

# English Teaching Efficacy Enhancement Module (MPEBI) For Early Childhood Education Teachers: Measuring its Validity Through Experts Viewpoints

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## Abstract

The study aims to evaluate the validity of the English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers that has been developed based on Bandura's Self-Efficacy Theory. In Bandura's Self-Efficacy Theory there are four main components that may influence efficacy which are past experience and knowledge, observation of other people's teaching, evaluation of the teaching and physiological as well as emotional changes. The module draft consists of six strategies: Strategy 1: Introduction, Strategy 2: Knowledge and Achievement in English, Strategy 3: Self-Modeling in Teaching, Strategy 4: Self-Assessment in Teaching, Strategy 5: Self-Emotion Development and Strategy 6: Closing-Self Transformation. A complete draft needs to undergo content validation process by the field experts and the module development experts. The two Validity Questionnaires developed by the researcher were the Content Validity Questionnaire for the English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers based on Russell (1974) and the Validity Questionnaire for the Content, Appropriate Strategy and Activity of the English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers based on Mohammad Aziz Shah (2010). The findings show that the English Teaching Efficacy Enhancement Module (MPEBI) has high content validity value.

**Keywords:** Module Content Validity, Module Draft, Questionnaires of Module Validity, Module Development Experts and English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers.

## Introduction

English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers is a training module aimed at enhancing the level of efficacy of early childhood education teachers in teaching English. This is in line with some of the curriculum changes that have taken place in the teaching of English in our country. In 2010, there was a significant change in the teaching period of the English Language in the National Preschool Standard Curriculum (KSPK) in which English teaching is taught for 600 minutes per week (National Preschool Standard Curriculum, 2010). The Ministry of Education has implemented the

Upholding the Malay Language and Strengthening Command of English (MBMMBI) to replace the Teaching and Learning of Science and Mathematics in English (PPSMI). This English strengthening programme is implemented with the realisation that English is the language of communication that young people need to master in order to compete both at national and global levels.

Then, Literacy and Numeracy Screening (LINUS) was introduced. Known as a programme created to enhance the mastery of literacy and numeracy among students, LINUS 2.0 was launched in 2013. The programme includes Basic Literacy in English which aims to help students master English. Through this programme, pupils with English literacy problem will receive additional help and support to enable them to be equivalent to the mainstream students. Quite recently, the 'Common European Framework of References' (CEFR) Course has been implemented since 2016 aiming at improving the quality and standard of English language teaching which is in line with international standards and supported by a quality implementation system. With these series of changes in the Malaysian education system in relation with English teaching and learning, the development of this module is an effort attempting to assist the early preschool teachers and the early childhood education teachers (of which English Language is not their teaching option) to be proficient in teaching English. (Nur Nazuha Beevi Abdul Aziz & Nordin Mamat, 2018).

### **Research Background**

The construction of complete module activities should include validity testing, so that the activities in the module really help the module users to master the stated objectives. Among important aspects to be taken into account in determining a module validity is to identify whether the activities are appropriate for the target population, effective and practical (Russell, 1974). However, the most important process in determining the validity of a module is during the module execution in which feedback or responses of the module users may be observed.

Determining the validity of a module is not easy as some of the activities are abstract. To measure the validity of an instrument or a module, Mohd. Majid Konting (2004) suggests experts' views are obtained. Therefore, in order to determine the content validity of the English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers, the researcher has developed two validity questionnaires. They are Content Validity Questionnaire for the English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers based on Russell (1974) and the Validity Questionnaire for the Content, Appropriate Strategy and Activity of the English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers based on Mohammad Aziz Shah (2010). The questionnaires were given to the module development experts to fill in the required information. This is to see the module content validity. Besides, the comments expressed by the experts can improve the quality of the module content before it gets to be implemented in the actual study.

The main goal of measuring content validity is to ensure that the items contained in the English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers represent areas that should be measured. In addition, the researcher can make an assumption whether there is a relationship between the module and the dependent

variables. Two main assumptions of the study include: (1) The use of the module could improve the level of teacher efficacy in teaching English and (2) the use of the module can reduce the level of anxiety in teaching English.

### Research Methodology

There are several processes to execute in order to determine the module content validity. Each module expert was given a set of activities contained in the English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers. The module experts were requested to fill in the Content Validity Questionnaire for the English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers based on Russell (1974) and the Validity Questionnaire for the Content, Appropriate Strategy and Activity of the English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers based on Mohammad Aziz Shah (2010). They were to provide comments, responses, feedback and suggestions regarding the suitability of the strategies, activities and the whole content of the module activities. Such viewpoints serve as ideas on how to strengthen and improve the module activity (Jamaludin Ahmad, 2016).

To determine whether a module has good content validity, Tuckman and Waheed (1981), as well as Abu Bakar Nordin (1995) believe that achieving 70 percent is considered to be high in achievement. Therefore, module activities which have been evaluated by experts were calculated using the following formula:

Expert's Total Score (x)			
Maximum Score (y)	X 100	=	Content validity

Diagram 1: Content Validity Formula by Sidek & Jamaludin (2005)

The total score given by the expert through the Likert scale was summed up (x) and this score was divided by the maximum score of Likert scale and then multiplied by 100. With the cutting point of 70 percent, any score above it indicates high content validity and vice versa.

### Research Methodology

According to Mohammad Aziz Shah Mohamed Arip (2010), a module should be evaluated in terms of its content. As for Russell (1974), a module is to be assessed based on its activity execution: Whether it is appropriate for the target population, practical, in accordance with the time allocated, able to improve the English teaching efficacy and able to reduce the level of English teaching anxiety. A total of nine experts (comprising field experts and module development experts) were selected to evaluate the validity of this module.

Table 1

Table 1

*Evaluation of MPEBI by nine experts (n = 9) based on Russell's (1974) module validity*

<b>Panels' Viewpoints</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>	<b>P8</b>	<b>P9</b>	<b>Experts' Percentage</b>	<b>Results</b>
The content of this module is appropriate for the target population	10	9	7	7	10	9	8	8	8	84.4	Accepted
The content of this module can be implemented practically	9	9	8	7	10	10	8	8	7	84.4	Accepted
The content of this module corresponds with the time allocated	10	10	8	8	10	8	8	8	7	85.5	Accepted
The content of this module can improve knowledge in the efficacy of teachers teaching English	10	9	7	8	10	10	7	8	9	86.6	Accepted
The content of this module can reduce the level of anxiety of teachers teaching English	9	9	7	8	9	8	7	8	9	82.2	Accepted
<b>Total content validity of MEPBI</b>										<b>84.6</b>	<b>Accepted</b>

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Table 2

*Comments, suggestions, actions and improvements for the MPEBI by nine experts*

<b>Panel</b>	<b>Comments, suggestions</b>	<b>Actions and improvements</b>
Expert 1	<p>a. There should be an added philosophy in the activity format</p> <p>b. There should be a breakdown of modules and activities based on theory</p> <p>c. In the objective of the activity, be sure to only refer to one purpose.</p> <p>d. In the process of implementation the activity, it should be written attachment. e. Congratulations</p> <p>f. Modules built by format</p>	<p>Philosophy was established</p> <p>Format has been customized</p>
Expert 2	<p>a. The Efficacy Enhancement Module in Teaching English is good and able to teach the theoretical content that need to be taught.</p> <p>b. Congratulations and continue with your pilot study.</p>	
Expert 3	<p>a. The time allocation for each activity needs to be re-calculated.</p> <p>b. For activities that involve knowledge or identification, (duration) and the time duration for the activities can be reduced and vice versa</p> <p>c. Overall it is good and it can be practised by teachers.</p>	<p>It has been piloted in the aspect of time</p> <p>(duration) and the activity.</p>
Expert 4	<p>a. Organise the content so it looks well-organized.</p>	<p>It has been piloted in the aspect of the content of the activity.</p>
Expert 5	<p>a. The use of learning elements in KSPK such as learning through play, project, themes can be included in this module.</p> <p>b. English communication training can also be included in the module.</p>	<p>It has been piloted in the aspect of the content of the activity.</p>
Expert 6	<p>a. Researcher need to be sure, whether every activity implemented meets the theoretical element used.</p> <p>b. Make sure the level used is in line with the module's activities and elements.</p>	<p>It has been piloted in the aspect of the content of the activity.</p>
Expert 7	<p>a. Modules are suitable to be used based on the stated purposes.</p>	

- Expert 8 a. Congratulations
- Expert 9 a. The effectiveness of the module will be improved if it is supplemented with the content of the theory, model and example of content in each module as guides to the content of the module. Improvements have been made in the content of the module. Facilitators and the teachers involved.
- b. A good module is a module with the content to deliver and relevant activities.

Table 3

*The Validity of the Content of the Module based on the Activity According to Mohammad Aziz Shah (2010) By Nine Expert Panel*

Sub Module / Activity	P1	P2	P3	P4	P5	P6	P7	P8	P9	Experts' Percentages	Experts' Viewpoints
<b>Strategy 1 : Introduction to MPEBI</b>											
Activity 1 : Recognising the Bandura's Self- Efficacy Theory	7	9	7	6	9	9	8	8	8	78.8	Accepted
Activity 2 : Selfempowerment	7	10	8	7	9	8	8	9	8	82.2	Accepted

**Strategy 2 : Knowledge and****Achievement in English Language**

Activity 1 : Reaching for the stars 9 8 8 7 10 9 8 9 8 84.4 Accepted

Activity 2 : Pedagogy

Knowledge of English Pedagogy 9 9 8 8 9 10 7 9 8 85.5 Accepted

Activity 3 :

Past Teaching

Performance 9 9 10 8 8 9 9 8 9 8 86.6 Accepted

Activity 4 :

Knowledge of content

9 9 9 8 8 9 9 7 9 8 84.4 Accepted

**Strategy 3 : SelfModeling In****Teaching**

Activity 1 : My

Guiding Buddy

Activity 2 :

My Mentor

9 9 9 8 9 10 9 8 9 8 87.7 Accepted

Activity 3 : I Am A

Champion

9 9 10 8 9 10 10 7 8 8 87.7 Accepted

Activity 4 : Let's

Practice

7 9 9 8 8 10 9 8 9 8 84.4 Accepted

**Strategy 4 : SelfAssessment In****Teaching**

Activity 1 : Video

Critics

Activity 2 : Micro-Teaching 7 7 10 8 8 9 10 8 9 8 85.5 Accepted

Activity 3 : Let's Write

Lesson Plan

8 8 9 8 8 10 9 7 9 8 84.4 Accepted

Activity 4 : Positive Mind	9	10	8	9	9	10	7	9	8	87.7	Accepted
	9	10	8	9	9	10	8	9	8	88.8	Accepted
<b>Strategy 5 : SelfEmotional Development</b>											
Activity 1 : Brainstorming / Gaining Ideas	9	9	8	8	9	9	8	9	8	85.5	Accepted
Activity 2 : Managing Stress											
Activity 3 : Teacher Efficacy Belief	9	9	8	9	9	9	7	9	8	85.5	Accepted
Activity 4 : I love English Language	9	9	8	8	10	10	7	9	8	86.6	Accepted
	9	10	8	9	10	9	8	9	8	88.8	Accepted
<b>Strategy 6 : Closure (Self-Transformation)</b>											
Activity 1: My Mind Map											
Activity 2: You Can Do It	9	10	8	9	10	9	8	9	8	88.8	Accepted
	6	9	8	7	10	10	7	9	8	82.2	Accepted
The validity of sub module of MPEBI										85.4	Accepted

Table 4

*Comments, suggestions, actions and improvements for the sub module of MPEBI by nine experts*

Panel	Comments, suggestions	Actions and improvements
Expert 1	a.Good and appropriate b.The Efficacy Enhancement Module in Teaching English is goodconducted in April and able to deliver teaching based on the Bandura’s self-2018 efficacy theory that the researcher wishes to study. c.Congratulations and continue your pilot study.	Pilot study was conducted in April
Expert 2	a.Exciting activities. You just need to add appropriate graphics. It has been piloted b.Sentences in the questions of the activity need to be closer toin the aspect of the targeted audience.	the content of the activity

- c. For knowledge activities, it is necessary to give notes about the English Language pedagogy as in line with the Ministry of Education. Notes to module users are provided
- d. Participants should be provided with a note on efficacy in the form of knowledge before answering self-training in the module. slides.
- e. Well, just some of the activities in the module need to be refined and improved the form of activity.

- Expert 3
- a. There is no clear description on how facilitators should execute the activity. A note to the facilitator as a guide to running a module
  - b. The use of the term expert or teacher should be consistent.
  - c. Need to think of the time allocated to answer the exercise.
  - d. Suggested answers in graphic form so that teachers do not take long time to answer. notes provided

- Expert 4
- a. There should be elements of the National Preschool Standard Curriculum because it involves the correct way of teaching preschool. Video on how to teach English are provided.
  - b. Need to look at the elements in preschool.
  - c. Need to add English Language teaching and learning videos.

- Expert 5
- a. Activity can be improved, not just listing activity alone. It has been piloted
  - b. Encourage the use of high level thinking skills. in the aspect of
  - c. The design of the activity needs to be more concrete. the content of the
  - d. Overall, the module activity is appropriate, maybe activity improvements on the activities can be made.

- Expert 6
- a. The module is very impressive. Congrats!! The main
  - b. It is uncertain whether this module can improve teachers' objective of the module is to
  - c. Efficacy is triggered by the availability of English language increase skills and is achieved through language training. knowledge in the efficacy of

- Expert 7 a. Good and well-organised module design.

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teaching English Language.

- Expert 9
- a. For strategy 2, there should be additional types of teaching methods in English Language, the content of effective English in the aspect of preschool teaching and learning features and short English the content of the content in the diagram. activity
  - b. For strategy 3, it should include the content of good and effective guiding buddy, the content of good and effective Facilitators' notes mentor features and the content of some English Language needed to be teaching and learning strategies. improved
  - c. For strategy 4, it is necessary to include a sample content of a expert advice teacher teaching assessment tool, a good example of good micro teaching and an example of a good daily lesson plan. The module
  - d. For strategy 5, it is needed to add examples of activities that explains some can help teachers generate ideas and the content of pressure interesting English factors for teachers. e. Overall, it is recommended that teaching researcher add the proposed content to each strategy to methods. complete the module.
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### Conclusion

In conclusion, the module content validity is an effort to measure whether the activity content, delivery and strategies suit the target population. Besides, it is also to ensure the module usability in enhancing the English teaching efficacy and reducing the level of anxiety of English teachers. This shows how important it is to determining the validity of a module before it can be used by the module users.

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