. (1991). Adult literacy training. in *Teaching English as a second or foreign language* edited by Marianne Celce-Murcia. New York: Newbury House.

Helmer, O. (1968). Analysis of the Future: The Delphi Method in *Technological Forecasting for Industry and Government: Methods and Application* edited by James R. Bright. Englewood Cliffs, NJ: Prectice Hall, Inc.

Hebert, D. (1991). *A study of the of the influence of reading tapescript to help prepare and develop the acquisition of listening comprehension in English as a second language when using authentic video material with intermediate students at the CEGEP level.* Quebec, Canada: International Center for Research & Bilingualism: ED 338-101

Hoover, K.R. (1984). *The elements of social scientific thinking.* New York: St. Martins Press.

Hristova, R. (1990). Video in English for specific purposes. Washington DC: *US Department of Education:* ED 322-737.

Hymes, D. (1967). Why linguistics needs the sociologist. *Social Research* 34: 632-647.

James, C.J. (1984). Are you listening? The practical components of listening comprehension. *Foreign Language Annals* 17: 129-133.

Jenks, F. (1981). Learners' needs and the selection of compatible materials. in *The second language classroom: directions for the 1980's* by James Alatis, H.B. Altman and P.M. Alatis. New York: Oxford University Press.

Jiaju, Z. (1984). Making use of news broadcast. *English Language Teaching Journal.* 38, 4: 242-247.

Johnson, D.C. (1971). Problem of foreign students. *Intercultural Educational & Cultural Exchange* 7: 61-68.

Johnson, K.A. & Foa, L.J. (1989). *Instructional design: new alternative for effective education and training.* New York: National University Continuing Education Association.

Joiner, E.G., Atkins, P.B., Eykyn, L.B. (1989). Skimming and scanning with champs - elysees: using authentic materials to improve foreign language materials. *French Review* 6: 427-435.

Kaplan, R. (1966). Cultural thought patterns in intercultural education. *Language Learning 16*: 1-20.

Kemp, J.D. & Smellie, D.C. (1989). *Planning, producing and using instructional media (6th edition)*. New York: Harper & Row Publishers.

Kemp, J.D. (1985). *The instructional design process*. New York: Harper & Crow.

Knowles, M. (1984) (4th Edition). *The adult learner: a neglected species.* Houston: Gulf Publishing Company.

Konoski, P.J., & Ellis, J.A. (1991). Cognitive Factors in Learning and Retention of Procedural Tasks. in R.F. Dillon & J.W. Pellegrino (Ed.), *Instruction: theoretical and applied perspectives.* New York: PEACER, Chapter 3.

Krashen, S.D. (1981). *Second language acquisition and second language learning.* Oxford: Pergamon Press.

Krashen, S.D. & Terrell, T. (1983). *The natural approach: language acquisition in the classroom.* Oxford: Pergamon Press.

Krashen, S.D. (1985). *The Input hypothesis: issues and implications.* London: Longman.

Krashen, S.D. (1992). in Young, Dolly J. Language anxiety from foreign language specialist's perspective: interviews with Krashen, Ommagio Hadley, Terrell and Rardin. *Foreign Language Annals* 25: 157-172.

Kroonenberg, N. (1992, March). Learning styles and language learning. Paper presented at the *1992 TESOL Conference*, Vancouver, B.C., Canada.

Landa, L.N. (1983). The algo-heuristic theory of instruction. in C.M. Reigeluth (Ed.), *Instructional-design theories and models: an overview of their current status.* Hillsdale, N.J.: Lawrence Erlbaum Associates, Publishers.

Lee, M., Abd-Ella, M. & Burks, L.A. (1981). *Needs of foreign students from developing nations at U.S. colleges and universities.* Washington DC: National Association for Foreign Students Affairs.

Leshin, C.B., Pollock, J. & Reigeluth, C.M. (1992). *Instructional design strategies and tactics.* Englewood, N.J.: Educational Technology Publications.

Linstone, H.A. (1978). in Fowles, J. (Editor). *Handbook of future research.* Westpoint, CT: Greenwood.

Littlejohn, S.W. (1978). *Theories of human communication.* Columbus, Ohio: Charles E. Merrill Publishing Company.

Lonergan, J. (1990). *Video in language teaching.* Cambridge: Cambridge University Press.

Long, M. H. & Richards, J.C. (eds.). (1987). *TESOL methodology: a book of readings.* Rowley, Mass: Newbury House Publishers.

MacWilliam, I. (1986). "Video and language comprehension." *English Language Teaching Journal* 40: 131-135

Manning, J.L. (1988). Using TV/Video as primary text in a foreign language classroom at the University of Colorado, Denver. *Foreign Language Annals* 21: 445-461

Marcia, J.E. (1980). Identity in adolescence. in J. Adelson (eds.) *Handbook of adolescent psychology.* New York: John Wiley & Sons.

McGinnis, S. (1992). Using authentic cultural materials to Teach Reading in Chinese. *Foreign Language Annals* 25: 233-238.

MacLaughlin, B. (1987). *Theories of second-language learning.* London: Edward Arnold

Mehrabian, A. (1968). "Communication without word. *Psychology Today* 2: 52-55.

Molinowski, B. (1923). in Halliday, M.A.K. and Ruqaiya Hassan. 1990. *Language, context, and text: aspects of language in social-semiotic perspective.* London: Oxford University Press.

Morgan, M., Schocker, K. M. (1987). Using texts in a communicative approach. *English Language Teaching Journal* 4,4: 248-256.

Morrison, B. (1989). Using news broadcasts for authentic listening comprehension. *English Language Teaching (ELT) Journal* 43(1): 14-18.

Morrison, G.R. (1988). The instructional designer-subject specialist relationship: Implications for professionals. *Journal of Instructional Development* 11(2):24-27

Nostrand, H. (1989). Authentic text and cultural authenticity: An editorial. *Modern Language Journal* 73 (1): 49-52

Nunan, D. (1988). *The learner-centered curriculum: a study in second language teaching*. Cambridge, England: Cambridge University Press.

O'Malley, J.M., Chamot, A.U., Stewner-Manzanares, G., Russo, R.P. & Kupper, L. (1985). Learning strategy applications with students of English as a second language. *TESOL Quarterly* 19: 557-584.

O'Malley, J.M. & Chamot, A.U. (1990). *Learning strategies in second language.* Cambridge: Cambridge University Press.

Omagio, A. (1986). *Teaching language in context.* Boston: Heinle and Heinle Publishers.

Oxford, R.L. (1990). *Language learning strategies: what every teacher should know.* New York: Newbury House Publishers.

Pica, T. (1987). Interlanguage adjustment as an outcome of NS - NNS negotiated interaction. *Language Learning* 38: 45-73.

Pratt, C., Schmall, V.L., Wilson, W. & Benthin, A. (1990). Alcohol problems and depression in later life: development of two knowledge quizzes. *The Gerontologist Society of America.* 32 (2) 175-183.

Pratt, C., Schmall, V.L., Wilson, W. & Benthin, A. (1991). A model community education program on depression and suicide in later life. *The Gerontologist,* 31 (5). 692-695.

Pratt, C., Schmall, V.L., Wilson, W. & Benthin, A. (1992). Alcohol problems in later life: Evaluation of a Model Community College Education program. *Community Mental Health Journal,* 28 (4) 327-335.

Pusch, M.D. (1992). *Intercultural Communication Theory*. Paper presented at the TESOL Convention, Vancouver, B.C. Canada.

Reigeluth, C.M., & Stein, F.S. (1983). The elaboration theory of instruction. in Reigeluth C.M. (Ed.) *Instructional-design theories and models: an overview of their current status.* Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.

Reigeluth, C.M. (1983). Instructional design: what is it and why is it? in Krahen, Stephen D. 1985. *The Input hypothesis: issues and implications.* London: Longman.

Richey, R. (1986). *Theoretical and conceptual bases of instructional design.* New York: Nichols Publishing Co.

Rings, L. (1986). Authentic language and authentic conversational text. *Foreign Language Annals* 19 (1986): 203-208

Rodriguez, S.R. (1988). Needs assessment and Analysis: Tools for change. *Journal of Instructional Development* 11(1): 23-28.

Rogers, C. V. & Medley, F.W. (1988). Language with a purpose: using authentic materials in the foreign language classroom. *Foreign Language Annals* 21: 467-478.

Rose, A. (1992). Facilitation: Are we asking the right questions? *Adult Learning* 3:3

Rossett, A. (1987). *Training needs assessment.* Englewood Cliffs: N.J: Educational Technology Publications.

Sadow, S. A. (1987) Experiential techniques that promote cross-cultural awareness. *Foreign Language Annals* 20 (1987): 25-30

Samahito, S.C. (1984). *Competency needs for physical education Master's degree programs in Thailand.* Unpublished doctoral dissertation. Oregon State University, Corvallis, OR.

Savignon, S.J. (1983). *Communicative competence: theory and classroom practice (Texts and contexts in second language learning).* Reading, Mass: Addison-Wesley Publishing Company.

Schegloff, E., Jefferson, G., & Sacks, H. (1977). The preference for self-correction in the organization of repair in conversation. *Language* 53 (1977): 361-382.

Schmall, V.L. (1988). How to help elders with alcohol problems: a workshop for families & friends. *Generations*, Summer 1988.

Schmall, V.L. (1989). Aging and mental health: meeting the needs of the public and practitioners for education. *The Reporter*, Oct./Nov./Dec. 1989.

Schmall, V.L. (1990). *Project abstract: mental health and aging: a series of multimedia education workshops.* Corvallis, Oregon: Oregon State University Extension Services.

Schumann, J. (1978). *The pidginization process: a model for second language acquisition.* Rowley, Mass.: Newbury House.

Schuller, C. (1986). Some historical perspectives on the instructional technology field. *Journal of Instructional Development*, 8 (3), 3-6

Seels, B. & Glasgow, R. (1990). *Exercises in instructional design*. Columbus, Ohio: Merrill Publishing Company.

Shafritz, J.M., Koeppe, R.P. & Soper, E. (1988). *The facts on file dictionary of education.* New York: Facts on File.

Soukup, M. (1984). *A survey of research tasks required by secondary school counselors, state department of education professionals, and college and university faculty in Oregon.* Unpublished doctoral dissertation, Oregon State University, Corvallis, OR.

Stevick, Earl. (1982). *Teaching and learning languages*. Cambridge: Cambridge University Press.

Stempleski, S. (1987). *Short takes: using authentic video in the English class.* Washington DC, U.S. Department of Education (ED 294 453).

Stempleski, S. & Tomalin, B. (1990). *Video in action: recipes for using video in language teaching*. New York: Prectice Hall, Inc.

Stewart, E.C. (1972). *American cultural patterns: A cross-cultural perspective.* Chicago, IL: Intercultural Press, Inc.

Stoynoff, S. (1990). Curriculum change and programming Innovations in ESOL programs: Making it happen. *TESOL Reporter 24* (1): 9-19.

Stoynoff, S. (1992). Culture: *A neglected component in intensive ESL programs.* Paper presented at 1992 TESOL Conference, Vancouver, B.C., Canada.

Svensson, S.E. (1985). Video, authenticity and language for special purpose teaching. *Foreign Language Annals* 18: 149-152.

Swan, M. (1985). A critical look at the communicative approach (2). *ELT Journal 30/2:* 76-87.

Terrell, T. (1977). A natural approach to second language learning and acquisition. *Modern Language Journal* 61: 325-37.

The World Publishing Company. (1966). *Webster's New World Dictionary of the American Language.* Clevaland: The World Publishing Company.

Widowson, H.G. (1978). *Teaching language as communication.* Oxford: Oxford University Press.

Valdes, J.C. (1990). *Culture bound: bridging the culture gap in language teaching.* Cambridge, Cambridge University Press.

Vildiz, N. & Wilbur, C. (1992). *Pre-departure EAP program in Indonesia: what to include.* Paper presented at the 1992 TESOL Conference, Vancouver, B.C., Canada.

Wilkins, D. A. (1979). Notional Syllabus: *A taxonomy and its relevance to foreign language curriculum development.* Oxford: Oxford University Press.

Wilkinson, G. (1980). *Media in instruction: 60 years of research.* Washington, DC: Association for Educational Communication and technology.

Wong, D.K.S. (1992). Cross-cultural differences *U.S. Foreign Student Magazine.* Vol. 2:3

Yamamato, N. & Terdall, M. (1992). *Understanding Japanese students' verbal behavior.* Paper presented at the 1992 TESOL Conference. Vancouver, B.C., Canada.

Yelon, S.L. (1991). Writing and Using Instructional Objectives. in Briggs, L., Gustafson, K.L., and Tillman, M.H. (eds). 1991. *Instructional Design: Principles and Applications.* Englewood Cliffs, N.J: Educational Technology Publications.

Young, D.J. (1992). Language Anxiety from Foreign Language Specialist's Perspective: Interviews with Krashen, Ommagio Hadley, Terrell and Rardin. *Foreign Language Annals* 25: 157-172.

APPENDICES

APPENDIX A

LIST OF PANEL MEMBERS

1. Barbara Boltes
   Ballard Extension Hall 105
   Oregon State University
   Corvallis, Oregon 97331
   (She is currently coordinating 4-H Youth programs at Oregon State University).

2. Barbara Bessey
   Workforce Training Specialist
   Business Training Center
   Linn-Benton Community. College
   Albany, Oregon 97321
   (She is currently conducting many workshops for workforce in Linn-Benton County area. She works with local small business in assisting them with the training).

3. Buchari Daud
   630 Lisbon Avenue
   Buffalo, New York
   NY 14215
   (Mr. Daud has been teaching English as a foreign language in Indonesia since 1984. He is an instructor at the English Language Institute, Suny University, Buffalo, New York).

4. Corrine L. Gobeli
   ISD Practitioner
   3820 NW Hayes Ave.
   Corvallis, OR 97330
   (Ms. Gobeli is now completing her Ph.D degree in Training and Development at OSU)

5. Darni M. Daud
   EFL Practitioner
   32-27-35th Street
   Long Island City
   New York, NY 11106
   (Mr. Darni Daud is a fulbright scholar from Indonesia completing his Master's degree at the University of New York, New York. He has been teaching English as a Foreign Language in Indonesia since 1984).

6. Dennis Isaacson
   Training & Development. Specialist
   303 NW 31st Street
   Corvallis, OR 97330
   (Mr. Dennis Isaacson is currently work at the Oregon Department of Agriculture. He has conducted numerous workshops/trainings nationally and internationally. Mr. Isaacson also taught at the Gajah Mada University in Yogjakarta, Indonesia in 1984).

7. Debbie Marino
   Academic Coordinator
   AUAP-English Language Institute.
   Education Hall 415
   Oregon State University
   Corvallis, OR 97331
   (She has taught English to foreign students coming to the U.S. for 20 years. She also taught English to Yemanees in Yeman Arab Republics).

8. Debby Coulthard
   ESL Practitioner
   1850 NW Circle Place
   Corvallis, OR 97330
   (She is currently teaching English to Japanese students at Asia University America Program, ELI, OSU. She also taught English in Eastern European for one year).

9. Hiroshi Takahashi
   EFL Practitioner
   3025 NW Ashwood Dr,.
   Corvallis, OR 97330
   (Prior to pursuing his doctoral degree in Education, Mr. Takahashi had been teaching English as a Foreign Language to Japanese in Japan for 27 years).

10. Joyce Bryan
    Instructor
    AUAP-English Language. Institute
    Oregon State University
    Corvallis, OR 97331
    (Ms. Bryan is a curriculum coordinator at Asia University America program (AUAP), Oregon State University)

11. Judy Isaacson
    ESL/EFL Practitioner
    303 NW 31st Street
    Corvallis, OR 97330
    (Mrs. Isaacson has been teaching English for 15 years. She is currently the Superintendent and Principal of the Central Howell School District. She also taught in Germany for two years).

12. Julie A. Thomas
    ISD Practitioner/Specialist
    12345 SW Denfield
    Beaverton, OR 97005
    (Ms. Thomas has been a practitioner in ISD for 10 years. She is currently completing her Ph.D. degree in Training & Development at Oregon State University).

13. Karl Drobnic
    Director
    AUAP-English Language Institute.
    Education Hall 415
    Oregon State University
    Corvallis, OR 97331
    (Mr. Drobnic has taught international students for 25 years. He also taught English for the pre-departure trainees at the University of Andalas, West Sumatera, Indonesia and in Yamen Arab Republics).

14. Mawardi Hasan
    EFL Practitioner
    Education Hall 129
    Oregon State University
    Corvallis, OR 97330
    (Mr. Hasan has been teaching English since 1985. He was a coordinator for instructional materials at the Language Center, Syiah Kuala University, Banda Aceh, Indonesia).

15. Melinda R. Sayavedra
    ESL/EFL Practitioner
    1463 NW Tyler
    Corvallis, OR 97330
    (Mrs. Sayavedra has been teaching English for international students for eight years. She also taught English for refugees in Galang Island Refugee Camp, Sumatera, Indonesia).

16. Susan Haverson
    Director
    Salem-Keiser
    5161 Vitae Springs Rd. SE
    Salem, Oregon 97506
    (Mrs. Haverson has been teaching English for international students and immigrants for 25 years. She is now coordinating ESL program as the Salem-Keizer Center).

17. Toshiko Stoynoff
    Instructor
    English Language Institute
    Oregon State University
    Corvallis, OR 97331
    (Mrs. Stoynoff is teaching at the English Language Institute, Oregon State University. She also taught English for international students and immigrants at the Benton Center, Linn-Benton Community College, Corvallis).

APPENDIX B

COVER LETTER FOR ROUND ONE QUESTIONNAIRE

DATE: November 12, 1992

TO :

Dear

As you know I am conducting a study that will validate a process for the selection of authentic materials for EFL learners. I am asking your assistance as a reviewer of the process that I have designed. I have enclosed the following materials:

1. The Proposed Model diagram.
2. My rationale for the model.
3. Basic Principles of the proposed model, and
4. Questionnaire.

Please review the proposed model diagram, my rationale statement, the basic principles before responding to the questions in the questionnaire. The activities described in the Questionnaire will explain each steps of the Proposed Model.

After you have reviewed all of the materials, please answer the questions under the response section. You should indicate whether I should retain, reject, or modify each step. In a space provided, please give your comments if you believe that step should be modified.

Once you have completed the questionnaire, please return to me by November 27, 1992. Enclosed is a self-addressed stamped envelope for your convenience.

I will review all recommendations for modification. I will make any necessary changes based upon your recommendation and return the revised model to you for a final review. After I have made all revisions based on your second evaluation, I will send you a copy of a final model.

If you have any questions please call me at (503) 757-7583 or (503) 737-2537. Thank you very much for helping me to complete this study.

Sincerely yours,

Qismullah Yusuf

Enclosure:
1. The Proposed Model
2. The Rationale for the Study
3. The Questionnaire Round One

APPENDIX C

Rationale for the Study

Indonesian scholars preparing to study in the United States need materials that help them develop their proficiency in English and their confidence in communicating their ideas in academic and social settings upon their arrival in the U.S. For international scholars, language proficiency and understanding educational systems and culture are the three most difficult areas for them to understand when they arrive in this country. In particular, English proficiency and culture are the most troublesome for foreign students when participating in classroom interaction. In addition, understanding slang, idioms, and cultural expectations of the host culture confuse many Asians studying in the United States.

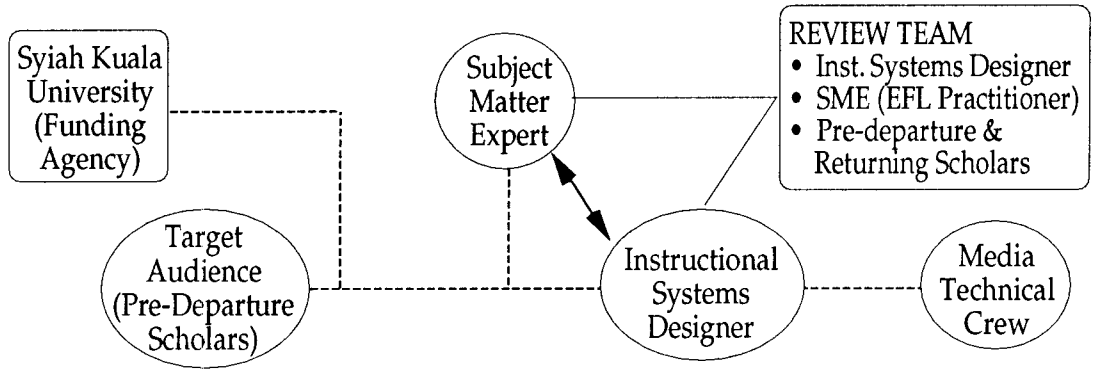
Studies have shown that the use of training materials that utilize authentic materials and conditions confront students with realistic issues and situations. This enables students to learn the language as a whole, contextually and situationally. Authentic materials have been found to be some of the most effective in assisting international students to cope with related aspects of communication (e.g., language proficiency, understanding the target culture, and educational system). Authentic materials are felt to be valuable as a tool for cultural understanding when they are appropriately selected and interpreted. The learner's prior experience/skills when selecting, adapting or developing authentic materials should be taken into consideration along with their effectiveness, efficiency, and comprehensibility as perceived by an ESL/EFL instructor. Materials should be chosen not only by an ESL/EFL instructor but also selected, adopted, adapted, or developed with a collaborative team.

Therefore, a model for selecting, adapting, and developing materials for this population is needed. I am proposing such a model. It provides a process to evaluate authentic materials which may assist Indonesian scholars to cope with linguistic, academic and social problems upon their arrival in the U.S. It is attached for your review, evaluation and reaction. I would appreciate your comments which will help me to refine the model. I am asking that a panel of ESL instructors, trainers and adult educators review the model to assist me in its validation.

APPENDIX D

Basic Principles of the Proposed Model

1. It is believed that the best instructional products are the result of collaboration work between instructional designer, EFL practitioners, Media Technical Crew and the target population (those who are preparing to study overseas).



2. The review team should consist of Instructional systems designer, Subject Matter Expert (EFL practitioner), and the target audience (pre-departure and returning scholars).

3. The review team is responsible for validating program goals and approving content and instructional treatment.

4. The materials preferred for programs designed with this model will be any types of authentic materials (audio, video, and printed).

5. The selected materials should be culturally and socially appropriate with Indonesian environment.

6. Media format should be based on the availability of the media/equipment in the area where instruction is to take place.

7. Instructional delivery system should be based on the validated goal and objectives.

8. Assessment should be developed in accordance with the validated goals and objectives.

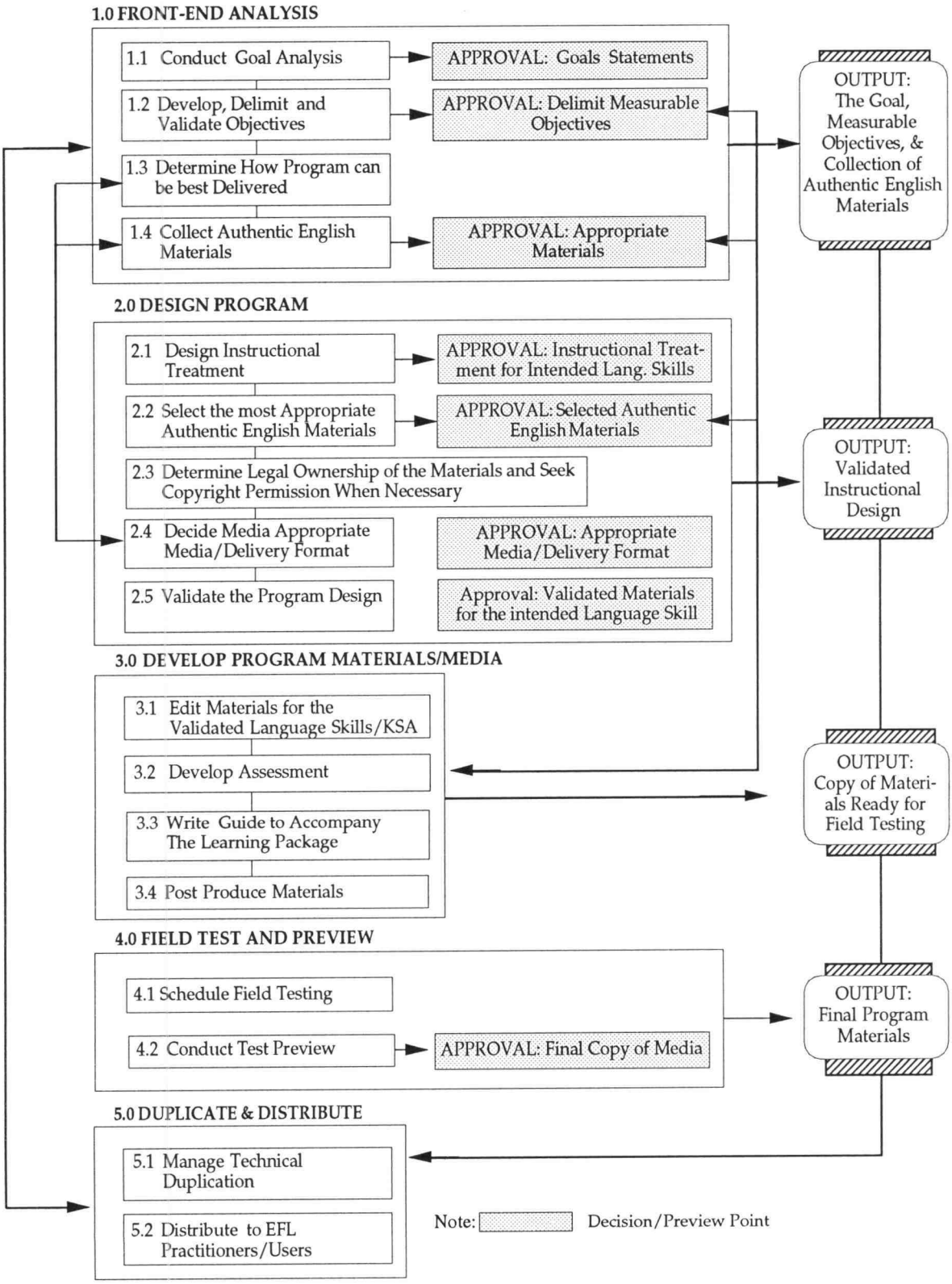
9. No materials are produced unless they are approved/validated by the review team.

10. Program results should be measurable in term of acceptable behavior and attitudes in native setting.

11. Internal and external relevancy should be considered in all phases of instructional process.

APPENDIX E

THE PROPOSED MODEL FOR ROUND ONE QUESTIONNAIRE



APPENDIX F

QUESTIONNAIRE ROUND ONE

1.0 FRONT-END ANALYSIS

1.1 Conduct Goal Analysis

____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY Instructional System Designer (ISD) and Subject Matter Expert (SME) interview EFL practitioners, pre-departure scholars and returning scholars to narrow the goal to a very specific goal; SME reviews literature base.

COMMENTS: _____

_____

1.2 Develop, Delimit & Validate Objectives

____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY ISD and SME delimit objectives from goal statement and validate them through review team.

COMMENTS: _____

_____

1.3 Determine How Program Can be Best Delivered

____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY ISD, SME, and Review Team determine what type of media & strategies to be used in delivering the intended materials.

COMMENTS: _____

_____

1.4 Collect Authentic English Materials

____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY ISD, based on the delimited objectives, collects authentic materials to be used for the intended knowledge, skills and attitudes as found in the validated objectives.

COMMENTS: _____

_____

2.0 DESIGN PROGRAM

2.1 Design Instructional Treatment

____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY ISD prepares instructional strategies when using the authentic materials.

COMMENTS: _____

_____

2.2 Select the Most Appropriate Authentic Materials

____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY ISD and SME selects the most appropriate materials and presents to the review team to be approved for the intended knowledge, skills, and attitudes.

COMMENTS: _____

_____

2.3 Determine Legal Ownership of the Materials and Seek Copyright Permission When Necessary

____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY ISD and/or SME require legal ownership of the materials selected for the intended knowledge, skills and attitudes.

COMMENTS: _____

_____

2.4 Decide Appropriate Media Format

____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY ISD proposes to Review Team the media format that best fit the target population and the availability of media in the area.

COMMENTS: _____

_____

2.5 Validate the Program

____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY ISD sends the selected authentic materials, instructional strategies and media format to the review team to be approved.

COMMENTS: _____

_____

3.0 DEVELOP MATERIALS

3.1 Edit Materials for the Validated Language Skills/KSA
____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY ISD edits the selected materials for the validated KSA with the current available media equipment.
COMMENTS: _____
_____

3.2 Develop Assessment
____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY ISD works with SME to develop assessment to be evaluated to as indicated in the validated objectives.
COMMENTS: _____
_____

3.3 Develop Training Guide
____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY ISD works with SME to develop training guide.

COMMENTS: _____
_____

3.4 Post Produce Materials
____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY ISD presents the finished product/materials to the review team and ready for field test.
COMMENTS: _____
_____

4.0 FIELD TEST AND REVIEW

4.1 Schedule Field Testing
____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY ISD informs SME and other members of review team the date, time and location for reviewing the post produce materials.
COMMENTS: _____
_____

4.2 Conduct Test Preview

____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY ISD, SME, EFL practitioners review materials to get feedback (comments and suggestion) for revision.

COMMENTS: _____

_____

5.0 DUPLICATE AND DISTRIBUTE

5.1 Manage Technical Duplication

____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY ISD works closely with media technicians to duplicate the approved materials.

COMMENTS: _____

_____

5.2 Distribute the final products

____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY ISD distributes the final products to the EFL Materials practitioner or as stated by the purposes of creating the materials: e.g., for self-tutorial or for classroom use.

COMMENTS: _____

_____

ADDITIONAL COMMENTS

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

APPENDIX G

COVER LETTER FOR ROUND TWO QUESTIONNAIRE

DATE: December 1, 1992

TO:

Dear:

Thank you very much for taking your valuable time, especially prior to the Thanks-giving Holiday, to complete my Questionnaire Round One. I have gathered a tremendous amount of inputs from your comments and suggestions.

As I informed you in my first letter, I am sending you a revised version of the Proposed Model for Developing Instructional Materials for Syiah Kuala University Pre-departure Scholars. I have revised the diagram of the model, the format and the activity of each step as recommended by the majority of the panel members. Enclosed please find (1) the revised model, and (2) Round Two Questionnaire.

Please review the revised diagram of the model and the activity for each step. After you have reviewed the model and its activities, please answer the questions after each step of the model in the questionnaire. You should indicate whether you believe I should retain, reject, or modify each step. In a space provided, please give your comments if you believe that any step should be modified.

I would appreciate it very much if the questionnaire is completed and returned to me by December 18, 1992. Enclosed is a self-addressed stamped envelope for your convenience or you may fax the questionnaire to me at (503) 737-2040. This will be the final round for this study.

If you have any questions please call me at (503) 757-7583 or (503) 737-2537. Thank you very much once again for helping me to complete this study.

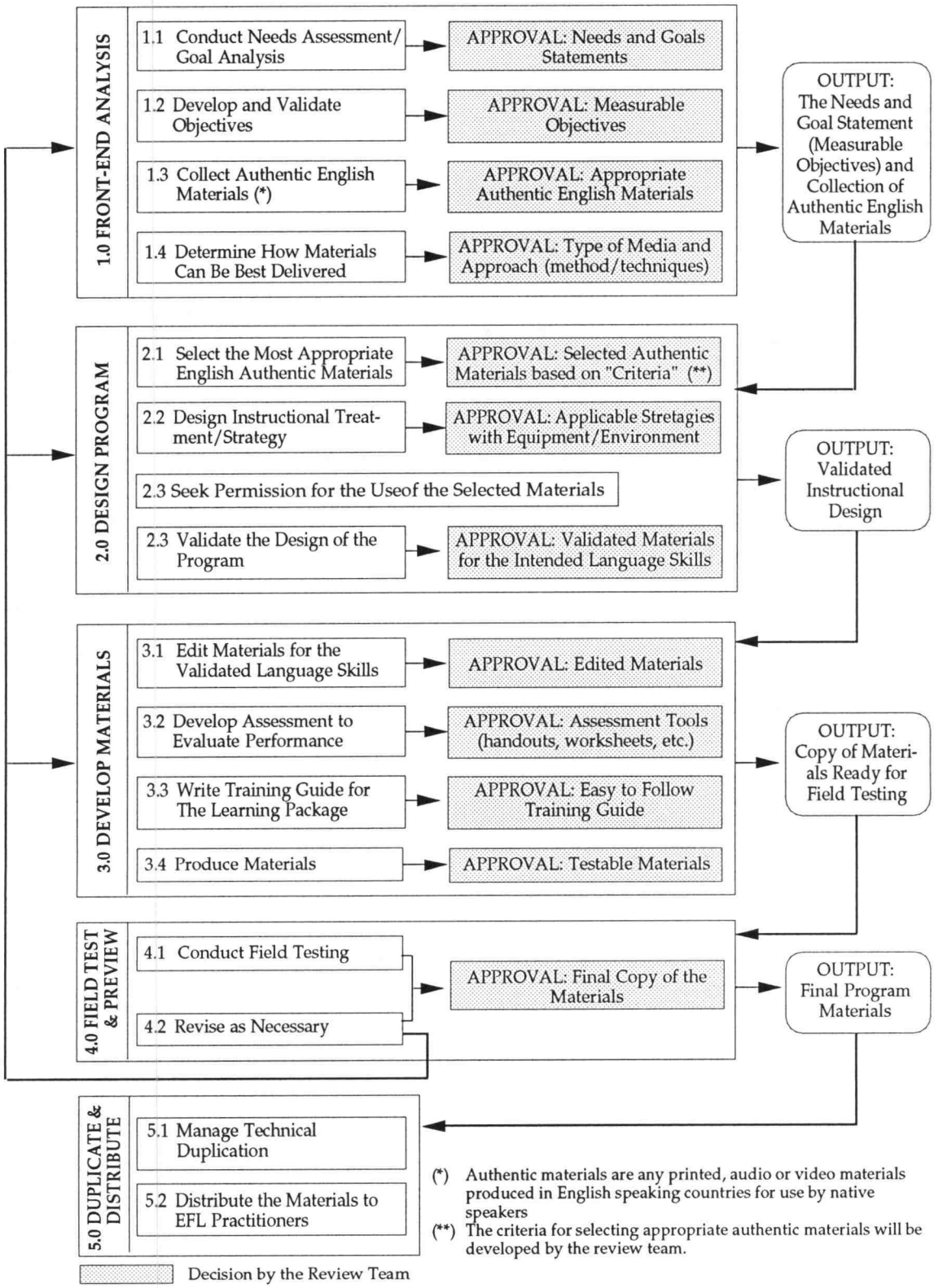
Sincerely yours,

Qismullah Yusuf

Enclosures: (1) The Revised Proposed Model and
(2) Questionnaire Round Two.

APPENDIX H

THE REVISED PROPOSED MODEL



APPENDIX I

ROUND TWO QUESTIONNAIRE

The following are the revised steps and activities of the proposed model as recommended by the majority of panelists. Please review the revised diagram of the model and the activities for each step. After you have reviewed the model and its activities, please indicate whether I should retain, reject, or modify each step. In a space provided, please give your comments if you believe that step should be modified or rejected.

1.0. FRONT END ANALYSIS

1.1 Conduct Needs Assessment and Goal Analysis
_____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY: Instructional System Designer and Subject Matter Experts interview pre-departure scholars and returning scholars to determine range of needs and goals for using authentic English Materials in the pre-departure program of Syiah Kuala University. ISD and SME also review literature in the area of ESL/EFL and ISD.

Comments: _____
_____
_____

1.2 Develop and Validate Objectives
_____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY: Instructional System Designer works cooperatively with Subject Matter Experts to develop and validate measurable objectives. For example: ISD and SME might determine the range of needs and goals of the broad area of listening into smaller components.

Comments: _____
_____
_____

1.3 Collect Authentic English Materials
_____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY: Instructional System Designer works cooperatively with Subject Matter Experts to collect authentic materials based on the range of needs and goals of the training. The selection is based on criteria (*) set up by the Department of Education & Culture and the Department of Defense. ISD and SME consult the review team for the criteria.

Comments: _____
_____
_____

(*) *Review Team should use the criteria for material selection within limitations established by Indonesian government and makes recommendation to ISD and SME.*

1.4 Determine How Materials Can Be Best Delivered
_____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY: Instructional System Designer works cooperatively with Subject Matter Experts to recommend type of media, approaches, methods, and techniques that could be used to deliver the materials selected for the validated needs and goals.

Comments: _____

_____

2.0 DESIGN PROGRAM

2.1 Select the Most Appropriate Authentic Materials
_____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY: Instructional System Designer works cooperatively with Subject Matter Experts to select the most representative/appropriate authentic English materials for the validated goals and needs.

Comments: _____

_____

2.2 Design Instructional Treatment/Strategy
_____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY: Instructional System Designer works cooperatively with Subject Matter Experts to identify and create instructional strategies (methods, techniques, learning activities/assignment, and other supporting materials) and applicable media to reach the goals and objectives of the training.

Comments: _____

_____

2.3 Seek Permission for use of the Selected Authentic Materials
_____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY: Instructional System Designer works cooperatively with Subject Matter Experts to find legal procedures for using the selected materials since the materials will be used for more than the limited time allowed by most commercial and non-commercial producers. ISD and/or SME should also request "release" from private party/individual when she or he is recorded for use in the program.

Comments: _____

_____

2.4 Validate the Design of the Program

_____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY: Instructional System Designer presents the selected authentic materials, instructional treatment, and strategies to the Review Team to be approved.

Comments: _____

_____

3.0 DEVELOP MATERIALS

3.1 Edit Materials for the Validated Language Skills

_____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY: Instructional System Designer works cooperatively with Subject Matter Experts to edit and cluster the selected authentic materials for the validated goals and objectives.

Comments: _____

_____

3.2 Develop Assessment

_____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY: Instructional System Designer works cooperatively with Subject Matter Experts to design and develop assessment tools/instruments to be used in evaluating learning outcomes as stated in the validated goals and objectives of training.

Comments: _____

_____

3.3 Write Training Guide to Accompany the Learning Package

_____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY: Instructional System Designer works cooperatively with Subject Matter Experts to write clear and easy to follow training guide that will accompany the learning packages using authentic English materials. The training guides are varied, depending on types of learning packages to be developed (e.g. self-tutorial, classroom use, etc.).

Comments: _____

_____

3.4 Produce Materials

_____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY: Instructional System Designer works cooperatively with technical crews/artists to develop learning packages using authentic English materials depending on types of learning packages, and knowledge, skills and attitudes (KSA) to be developed.

Comments: _____

_____

4.0 FIELD TEST AND REVIEW

4.1 Conduct Field Testing

_____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY: Instructional System Designer and Subject Matter Experts conduct field test with the pre-departure and returning scholars. Feedback from EFL practitioners, returning and pre-departure scholars are solicited to refine and revise the learning package(s).

Comments: _____

_____

4.2 Revise as Necessary

_____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY: Instructional System Designer works cooperatively with Subject Matter Experts to revise/refine the learning package(s) based on the feedback (comments & recommendations) from the users.

Comments: _____

_____

5.0 DUPLICATE AND DISTRIBUTE

5.1 Manage Technical Duplication

_____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY: Instructional System Designer works cooperatively with technical crew to duplicate the approved package(s).

Comments: _____

_____

5.2 Distribute the Materials to EFL Practitioners
_____ RETAIN _____ REJECT _____ MODIFY

ACTIVITY: Instructional System Designer submits the final approved package(s) to the university to be used by EFL practitioners at colleges/departments and at the university learning centers.

Comments: _____

_____

OTHER ADDITIONAL COMMENTS

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

APPENDIX J

NATIONAL AWARD FOR THE STIEHL-SCHMALL INSTRUCTIONAL MODEL

AARP

Bringing lifetimes of experience and leadership to serve all generations.

April 27, 1992

Vicki L. Schmall
Extension Gerontology Specialist/Professor
Oregon State University Extension Service
835 Marylhurst Circle
West Linn, OR 97068

Dear Ms. Schmall:

Congratulations! Your program, The Mental Health and Aging Series has been selected as an award winner in the Healthy Older Adults 2000 Recognition Program For Exemplary Contributions to Healthy Aging. Healthy Older Adults 2000 is a cooperative project of the American Association of Retired Persons (AARP) and the U.S. Public Health Service's Office of Disease Prevention and Health Promotion.

As an award winner, your program will be described in a booklet to be published and distributed by AARP. The award winners will also be announced at a press conference hosted by AARP at the National Press Club in Washington, D.C. on Wednesday morning, May 20, 1992 at 10:00 a.m.

As this is a grant-funded project operating on limited funds, we are only able to cover travel expenses for a representative of the three top-rated programs to attend the press conference. However, all award winners will be announced at the press conference, attending media will receive information on all programs, and press releases will be sent to your local media.

If you are interested in paying your own travel expenses to attend the press conference, you are certainly welcome. Please call me at (202) 434-2239 as soon as possible if you wish to attend at your own expense.

Enclosed please find the award winning and honorable mention programs. They are listed in descending order from the highest rated program.

Once again, congratulations!

Sincerely,
Redacted for privacy

Deborah A. DiGilio, MPH
Health Advocacy Services

American Association of Retired Persons 601 E Street, N.W., Washington, D.C. 20049 (202) 434-2277
Robert B. Maxwell *President* Horace B. Deets *Executive Director*

Bringing lifetimes of experience and leadership to serve all generations.

RECOGNITION PROGRAM FOR EXEMPLARY CONTRIBUTIONS TO HEALTHY AGING

AWARD WINNERS

The Farmer's Market Coupon Program for Low Income Elders
Massachusetts Department of Public Health
Boston, MA
Contact person: Alan Balsam, Ph.D., Director
Division of Elderly Health
Massachusetts Department of Public Health
150 Tremont Street
Boston, MA 02111
(617) 727-2662

Peer Network
Iowa State University Extension Service
Ames, IA
Contact Person: Carol W. Hans, Ph.D., R.D.,
Extension Nutrition Specialist
Iowa State University Extension
B-5 Curtiss Hall
Ames, IA 50011
(515) 294-6616

SilverStriders Walking Program
North Carolina Senior Games, Inc.
Raleigh, NC
Contact Person: Margot H. Raynor, Executive Director
North Carolina Senior Games, Inc.
P.O. Box 33590
Raleigh, N.C. 27636
(919) 851-5456

Mental Health and Aging Series
Oregon State University Extension Service
West Linn, OR
Contact Person: Vicki L. Schmall
Extension Gerontology Specialist/Professor
Oregon State University Extension Service
835 Marylhurst Circle
West Linn, OR 97068
(503) 636-7989