THE ADDIE MODEL

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A R T I C L E I N F O.	Annotation
Keywords: ADDIE model, online teaching, instructional design, online language teaching project, ADDIE approach	This article investigates the instructional design "ADDIE model"as one of the most recognized systematic approach to creating effective and engaging instructional experiences in online teaching. It also suggests the best approaches to achieve the desired outcome in each phase of designing the model.

Scholars (Russell & Murphy-Judy, 2020) argue that educators who are creating an online language program should ask themselves "Why are we doing this?" before initiating anything. Suggesting the key elements, the scholars state that the answer should be "To increase language proficiency in language and intercultural communication and to include the 21st-century skills of digital literacy and autonomous learning". According to them, online language pedagogy is not only about the knowledge of pedagogy, but also about the knowledge of the appropriate technologies as well to teach language online.

Russell and Murphy-Judy (2020) state that the basic structure for the design, development, and delivery of an online language-teaching project should be based on a time-tested process model called ADDIE – Analysis, Design, Delivery, Implementation, and Evaluation.

Clark (2015) emphasizes that the ADDIE Model is an industry-standard for the instructional design process. As a systematic approach to creating effective and engaging instructional experiences, instructional design follows not only methodical but also logical progression (Hromalik, 2016). ADDIE, specifically, is developed from a behavioral and cognitive instructional theory of learning (Skinner, 1974/2017), where learning makes progress via a systematic process. The ADDIE approach is helpful to course instructors so that they can organize an effective workflow, regardless of the theory of learning.

In the ADDIE Model, "A" stands for comprehensive and careful analysis. This phase explores the key questions, including the followings: who is supporting, initiating, and driving the project; what are the institutional parameters in terms of technology infrastructure, learning management system, and administrative policies; what media and technologies are needed to support the design, development, integration, and evaluation of the program; who are the learners about target instruction; and what are the learning goals, approaches, and strategies in order to realize the desired outcomes.

The next step "Design" provides a thorough structure in which we can see tasks, units, modules,

assignments, and assessments, as well as additional resources, support documents included.

The second "D" in ADDIE Model refers to the Development phase. Here, the instructor should start with the learning goals based on professional standards, according to which unit and module objectives eventually emerge. Moreover, the designer creates summative assessments, which will match up with the general learning goals and objectives, but module formative assessments are required to be tied to the course objectives. When creating summative assessments, all the tasks, lesson materials, activities, and formative assessments should follow and be sequenced logically.

The fourth phase in the ADDIE is "Integration". Before the "Integration" phase begins, a trial run of a new course is conducted either with colleagues (known as alpha testing) or with a small set of students (known as beta testing).

Finally, the "E" of the Evaluation phase proceeds in the ADDIE Model. This step is more close to a feedback mechanism through which the entire project is improved during the life-cycle. In this phase, the sustainability of the program and maintenance of the quality are ensured and analyzed.

The Analysis in the ADDIE is critical to the process of creating effective online learning environments. It includes not only political but also specific financial reasons to start an online language initiative. Besides, institutional curriculum and learning goals, as well as the desired outcomes are all taken into consideration at this stage. The Analysis phase enables the project designers to identify, locate, and gather the tools, people, and materials that will be in need during the project. It gives an idea about deadlines and periods needed for a successful launch. Moreover, throughout the life cycle of the project, the designers always continue analyzing the project, even after it is launched since new and revised analysis is required for ongoing evaluation.

When designing the online language environment, the element of distance and its impact on learners as well as learning must be important and remain central, because it helps the designers to make connections between all the various components and see the big picture at all times. Since learners' performances are measured based on performance indicators of international language proficiency exams like International English Language Testing System (IELTS), across the three modes of communication, including interpersonal, interpretive, and presentational skills, as well as across the four skills (reading, writing, listening, speaking), intercultural awareness and linguistic improvement should always be considered in the language curriculum.

Developing the course structure and the curriculum generally takes place in the design phase. Picket, Shea, &Pelz (2003) believe that the pacing of learning activities, quantity, and sequence can be problematic in the online learning environment. However, still, the curriculum is more or less the same as the one that is found in a face-to-face course. Nevertheless, the quantity, existing sequencing, and pacing of course materials should be reviewed by online course instructors so that they are all adapted and scaffolded for online delivery.

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