A Program Evaluation of M.Ed. English Language Education of Tribhuvan University[1]

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Abstract

The purpose of this research was to review English language education program of Tribhuvan University using Stufflebeam's CIPP model. The paper investigated university teachers' and students' perception on current curriculum of MEd in English language education based on CIPP model. Qualitative research approach was adopted to collect the data. Four research participants were purposely selected from Central Department of Education, Tribhuvan University. The study reports that University teachers' are positive towards context and product process; but unsatisfied with process and input process. And the students' are positive towards input and product process; but unsatisfied with process and context process. This requires an immediate attention on the part of curriculum designer and policy maker to internalize the strengths and weakness of the curriculum and redesign accordingly.

***Keywords**:* Context evaluation, Curriculum, Input evaluation, Process evaluation, Product evaluation

Introduction

This paper aims to evaluate M.Ed. English Language Education Curriculum of Tribhuvan University using CIPP evaluation model. English language is a global means of communication. It is also known as a Lingua Franca as it connects the people across the globe through sharing common language (Erdogan & Mede, 2021). English language has been used by billion of people in the world in different dialects and level of proficiency (Crystal, 1997). English language and competency in it is the demand of the time as it helps to have good career both in academic and professional life and helps in

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[1] Cite this article as: Priya, P. (2023). *Contemporary Research: An Interdisciplinary Academic Journal*, vol. 6 (1); DOI: https://doi.org/10.3126/craiaj.v6i1.55399
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Article history: Received on may 11, 2023; Accepted on May 30, 2023; Published on June 8
Peer reviewed under the authority of CRAIAJ, academic journal of Ghodaghodi Multiple Campus, Kailali, Nepal, with ISSN 2717-4611 (Print) and ISSN 2717-462X (Online).
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catching the latest inventions in world of technologies (Kocaman & Balcioglu, 2013). According to Flowerdew and Peacock (2001), English Language has secured its place for wider research and publication. Nunan (1992) stated that English language learning invites sometimes contradictory views; this seeks curriculum developers' serious attention towards it in order to bring effectiveness. Growing need and interest towards learning English language invited teaching and learning English language in different educational settings. In addition, it has also urged the need to do curriculum evaluation to ensure effective teaching and learning process.

Evaluation is the process of examining or monitoring the status of program with an intention to bring effectiveness in it. In order to know about the status of the program in terms of its functioning, evaluation plays a prominent role. According to Stufflebeam (1971) evaluation is the systematic and continuing process that involves delineating of queries to be responded, relevant information to be obtained; and provide the relevant information to policy makers so that they make decision in terms of program effectiveness. The word evaluation is not confined with a narrow sense but a wider one. Hadley and Mitchell (1994) defined evaluation as an applied research that is intended to make or support decisions of one or more programs. According to United Nations Development Program (2006), evaluation is a systematic and objective approach to know the status of the program; it is not supposed only to be attempted one time but many times according to the need of the program to be evaluated. Moreover, it employs several assessments to achieve outcome. United Nations Evaluation of the program provides overall information about the resources that is intended to meet the program objectives. It serves to provide necessary feedback in order to improve program or curriculum (Warju, 2016). Evaluation of the educational program gives an idea to the teachers for knowing learning extent of the students in terms of achievement. Learning achievement of students can be accessed through evaluation (Praja, 2021). Educational evaluation is mainly carried out for course improvement, decisions about instruction, teachers, students, administrative regulation. The most commonly and widely used for evaluating the program is CIPP model. CIPP is an abbreviation of context, input, process and product. CIPP evaluation model tends to reply answers of four query that is, what should we do? How should we do? Are we doing it correctly? And did it work to achieve goals?

Curriculum is an instructional guideline for the whole academic content. It is concerned with how, what and why teachers or instructors should teach to meet teaching

and learning goals. It generally comprises: assignments tasks, exams, instructional ways, resources, student evaluation methods, and mainly aimed to see the result of the study program as a product. Time and again there is a need to evaluate the curriculum to know the effectiveness of the specific course in terms of meeting students' need for physical, mental and personal and professional development (Madar & Othman, 2022). Curriculum is an effort to know all the components that brings students' competencies to better adjust in personal, professional and social life. It is designed to know educational aims, knowledge, skills, teaching and learning strategies, resources that ensure overall development of students (Augus et al.2023).

Statement of the problem

Despite attempting good teaching and learning process, there happens to occur numerous problems sometimes affecting both teachers and students in a number of ways. In this context, it requires evaluation of the program to know the problems and address it with some possible solution. M.Ed. in English Language education program in Central Department of Education has changed from yearly system to semester system. English language education carries a wide area of significance as it is a global means of communication. Teaching and learning process in L2 English language encounter numerous problems on the side of both teachers and students. In this very context, there is a need to evaluate the curriculum time and again. This may help in knowing the status of the program and act accordingly to achieve goals. Why students participations in different programs are low, why most of the students remain absent, why despite getting MED in English Language Education degree, most of the students are unemployed. There has been dearth of research in current curriculum evaluation of M.Ed. in English Language Education in terms of knowing educational goals, knowledge, skills, instructional strategies and resources. Therefore, it gives me a space to carry on the research in this area.

Research Question:

1. What are the perceptions of English instructors about current M.Ed. program based on semester system with respect to the CIPP model?
2. What are the perceptions of the students about the current program with respect to the CIPP model?

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Literature Review

Educational Program Evaluation

When the words educational program evaluation comes, it is worth to have some discussion on evaluation. The word evaluation is not confined with a narrow sense but wider one. According to Hadley and Mitchell (1994), evaluation is required mainly for making decision on three areas like: course improvement, decision about individuals, and administrative regulation. Course improvement decision can be made on the basis of knowing the finding about instructional materials and methods. Encyclopedia of Evaluation stated evaluation as a process of inquiring information for collecting and synthesizing evidence mainly about quality of program, people, curriculum, policies; etc. (Mathison, 2005). There are some specific reasons behind conducting evaluation of any program. According to Stake (2004), evaluation of any program is conducted mainly for the reasons like: examining effectiveness, communicating the status about the particular program to the stakeholders, making decision about the program in terms of whether to continue, change, stop or implement elsewhere.

According to Arikunto (2012), "Program evaluation is a unit or unit of activity aimed at gathering information about realization or implementation of a policy, takes place in a continuous process, and occurs in an organization that involves a group of people for decision making" (as quoted in Eryanto, 2019, p.2).There is a need to identify objective of program evaluation in order to reach desired goal. Fitzpatrick et al. (2004) opine that to identify the objectives of program evaluation some questions can be considered like: what will be evaluated, who will carry out evaluation and how it is carried out. According to Ornstein and Hunkins (2009) evaluation process is not simple process as it intends to evaluate strength and weakness of a curriculum they may help decision- makers to revise, improve or to continue the curriculum (as cited in Akpur, 2016). Educational evaluation plays a vital role in teaching and learning process as it improves educational quality. In addition, it is also important for top management professionals like: rector, registrar, principal since it provides them with necessary feedback. Moreover, it brings interest and motivation among teachers and students towards teaching and learning process; and it is not only limited to learning achievement but also it examines input and process of learning (Dharma, 2019). There are many models for evaluating educational program evaluation; however CIPP evaluation model

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(1985) developed by Stufflebeam and Shinkfield (1985) has been found widely practiced in educational research.

CIPP Model

CIPP model developed by Stufflebeam (1971) evaluates the program on the basis of four components that is, context, input, process and product. Context evaluation provides information about overall merits and demerits of curriculum in the form of strength and weakness. According to Zhang et al. (2011), CIPP evaluation model is comprehensive, systematic and best approach to evaluate curriculum, book or any kind of training programs in terms of feasibility, utility, accuracy and propriety with an intention to make relevant decision. Evaluation of any program is made on the basis of four parameters: context, input, process and product (Stufflebeam, 2002). According to Stufflebeam (2002) Context evaluation means examining the context in terms of meeting the objective of the course that access needs, problems and opportunities; input evaluation examines existing resources to meet objectives; process examines how the program is conducted, what kind of strategies are adopted in order to achieve goal, product simply examines the outcome of the program in terms of effectiveness, transportability and sustainability. Since English language Education is facing somewhat problem in achieving overall objectives, it is perceived that evaluating the curriculum using CIPP model reveals current status of four components: context, input, process and product related to the curriculum and provides the necessary direction to decision-makers, teachers and students through relevant data that help them move accordingly.

Recent studies have shown that curriculum evaluation is required in English language education in order to know the status of the program mainly in terms of effectiveness, transportability and sustainability. In their studies, Akpur (2016) conducted study on the evaluation of Curriculum using CIPP model revealed that despite facing problematic situation in access of good processing and input process like: audio-visual materials, not practicing the habit of studying in group and English language, they are positive towards curriculum. In their studies, Aziz et al; (2018) after evaluating the program through CIPP model reported there is a need to improve input processing in language education that is, extracurricular activities, audiovisual aids, educational trips and assessments. In one of their studies, Erdogan and Mede (2021) after evaluating the program using CIPP model reported that although students were satisfied with assessment, material and the teaching method yet they lack listening and speaking skills.

Teachers' and students' perceptions revealed strengths and weakness of the curriculum that need to be addressed with some possible solution.

Research Method

The purpose of this study was to evaluate curriculum of English Language education using CIPP evaluation model. I adopted qualitative as a research approach. In order to collect the data, I choose four participants purposively from Central Department of Education. I choose small sample since my research approach is qualitative, and research method is a narrative. Data were collected through semi-structured interview; questions were designed according to CIPP Model. Data were analyzed through thematic analysis based on qualitative scheme.

I used Interview as a research tool to obtain the data from University English teachers and university students who are currently involved in teaching and learning at Central Department of Education. I conducted an interview with thirteen open-ended questions that come under the sub questions of research question based on CIPP model. This helped to analyze the status of current research. Participants were a university English male professor, an English female Lecturer, a male student and a female student. The selection of the participants is based on gender equality and equal participation. They were given pseudonyms.

There were altogether thirteen questions which are responded by participants through semi-structured interview. Data were analyzed through thematic analysis based on CIPP evaluation model. Collecting data in the form of words through interview and content analysis for analyzing the data are the means of analyzing data in qualitative research (Fraenkel & Wallen, 1990).

Discussion and Finding

Questions during interview were intended to collect data that is related to context, input, process and product stages of the research study. The data obtained from the interview were systematically placed according to the four parameters of the curriculum: context, content, input and process.

Teachers' Perception on the Curriculum

Context Evaluation

Teachers' perception on context has been found through interview. Open-ended questions were inquired like: Is the time adequate to discuss all the contents? Is the course relevant to the job needs? What are the learning skills of the students? What is the

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motivation of the students? How many students are there in class? Is the course relevant to solve practical problems? In response to these questions T1 asserted time is enough to discuss all the given contents; however it depends on the capabilities of the teachers. In response to the next question she responded course is relevant to the job needs as there is a major discussion on teacher education, development, pedagogies; however content related to ICT skills are missing. On the other hand, T2 asserted time is adequate to discuss all the contents; however contents on reading skills are more that challenges the capabilities of teachers to have discussion in detail. In response to the next question, T2 asserted yes, the course is relevant to the job needs but there seems weakness on the side of both teachers and students to actively participate in the contents and there is a need to be both teachers and students effortful to bring theoretical knowledge into practice.

Based on the findings of the context evaluation from the perspective of teachers' I developed two themes:

Integration of Contents Related to ICT Skills. ICT skill is one of the most important skills to be demonstrated in the job world. Absence of this skill makes one feel paralyzed and pity; and leave struggling throughout life. ICT skills integration can make the course more appealing to meet the job needs of the students. For example, one of the courses title in the curriculum is related to research and testing. To help students understand the concept of research methodology, literature review, use of citations there is a need to integrate digital literacy to help students learn in a better way. In fact, ICT knowledge is so crucial in today's time; therefore there is urgency on the part of instructors to help students become digitally competent.

Theoretical Knowledge into Practice. Contents are related to job needs; however there is a requirement to practice these job skills in order to make students' access to competitive global market place. Students are required to develop soft skills competencies through engaging in different interactive programs.

Input Evaluation

In response to the questions like learning skills, motivation of the students and the course relevancy in practical problem solving, T1 asserted diverse learning skills of students. As there are diverse learner motivational levels, some are observed intrinsically motivated while some are observed extrinsically motivated and some seem not motivated at all. Moreover, she asserted as contents related to educational theories, classroom management and pedagogies are elaborately discussed that may likely to solve

practical problems; however there has been observed gap due to lack of practice. On the other hand, T2 asserted that many students are found to be efficient in linguistic skills. In the response to the next question, he asserted semester system brings positive motivation among students, many students have been observed intrinsically motivated. Furthermore, in the response to the next question, he asserted course is relevant to solve practical problems as the course like critical course analysis, pedagogical aspects etc. Findings on the input evaluation developed the main theme at motivational level: T1 perceived different level of motivation among learners since diverse learners; while T2 perceived high level of motivation among learners because of semester system.

Process evaluation

In response to the different questions related to teaching strategies, students' participation, discipline, and two way communication; T1 asserted teaching strategies is mainly confined with lecture method. Students' participation seems variable since some are regular while others are irregular. Two way communication hardly happens. In response to the same questions T2 asserted lecture method are adopted. There is a need to bring different short term and long term teaching training programs for teachers' professional development. Students' participation seems good because of their high level motivation towards learning. There are no any disciplinary issues in the class since students are mature enough. Two way communications happens rarely in teaching learning process.

Finding on Process evaluation revealed different perceptions of teachers towards motivational level of students in terms of their participation. In addition, it mainly showed teachers' training program for effective teaching and learning is the need of the time. There is a need to integrate student-centered teaching pedagogy that may foster an academic and professional excellence of students.

Product evaluation

In response to the question what is the outcome of the program? T1 asserted students are found engaged working in reputed boarding schools of Nepal. In addition they have also been selected in government jobs. T2 shared the similar kind of answers. Finding on product evaluation revealed that teachers are contented to observe achievement of the students as they are found working in reputed schools and even selected for many government jobs.

Students' perception on the Curriculum

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Context evaluation

In response to the questions related with timing of the course and contents relevant to the job needs, S1 asserted though it is semester system the course designed like yearly system. Course is relevant to the job needs; however, there is requirement for practicing these skills. In response to the same questions, S2 asserted course is overloaded further he asserted the course is relevant to the job needs; however, there is a need to be equipped with these skills.

Finding on context evaluation from students' perspectives have revealed that course is not designed as per the need of semester system and there is a need to create an environment for practicing skills that help them further in job market place.

Input evaluation

In response to the questions related to input like resources, assessment, teaching strategies, motivation, S1 asserted that they are in need of more resources that help in learning achievement, nature of assessment is fine since it develops their level of presentation, write-up resulting in better linguistic skills, teaching strategies of the teachers are strong. Further, she asserted motivational level is different among learners. In response to the same questions, S2 asserted more resources may help in effective learning, teaching strategies are fine, some teachers are found engaged talking beyond the context, students motivation are observed very low, he said in 100 only 4 seem motivated and creative; rest seem only certificate oriented, part time teachers are not punctual, assessment carries internal and external evaluation. He further asserted majority teachers have good strategies of teaching but compelled to finish course in time by adopting lecture method.

Finding on input evaluation mainly revealed that there is low motivation of students; there is a need to have more resources in order to ensure effective teaching and learning process. There is a need to create motivational environment to make students more creative and competent for global market place.

Process Evaluation

In response to the questions mainly related to the students' participation, teaching method, two-way communication, S1 asserted there is low students' participation, teaching method is teacher-centered, and no two way communication since lecture method is adopted by teachers. In response to the these same questions S2 asserted there

is very low students' participation, there happens only one way communication and he expected communicative method of teaching.

Finding on process revealed that students are expecting student-centered teaching and learning process. The reason behind only one way communication is teaching based on lecture method. Some of the course contents like: Phonetics and phonology requires students not only to have good theoretical knowledge but also implement them on a practical ground. Instructors are required to bring more classroom interactions. Similarly, one of the related course contents entitled "Dimensions of teacher development", is concerned with a professional development of the teachers that also require student-centered teaching approach.

Product evolution

In response to the question related to the outcome of the program, S1 asserted that nature of assessment made them furnished with writing, reading and speaking skills as there is a requirement of writing and presenting in every semester. S2 asserted his seniors are employed at reputed educational organization and some have been selected in government jobs too. He further asserted certificate of Central Department of Education has earned good will in the job market and he is happy from this.

Finding on this revealed that students' linguistic skills are furnished because of the nature of assessment. For example, they are required to make presentations whereby they exhibit their English public speaking skills in a confident manner. Similarly, they also develop research skills. Competency in different skills results in betterment of students to have access in competitive market place. The product of Central Department of Education has been employed in various reputed private and government jobs.

Conclusion

This research aimed to disclose the perceptions of university English teachers and students about the current curriculum of M.Ed in English Language Education of Tribhuvan University with respect to CIPP model. From the above findings, it is clear that curriculum reflects set of values and what and how students should know during teaching and learning process. There is a need for the instructors or teachers to incorporate the instructions in a way that helps students implement their theoretical knowledge into practice. In this context, student-centered teaching methodology is preferred. Engaging students in being skilled with ICT skills, group discussions, role play, and presentations would bring indepth insights in them. Some of the students of

skilled in employability skills because of the nature of assessment they are assigned with. Alignment of current needs of 21st century in the English curriculum is the necessity of the time. The study extends its scope through recommendation for carrying out research on this area using both quantitative and qualitative method using a larger sample. For evaluation of current curriculum only teachers' and students' perceptions are revealed in a small sample. This CIPP model is a systematic and comprehensive approach that can be fruitful in evaluating any program related to school, curriculum, training programs etc. The present study attempted to generate awareness among curriculum designer, decision maker, teachers to address both teachers' and learners' need while designing curriculum.

Acknowledgements

I appreciate UGC Nepal for providing me MPhil Fellowship and supporting to happen the blissful moment.

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