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Content criteria for the Module of Efficacy Enhancement in English Teaching for Preschool Teachers (MEET-PT) based on Bandura Self Efficacy Theory

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Abstract

This study emphasizes on the development of Module of Efficacy Enhancement in English Teaching for Preschool Teachers (MEET-PT). The development of this module is intended to improve the teaching efficaciousness of pre-school teachers in teaching English subject and the content of the module is based on Bandura Self Efficacy Theory. The theory specifies that there are four main factors which can affect a person's self-efficacy i.e. mastered self-experience (career-wise or past failures), vicarious experience (imposing other's success on himself), verbal persuasion (people's feedback on tasks given), psychological and physiological reactions (stress, worry and physical strength). Therefore, based on these key factors, the draft on the content of the module can be constructed before going through a thorough verification process and reliability test for it to be utilized in the framework phase of the module development.

Keywords : Module of Efficacy Enhancement in English Teaching for Preschool Teachers (MEET-PT), English teaching efficacy, Bandura Self-efficacy Theory, draft module, framework phase, module development.

Introduction

Self-efficacy can be defined as the individual evaluation on his or her own capability to arrange and execute a set of tasks in order to achieve the predetermined objectives (Megan Tschannen-Moran & Woolfolk Hoy, 2001). Bandura (1997) stated that the definition of self-efficacy will be clearer if it can generate a person's enthusiasm to plan the strategies and to carry out the tasks competently.

According to Bandura (1997), self-efficacy is influenced by several factors among which include individual experience *(Mastery Experience).* This refers to individual evaluation on his or her success in the past which can directly affect his self-efficacy. The individual who had done the tasks he was assigned with will eventually assess his achievements and this created a perception of which would influence his capability to do the following tasks (Khalid Johari et. al, 2009). If a teacher has a very excellent English teaching skill in the moment of evaluation,

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therefore he would believe that his way of teaching in the future will most definitely be as excellent. In order for a preschool English teacher to teach effectively, he needs to acquire strong understanding in the pedagogy apart from the content for English subject.

Second factor is the implication of others' success *(Vicarious Experience) i.e.* the process of making others as the role model in carrying out his task which will affect his self-efficacy. An English teacher must observe the effective skills of other teachers while at the same time try to imitate those skills applied in teaching. This can be done by directly observing other preschool teaching, English teacher at school and also via the online websites. An individual self-efficacy can be improved when a relevant role model is chosen. In this sense - at an indeterminate level - others' experience can somehow create a perception on a person's success and failure in his future endeavours.

The third factor is the verbal persuasion which refers to the influence of the words uttered by certain individuals which can increase a person's self-efficacy. This verbal persuasion can affect a person in a way that it makes him believe that he has his own capability and ability to carry out a task. This eventually can make him become more motivated to finish the task. Teachers need to have a feedback from the English teaching module which is carried out. This feedback may refer to both strengths and shortcomings displayed by the teacher during the teaching session of English subject.

The fourth factor refers to the physiological and affective state, in which an individual will observe on the physiological and emotional condition in evaluating the ability, strength, and weakness of bodily functions. Emotional instability which is experienced by an individual can greatly influence his confidence in carrying out any task. In fact, most preschool teachers are reported to be afraid, shy, nervous, unconfident, sweaty and worried while they are carrying out the teaching session in English (Nur Nazuha Beevi Abdul Aziz & Nordin Mamat, 2015).

Module

A module is a set of studies or programs which have been systematically planned and organized to achieve number of objectives. The purposes of a module are to identify clearer objectives of the teachings and to arrange activities more systematically (Sidek Mohd Noah; Sidek & Jamaludin, 2005). Module design is not only for inside classroom learning process, but also for activities outside the classroom (Mohammad Aziz Shah Mohamed Arip, 2010). A module can be developed by using two approaches. First, the module development can be based on the study of certain theories, model, literature or the consensus of the experts. Second, the module development can be adapted from the other existing modules or models to suit the needs of the study (Richey & Klein, 2007; Saedah Siraj et.al, 2013)

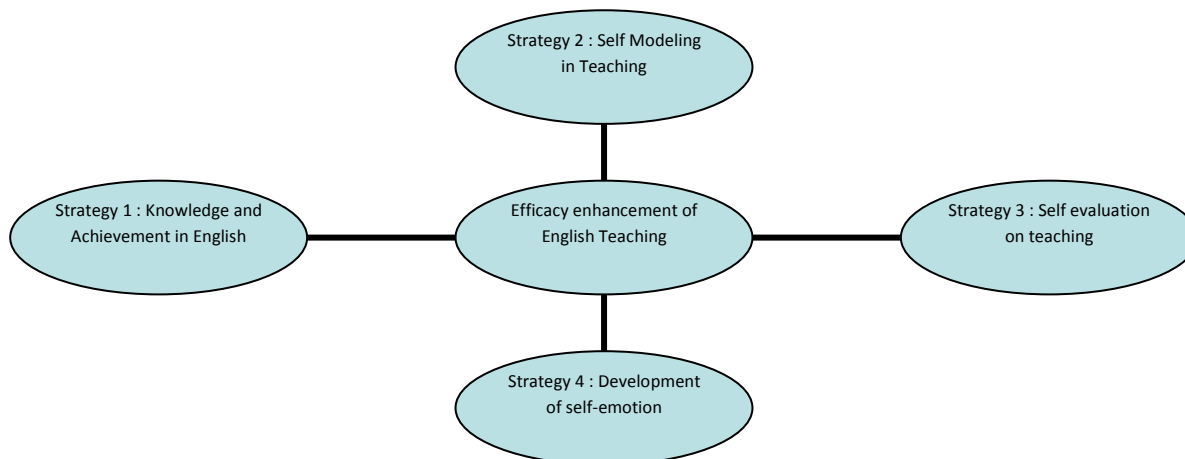**Basic theoretical framework on efficacy enhancement of English Teaching Module for Preschool Teachers (MEET-PT)**

Figure 1: Factors affecting the efficacy enhancement of English teachers in teaching English (Nur Nazuha Beevi Abdul Aziz & Nordin Mamat, 2017).

Background of the Module of Efficacy Enhancement in English Teaching for Preschool Teachers (MEET-PT)

Module of efficacy enhancement of English Teaching for Preschool Teachers (MEET-PT) aimed to be used as a practical module to improve efficacy of preschool teachers in teaching English subject (Nur Nazuha Beevi Abdul Aziz & Nordin Mamat, 2017). Having that in mind, this module provides six Strategyes which include four activities for each strategy (except for Strategy 1 and Strategy 6 which only has two activities each).

a. Strategy 1 : Introduction to MEET-PT
   Activity 1 : Getting to know Bandura Self-efficacy Theory (BSET)
   Activity 2: Self - Empowerment.
b. Strategy 2 : Knowledge and Achievement in English.
   Activity 1 : Reaching for the Stars
   Activity 2 : Knowledge on English Pedagogy.
   Activity 3 : Past Teaching Performance
   Activity 4 : Knowledge on content.
c. Strategy 3 : Self-modeling in Teaching
   Activity 1 : Guiding my Fellow Friends
   Activity 2 : My Mentor
   Activity 3 : I am a champion

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Activity 4 : Let's Practise.
d. Strategy 4 : Self-evaluation on teaching
    Activity 1 : Video Critics
    Activity 2 : Micro-teaching
    Activity 3 : "Let's Write Teaching Program"
    Activity 4 : Think positively.
e. Strategy 5 : Development of Self-emotion
    Activity 1 : Generating Ideas
    Activity 2 : Managing Stress
    Activity 3 : Trust on Efficacy
    Activity 4 : I Love English Language.
f. Strategy 6 : Closing (Individual Transformation)
    Activity 1 : My Mind Map
    Activity 2 : You Can Do It!

Each strategy contains general objectives in which are set to increase the sub-scale of a teacher's efficacy in teaching English (Gene Thompson, 2016 ; Nur Nazuha Beevi Abdul Aziz, 2017). The following are the objectives to be achieved:

a) Strategy 1 : Introduction to MEET-PT
    To give clear description about the theory of self-efficacy and to explain the factors that can affect it.
b) Strategy 2 : Knowledge and Achievement in English Language
    To increase mastery experience in teaching English language at preschool level from the aspects of knowledge in English subject, pedagogy and teaching experience.
c) Strategy 3 : Self-modeling in Teaching
    To increase the experience of a teacher *via* the simulation method *i.e.* adaptation of other individual's outstanding skills in teaching English language.
d) Strategy 4 : Self-evaluation in Teaching
    To increase self-evaluation in teaching English language by receiving feedbacks from others.
e) Strategy 5 : Development of Emotions
    To reduce level of stress and worry while improving physical strength in facing problems while teaching English language.
f) Strategy 6 : Closure (Individual Transformation)
    To change perceptions, self-confidence, motivation and level of efficacy in teaching English language.

Table 1: Content for the Module of Efficacy Enhancement in English Teaching for Preschool Teachers (MEET-PT)

Strategy 1 : Introduction to MEET-PT	Strategy 2 : Knowledge & Achievement in English Language	Strategy 3 : Self-modeling in Teaching	Strategy 4 : Self-evaluation in Teaching	Strategy 5 : Development of Emotions	Strategy 6 : Closure (Individual Transformation)
Activity 1 : Understanding the Bandura Theory of Self-efficacy (BTSE) (60 minutes)	Activity 1 : Reaching for the Stars (60 minutes)	Activity 1 : Guiding my Fellow Friends (60 minutes)	Activity 1 : Video Critics (60 minutes)	Activity 1 : Generating Ideas (60 minutes)	Activity 1 : My Mind Map (60 minutes)
Activity 2 : Self-Reinforcement (60 minutes)	Activity 2 : Knowledge in Pedagogy of English Language (60 minutes)	Activity 2 : My Mentor (60 minutes)	Activity 2 : Micro-teaching (60 minutes)	Activity 2 : Managing Stress (60 minutes)	Activity 2 : You Can Do It (60 minutes)
	Activity 3 : Past Teaching Performance (60 minutes)	Activity 3 : I am a Champion (60 minutes)	Activity 3 : "Let's Write Teaching Program" (60 minutes)	Activity 3 : Trust on Efficacy (60 minutes)	
	Activity 4 : Knowledge on Content (60 minutes)	Activity 4 : Let's Practise (60 minutes)	Activity 4 : Think positively (60 minutes)	Activity 4 : I Love English Language (60 minutes)	

The following are the specific objective for each activity;

Table 2: Specific objective for each activity in the module of efficacy enhancement of English Teaching for Preschool Teachers (MEET-PT)

Strategy	Activity	Objective
Strategy 1 : Introduction to MEET-PT	Activity 1 : Understanding the Bandura Theory of Self-efficacy	a) To understand the definition of self-efficacy b) To identify the factors that influence self-efficacy c) To understand the types of situations showing that a teacher has high efficacy in teaching English language.
	Activity 2 : Self-Reinforcement	a) To determine the effective ways of a teacher in teaching English language. b) To identify ways of improving the efficacy of teaching English language c) To evaluate the strengths of a teacher with high efficacy in teaching English language.
Strategy 2 : Knowledge & Achievement in English Language	Activity 1 : Reaching for the Stars	a) To identify the correct ways of becoming the great teacher in teaching English language b) To identify whether teaching experience, knowledge in English subject and knowledge in pedagogy can produce a skilled English teacher or not. c) To describe the fact that positive words can affect a person's efficacy to become a great English teacher.
	Activity 2 : Knowledge in English Pedagogy	a) To identify good strategies in teaching English language b) To identify the best strategy which can be practiced in teaching English language. c) To compare the strengths and shortcomings of each stated strategy
	Activity 3 : Past Teaching Performance	a) Too state previous achievement in teaching English language b) To identify factors affecting an individual in achieving that achievement. c) To determine whether past achievement brings about changes in an individual's confidence to teach English.
	Activity 4 : Content Knowledge	a) To state the level of mastering English language for knowledge of content. b) To equip with the fact that having good knowledge in English language can make an

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		individual an excellent English teacher.
		c) To state on how to increase the basic knowledge of English
Strategy 3 : Self-modeling in Teaching	Activity 1 : Guiding my Fellow Friends	a) Includes the benefits of having the guidance from colleague in order to improve teaching efficacy.
		b) To state the role of the guidance from colleague in improving the quality of teaching.
		c) To explain how to guide the colleague to improve teaching quality
	Activity 2 : My Mentor	a) To select mentors for guidance
		b) To provide the benefits of having mentors to increase efficacy in teaching
		c) To stress on the roles of a mentor in increasing the quality of teaching
	Activity 3 : I am a Champion	a) To identify the characteristics of others' good points.
		b) To outline the benefits of becoming great teachers in English teaching
		c) To stress on the need to adapt others' example as a guidance in achieving success
	Activity 4 : Let's Practice	a) Identify the best teaching strategies to be practiced in teaching.
		b) To add values to self-teaching based on other teachers' way of teaching
		c) To stress on the importance of making observation on others' methods in carrying out English teaching
Strategy 4 : Self-evaluation in Teaching	Activity 1 : Video Critics	a) Identify benefits of the applied English teaching.
		b) Identify the shortcomings of the English teaching and ways to overcome those
		c) Identify the benefits of having feedbacks on evaluation to the teaching applied.
	Activity 2 : Micro-teaching	a) To identify the strengths and weaknesses of English teaching conducted by other members
		b) To outline the ways to improve the weaknesses based on the feedbacks of other members.
		c) To gain benefits of getting positive and negative feedbacks on the teaching from others
	Activity 3 : Let's	a) Identify the strengths and weaknesses of the

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	Write Teaching Program	teaching strategies based on the applied teaching program b) To outline better and improved strategies to modify the teaching program. c) To outline the benefits of having feedbacks on the teaching program constructed.
	Activity 4 : Think Positive	a) To state possible negative feedbacks should there be assessment on English teaching in classes. b) To provide ways of acceptance towards the negative feedbacks given. c) To provide ways to turn negative feedbacks into a source of strength in the teaching.
Strategy 5 : Development of Self-emotions	Activity 1 : Generating Ideas	a) To identify psychological and physiological reactions during English teaching. b) To identify ways to overcome level of worry during English teaching. c) To identify the factors which cause the negative changes during English teaching
	Activity 2 : Managing stress	a) To identify the sources of stress and pressure in teaching English. b) To state the changes occurred should there be stress and pressure. c) To identify the ways of turning the stress into source of strength in individuals.
	Activity 3 : Trust on Efficacy	a) To identify the strengths in teaching English b) To identify weaknesses in teaching English c) To determine the ways to overcome the weaknesses.
	Activity 4 : I love English language	a) To determine whether the individual likes English or not and whether he or she is interested to teach English in a class b) To identify ways to inculcate the sense of interest in the individual to teach English c) To clearly and specifically provide with the missions and visions of an English teacher.
Strategy 6 : Closing (Individual transformation)	Activity 1 : My Mind Map	a) To identify the changes experienced after going through the module b) To identify ways to maintain the changes for consistency. c) To outline emotional change before and after

		following the content of module
	Activity 2 : You Can Do It	a) To identify the ways of improving motivation to teach English b) To increase the motivation to teach English by writing motivational English song. c) To increase the motivation to teach English by teaching English through the lyric writing of English motivational songs. d) To say motivational words out loud

Conclusion

The content for the module of efficacy enhancement of English Teaching for Preschool Teachers (MEET-PT) is based on Bandura self-efficacy theory. The theory states that there are four factors which can greatly influence the level of an individual's efficacy, which comprises mastery experience (past careers or past failures), vicarious experience (infliction of others' success), verbal persuasion (other's feedback on the tasks given), psychological and physiological reaction (stress, worry and physical strength). At the end, a draft module was created which is called draft module of efficacy enhancement of English Teaching for Preschool Teachers (MEET-PT). In order for this draft module to be used in a real-life application, validity and reliability modules must be constructed (Sidek Mohd Noah, 2005 ; Mohd Nazri Abdul Rahman, 2016).

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