

Models of Evaluating Curriculum for Language Education in Higher Education

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Abstract

Any curriculum has to be updated with the changing needs and aspirations of the society. Its regular and systematic evaluation helps to show its role and effectiveness in meeting the worldly needs and challenges and being changed accordingly.

Considering this rationale, in this article, I tried to present various approaches or methods frequently used in curriculum evaluation process in the higher education to make curriculum updated, need based, contextual and make the learners capable of dealing with the professional, pedagogical and individual challenges they encounter with. The review of various approaches of the curriculum evaluation indicates that no single approach is universal, that is, the evaluator should select the models of evaluation as per the context, nature of curriculum and the goals of education.

Keywords: *Curriculum, development, evaluation, implementation*

Introduction

Curriculum is taken as the amalgamation of teaching-learning experiences, instructional practices and, assessments and evaluation of a programme. Defining curriculum in absolute term is quite difficult since it is different from context to context and scholars to scholars. In this vein, Olivia and Gordon (2012) agree that curriculum does not have clean boundaries suggesting that it cuts across all fields of study. In the context of defining curriculum, Tanner and Tanner (1980) summarize by giving multidimensional the cumulative practice of organized knowledge, race experience, modes of thought, planned learning environment, instructional ends or outcomes, guided experience, an instructional plan, cognitive/affective content and

progress, and a technological system of production is a curriculum (as quoted in Mappiasse & Sihes, 2014, p. 118). Language curriculum in higher education of Nepal incorporates overall plan of the programme where it is implemented. It incorporates mission and vision of the programme, goals and objectives of the programme, syllabi of the different courses taught and the course specific contents, instructional techniques, evaluation processes and the references of the resources required for accomplishing the contents and objectives of each course offered (FOE, 2020, FOHSS, 2020, FOM, 2020, IOST, 2020). Curriculum is an essential part to make a programme well organized, functional and keep updated to the academic professional and practices happened in the field of academia.

Curriculum development is an essentially practical activity since it seeks to improve the quality of language teaching and learning through the use of well-organized planning, development, implementation and review practices in all aspects of language. Richards (2010) states, "Language curriculum development is an aspect of a broader field of educational activity known as curriculum development or curriculum studies"(p. 2). It means curriculum development is a wider activity which involves the great efforts of both teachers and students to make it successful. A teacher can give his/her effort into educational activities through devoting ample time, organizing and planning courses and lessons, preparing materials and applying the lesson plans in classroom teaching. Richards (2010) further asserts that curriculum development does not include only the selection and presentation of the contents to be taught but its main focus is on deciding which knowledge, skills and values to be taught, how to reach to the intended outcomes. Curriculum development is a process of planning, designing, implementing and evaluating an educational programme.

Talking about the history of curriculum development in language teaching, Richards (2010) states that the curriculum development process starts with the notion of syllabus design. Syllabus design is an aspect of curriculum development. Syllabus is just the specification of the content of the course instruction to be taught but curriculum development is more comprehensive which includes the process that are used to determine the need of the participants, goal of the programme, designing syllabus, course structure, teaching methods, materials and evaluation process. The curriculum development process following Richards (2010) traces back to 1960, though the process of syllabus designing began earlier. Since then, the curriculum has been changed when there has been emerged new methods and approaches of language teaching according changing contexts of the world.

Curriculum development is an ongoing process rather than an ad hoc event. Ping (2004, as cited in Maftoon & Shakouri, 2013) contends that, "We live in a time of change, and change, undeniably, affects the content of curriculum and curriculum gets changed"(p. 303). Change is an undisputable constant in curriculum development. Felix (2005) identifies a tangible shift from instructivist to constructivist pedagogy. Hadley (1998) in the same vein holds, "In the third millennium, it is expected that the dominant ELT curriculum/syllabus design will have returned full circle"(p. 67). He meant to say that in this present world, instead of offering new curricula/syllabi, scholars are pondering on the available curricula or syllabi attempt to generate new knowledge. Jacobs and Farrell (2001) have identified the shift from positivist to post positivist and presented eight different changes in the curricula of second language education as: learners' autonomy, co-operative learning, curricular integration, focuses on meaning, diversity, thinking skills, alternative assessment and teachers as co-learners. They claim that a language curriculum at present time should incorporate these notions of post-positivist era.

Language is a means of social interaction and interaction is a means by which social relations are constructed and maintained. The development of technology has enabled people to construct and maintain social relationship throughout the world. English as a global language has made it possible to connect people of diverse linguistic and cultural backgrounds. Ke (2015) argues that a common world language, that is, English is to be aspired for human beings to present miscommunication among the people of diverse tongues and cultures. Since the mid of 20th century, English language has gained a foothold as the world linguafranca. It has become the language of international interconnectedness. Burchfield (1985) concedes that ignorance of English is equated with linguistic deprivation. English is significantly used all over the world by a large number of populations as a language of communication even if it is not the native language with the largest number of speakers (as cited in Phillipson, 2007, p. 5). It is used as native language in inner circle countries, as second language in outer circle and as foreign language in expanding circle (Kachru, 1992). English has become the language of international understanding, communication, progress and hope.

Realizing these facts, English curriculum has been introduced from basic level to advanced level in Nepali education system from 1910 onwards. In the context of higher education, Universities prepare, implement and evaluate the English language teaching curricula for all the faculties and institutions for all levels, that is,

Bachelor's to Ph.D. The implemented courses/curricula have been revised time and again with the aim of exposing students to advanced contemporary reading, writing materials, communication and use oriented materials. These curricula further aim to pose command of English which they can use for higher education, communication, career boost up and for opportunities and jobs. The ELT curricula and their outcomes are still below the satisfactory level in the institution of higher education in Nepal (Bista, 2011). EMIS(2019/20) shows that the pass percentage in higher education is below 30. The curricula have been changing in different periods of time without underpinned by the findings of any empirical study about the worth and weaknesses of the curricula. As a result of which, there seems a gap in terms of curriculum, text and method of teaching English and the need and expectation of the learners in the higher education. Our English curricula have not been proved to produce a competitive manpower in the world. The whole world is digitalized, but our curricula are still in bookish knowledge and lagging students behind in these skills. All these events have been happening due to lack of research in the effectiveness and usefulness of the implemented curricula.

In this context, curricula of different phases need to be evaluated since evaluation gives a framework of worth and weaknesses and new models /strategies to be applied for making the curriculum need based, context based, use based, technology based and make the students able to cope with any challenge in the world. In the context of language curricula in higher education of Nepal, specific policy and guideline for designing and evaluating them is blur. Each curriculum need to be guided by particular approach for its effective implementation and better output. There is discussion whether language curricula in higher education should be integrated, illuminated, discrete and hybrid. In this rationale, this paper is an attempt to provide various models of curriculum evaluation in higher education and, more specifically in Nepalese context, it provides an insight to the policy makers, curriculum designers and even practitioners to choose appropriate models for curriculum evaluation so that the following curriculum could fulfil the loopholes found in the preceding one. No single approach or model may be sufficient to evaluate any curriculum effectively to find out its efficiency, effect, efficacy and usefulness. So various models and approaches need to seek and implement according to the context, nature and need of the curriculum.

Method

In this paper, I employed document analysis method to highlight some

of the approaches used in evaluating curriculum. Krippendorff (1980, as cited in Al-Jardani, 2012, p. 41) state that document analysis method is used to study the common development and reviews within the area of research. In this research, I have gone through Brown (1989), Worthen et al. (1997), Zhang et al. (2011), Scriven (1972), Stake (1975), Eisner (1979), Parlet and Hamilton (1976), Tyler (1949), Bradley (1985), and Stufflebeam (1971) in order to find out the various models or approaches used to evaluate curriculum effectively. These different documents were purposively selected based on their availability and my study. The selected documents were studied and critically reviewed. Finally, they were compared and discussed descriptively to derive a conclusion.

Reviews of Different Models for Curriculum Evaluation

Curriculum evaluation is a systematic process of collecting information for judging the curriculum to find out its present situation, effectiveness and promote improvements. It is needed to find out appropriate approach of evaluation so that there would not be miscommunication among curriculum developers and practitioners. Different scholars have suggested various models/approaches of curriculum evaluation which are briefly discussed in this section.

Curriculum evaluation is relative concept guided by particular evaluation framework. Nevo (2006) prefers the term approaches rather than models believing that none of the approach has reached a sufficient degree of complexity and completeness to justify the term model. Similarly, Stake (1986) prefers neither approaches nor models; instead, he suggests the term persuasions (as cited in Tom-Lawyer, 2015, p. 42). Whatever the terms are suggested, in this study, both approaches and models are interchangeably used and are theoretical framework for curriculum evaluation. The choice of particular approach or model depends upon the purpose of evaluation, concern issue, the available resources and information. Each scholar is guided by his/her philosophical ideology, cognitive style, methodological preference, value and practical perspective that leads to varieties of approaches or models of curriculum evaluation, that is, it is not possible to have only one single model or approach. Regarding curriculum evaluation models, Erden (1995) states that researchers choose the appropriate model in terms of objectives and condition for curriculum evaluation or they can develop new model getting insights from the existing one (as cited in Tunc, 2010, p. 21). Without research, determining suitable curriculum evaluation model or approach is not possible. But Provus (1991) suggests that an evaluator needs not to be participated in the planning of a programme for its

effectiveness because many of the programmes are not well planned in terms of their goals and outcomes (as cited in Kader, 2016, p. 8). However, Brown (1989) suggests four points models for language programme evaluation, which includes product-oriented approach, static characteristic approach, process-oriented approach and decision-facilitation approach.

Product Oriented Approach

When a programme is evaluated using this approach, the focus is put on the goals and instructional objectives where an evaluator seeks whether the goals have been accomplished. For this approach, Worthen et al. (1998) call objective oriented evaluation approach and argue that the purpose of some activity in a curriculum is specified and then the emphasis is put on to what extent it has been achieved. In the same context, Tyler (1969) delineates that a programme should be built on explicitly defined goals, which are specified in terms of society, students, culture, subject matter as well as behavioural objectives (as cited in Kader, 2016, p. 6). This approach of evaluating language curriculum seems to be suitable to judge grammar based language curricula where focus is on results.

Static Characteristic Approach

This is outsider approach in which an expert or a group of experts inspect a programme by setting some criteria, examining accounting and academic records. It is also termed as expertise oriented approach by Worthen et al. (1997). They claim that this evaluation approach depends upon the expertise of the experts or professionals to judge the programme. Brown (1989) asserts that by judging some static features of the programme like library facilities, teachers' qualification, students' motivation and capacity, curriculum implementation process and all other physical facilities, the effectiveness of the programme is determined. It is very similar to Richards' (2010) situation analysis and Nation and Macalister's (2010) context analysis models of curriculum development.

Process Oriented Approach

This is postmodernist approach that has been resulted due to shift in the philosophical and methodological bases of language teaching and learning, in the attitude of people, and in the goals of teaching and learning. The judgement of the programme is done on the basis of how and how much rather than what. The evaluator remains open to all the possible alternatives even if there are some well-established values and findings about the programme. Kader (2016) in this sense,

asserts that it is goal free evaluation process without setting any limits to find out how effective the programme is. This approach of curriculum evaluation seems to be appropriate for modification or change of curriculum rather than making decision about its final product.

Decision Facilitation Approach

In this approach, the evaluator plays the role of prompter rather than judge for the improvement of language curriculum. Regarding this approach, Provus (1991) writes that the evaluation information which the evaluator collects can be useful for all the concerned people to bring out the curriculum in the appropriate shape, size, and standard meeting the contexts and needs.

In the context of the curriculum evaluation approach, Zhang et al. (2011) discuss 26 different approaches grouping them under five broad categories: pseudo evaluation, quasi evaluation studies, improvement and accountability oriented evaluations, social addenda and advocacy, and eclectic evaluation. Zhang et al. (2011) further state that the first category, pseudo evaluation incorporates five different approaches which are usually motivated by political objectives; public relations inspired studies, politically controlled studies, pandering evaluations, evaluation by pretext, and empowerment under the guise of evaluation. Similarly, quasi evaluation studies concern with answering one or several questions or use a single methodological approach for judging the programme or project. This approach following Zhang et al. (2011), involves objective-based studies, accountability, result-based studies, objective testing programmes, success case studies, performance testing, experimental studies, case study evaluation, programme theory-based evaluation, criticism, and mixed methods studies.

Similarly, the improvement accountability category approach is directed towards determining the worth of the programme. Zhang et al. (2011) incorporate decision and accountability oriented studies, consumer-oriented studies, and accreditation and certification under this category. Likewise, the second agenda and advocacy category directs the evaluative effort for social justice. This approach includes responsive evaluation, constructivist evaluation, and deliberation democratic evaluation (Zhang et al., 2011). The final category, eclectic evaluation concerns with using any approach as per the context or need. Stufflebeam and Shinkfield (2007) in this context, state that the eclectic evaluation approach is utilization-focused, which utilizes any evaluation concepts, models, or methods to serve the needs of a

particular group. Revealing the agreement in Brown's (1989) approaches of language curriculum evaluation, Worthen et al. (1997) add management oriented, consumer oriented, adversary oriented and participant oriented evaluation approaches of a language programme.

Management Oriented Evaluation Approach

This approach of evaluation asserts that an evaluator not only provide information for either improvement or terminate the programme but also improvement of the administrators or management committee which may have from institution level to national level.

Consumer Oriented Evaluation Approach

This approach focuses on consumer as the good information providers of a programme. Tunc (2010) concedes that the individuals or any agencies that take responsibility of collecting and proving information support consumer oriented evaluation approach. The consumers can be the users of the products like curriculum package, educational materials, new technology, instructional media, training and so on.

Adversary Oriented Evaluation Approach

It refers to all evaluations in which systematic and well planned differences and/or opposition in the view points of different evaluators, which make decision makers critical and analytical while designing and implementing the language programme.

Participant Oriented Evaluation Approach

This approach tries to observe and identify all the concerns, issues or consequences that are integral to human services and needs. In this context, Worthen and Sanders (1998) assert that the basic purpose of this evaluation is to "understand and portray the complexity of a programmatic activity, responding to an audience's requirements for information" (p. 17). This approach reflects inductive or discovery reasoning to reveal multiple realities and explosive knowledge and information from the participants or concerned people.

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Scriven's (1972) Goal Free Model

This model was introduced by Michel Scriven in 1972 in which the evaluators aims to find out the actual outcomes of a programme without taking any reference of the goals that the programme developers stated while developing the programme. Stufflebeam and Shinkfield (2007) argue that Scriven's model is consumer oriented in the sense that it focuses on learners' needs rather than developer's expectations.

This approach does not expect any interaction between evaluators and participants of the programme so that there could be free and fair and real judgment on the effectiveness of the programme. In this vein, Lynch (1996) notes that goal free model aims to reveal programme's effects and compares it with the proven needs

of the programme setting. Taking about how Sriven introduced goal free model of evaluation, Glatthorn et al. (2012) write that the stated goals are not more than hypotheses which may create number of difficulties among practitioners so that the programme cannot be implemented bias freely and effectively. In this rationale, goal free model in unbiased, free from pre-conceived goals where the evaluators gather information with constructivist perspectives. Bryant (2004) claim that though this approach provides holisting information and understanding of the programme and expected to be bias free; it is expensive in time and cost. In the same vein, Glatthorn et al. (2012) write that this approach is used to complement, but not supplant goal based assessment.

Stake's (1975) Responsive Model

Responsive model asserts that the concerned stakeholders of the curriculum for whom evaluation is done should be paramount in determining the issue of curriculum evaluation, that is, it is the response to the data given by the audiences or the participant of the programme. Tom-Lawyer (2015) claims that responsive model was the revised form of Stake's countenance model of 1967, where prime focus is on the responses of the participants for identifying the effectiveness of the programme. Glatthorn et al. (2012) state that the approach requires interactive and recursive evaluation through interaction between the evaluator and the participants. Lynch (1996) argues that the evaluation "findings are shared with the evaluation audience in form of brief narratives, case studies or displays of the programme outcomes" (p. 81). He means to reflect that to determine the accuracy of the programme, its description is given to the evaluators which leads the evaluators to present a report. This approach presents audiences' viewpoints lively to make its findings more useful for restructuring and improving the activities of the programme. In responsive model, the evaluator observes the participants and the programmes very closely to get the sense of its operation and to note any unintended deviations from announced intents. Making comments on the responsive approach, Sunday, Omodolapo and Tolani (2016) write that this approach examines the background philosophy, the goals and plans of the participants and the purpose of an educational programme on the basis of which information is collected and being based on those stakeholder's viewpoints decisions are made. Showing the weaknesses of Stake's (1975) responsive model, Glatthorn et al. (2012) agitate, "Its chief weakness would seem to be its susceptibility to manipulation by clients, who in expressing their concerns might attempt to draw attention away from weaknesses they did not want exposed" (p. 363). The

information collected from participants may be manipulative, bias and subjective which may not be relevant to the evaluator or evaluation team.

Eisner's (1979) Connoisseurship Model

Eisner's connoisseurship model is self-reflective in the sense that the participants collect data from each other sharing, asking and developing their own critical thinking ability. Lynch (1996) concedes that this model employs literary criticism and takes "the notion of critical guideposts (values and concepts that have come to be identified and accepted in a particular discipline) as the basis of evaluation" (p. 86). The evaluator in this model is not outsider, instead, he/she is the participant observer of the programme. Bryant (2004) suspects on the reliability and validity of this model since the judgment is subjective, impressionistic based on the evaluator's personal experiences. The evaluators who are known as connoisseurs may have different evaluations as they do have different experiences about the programme. This approach enriches the evaluator's repertoire and perspectives by drawing from a rich tradition of artistic and literary criticism.

Parlet and Hamilton's (1976) Illuminative Model

In this approach, evaluators' concentration is on process of the classroom where the result is more focus on goals and objectives which are derived from the specification of instructional system. Tom-Lawyer (2015) claims this model evaluates the programme from the point of view of social anthropologists where focus is on programme's operations. In the same context, Johannesburg suggests that illuminative evaluation model illustrates how the evaluation strategy is used to access classroom practices following the instructional curriculum reform (as cited in Ying & Mursitama, 2017, p. 3065). The aim of this evaluation approach is to improve the programme since it is exploratory in nature where both qualitative and quantitative data are collected.

Tyler's (1949) Model

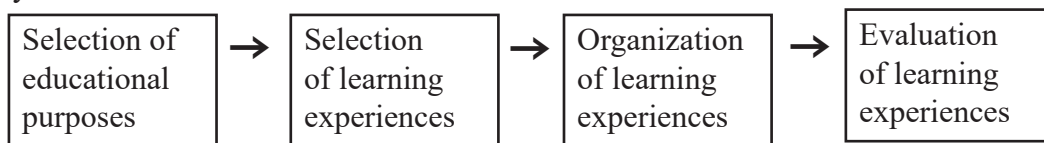
Tyler's approach of curriculum evaluation is termed as objective approach where the focus is on the attainment of goal or objectives. Tyler (1949) concedes that evaluation should focus to the extent of the realization of objectives and evaluator should concern in gathering the data for determining if the explicitly written objectives have been achieved. Making remarks on this model, Oliva and Gordon (2012) assert that this model examines the needs of the society and then narrow it to stating the specific objectives to be achieved in order to meet the societal needs. This

approach seems to be deductive in nature where the evaluator deduced the overall concentration only in objectives of the programme.

Presenting the rationale and process of Tyler's model, Glatthorn et al. (2012) discuss the model into seven different steps; begin the process with the behavioural objectives that have been already determined and specified both content of learning and expected students behavior, then identify the situation that gives the students opportunities to express their behavior expected in the objectives, after that the evaluators select, modify and design the suitable tools of evaluation checking its reliability and validity, administer the tools to collect information. Then, the evaluators compare the results collected from different tools and analyze them for determining the strengths and weaknesses of the programme. Similarly, Sunday et al. (2016) present Tyler's model of curriculum evaluation figuratively as in figure 11.

Figure 1

Tyler's Curriculum Evaluation Model



(Sunday et al. 2016)

Though Tyler's model is scientific and comprehensive, Rathy (n.d.) criticizes it as "ignoring process and incapable for diagnosis the reason if any curriculum has failed." The account reveals that it is time consuming method without any extra information and contribution except putting focus on the attainment of objectives.

Bradley's (1985) Effectiveness Model

Bradley's concentration is on the ways of evaluating designed curriculum effectively, that is, how the developed curriculum can be assessed effectively is the major focus of effectiveness model. Bradley (1985) has presented ten key indicators, collecting information in which, a curriculum can be evaluated effectively (as cited in Glatthorn et al., 2012). Bradley's (1985) ten indicators for curriculum evaluation comprise:

Vertical Curriculum Continuity

This indicator as Bradley (1985) states aims to seek if the course of study reflects any specified format (like K-12) that enables teachers to have quick and

constant assess to what is being taught.

Horizontal Curriculum Continuity

This indicator sees if the course of study provides content and objectives that are common to all classrooms of the same levels.

Instruction Based On Curriculum

This indicator of curriculum evaluation, evaluates whether the co-relation among the content, objectives, authentic tasks and the lesson plans are being derived from the course of study.

Curriculum Priority

This indicator focuses on the philosophical and financial commitment as the evident of evaluation (as cited in Glatthorn et al., 2012, p. 58). The teachers are encouraged to find out the items that the curriculum keeps in high priority and they are encouraged to evaluate the curriculum bringing curricular topic in the discussion among the staffs, colleagues and other stakeholders.

Broad Involvement

This indicator seeks to identify if there is institutional involvement in the selection and implementation of the particular curriculum.

Long Range Planning

Curriculum evaluation is a long term process so that curriculum evaluators evaluate the programme in the cyclical method to find out its effectiveness.

Decision Making Clarity

To find out the success of a programme, it is necessary to determine if there was any controversy during development and implementation of the programme.

Positive Human Relation

The initial thoughts about curriculum come from teachers, students, curriculum leaders and the administrators. So, it is obligatory to determine what kind of thought that the particular curriculum treats.

Theory into Practical Approach

Glatthorn et al. (2012) mention that the programme's philosophy, mission and vision are to be reflected into practice when the programme is implemented. These

goals are reflected in tasks in consistent and recognizable manner.

Planned Changed

The overall evaluation of programme and the information gathered becomes the key factor for changing the programme plan to make it better.

The effectiveness of any curriculum can be evaluated by identifying or analyzing these ten key points. If any of the indicators are identified as negative, then the curriculum designers should consider to revise and review them or to improve and contextualize them for making curriculum effective, updated and need based.

Stufflebeam's (1971) Context, Input, Process-Product Model

To overcome the drawbacks of Tyler's objective model of curriculum, as an alternative model, Daniel Stufflebeam Mchair to Phi Delta Kappa committee introduced context, input, process-product (CIPP) approach of curriculum evaluation (as cited in Glatthorn et al., 2012, pp. 360-361). This approach in the words of Worthen et al. (1998) is "decision oriented which help administrators make good decisions" (p. 98). This approach focuses on gathering information relating to each stage for making decision at every stage of the curriculum development. Stufflebeam and Shinkfield (2007) state, "The model was originated in the late 1960s to help improve and achieve accountability for US school projects" (p. 325) and later it has been used as an influential model for curriculum evaluation throughout the world. They further concede that, this model is "a comprehensive framework for conducting formative and summative evaluation projects, personnel, products, organizations and evaluation models" (p. 351). This approach seems to be integrative in which whole the processes and phenomena of curriculum development and implementation are evaluated in a single framework. Ornstein and Hunkin's (2004) consider CIPP as a comprehensive approach which takes evaluation as a continuous process. In the same vein, Glatthorn et al. (2012) concede that CIPP approach focuses on decision making appropriate for administrators concerning with improving curricula. In the same backdrop, Stufflebeam (2003) argues that four types of evaluation context, input, process and product are conducted for planning, structuring, implementing and recycling decisions. Similarly, Stufflebeam and Shinkfield (2007) add that CIPP model guides and enables comprehensive and systematic examination of social and educational programmes which occur in the dynamic and septic contexts of the real world. They further explain that this model is very popular in evaluating departments

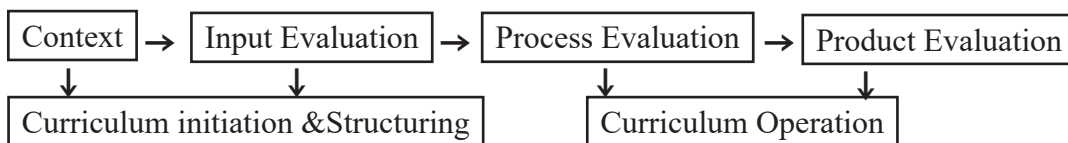
of the universities curricula, educational programmes and private as well as public schools in the world.

Shedding light on the usefulness of CIPP model in programme evaluation, Wang (2009) points that it has been used in several disciplines such as "education, residential development, transportation safety and governmental reviews" (p. 136). Similarly, Aziz et al. (2018) find its usefulness in evaluating quality of education. Likewise, Zhang et al. (2011) identify its use for identifying service provider's learning needs and the community's needs. They further state that CIPP model was used by Felix (2009) to evaluate and improve instruction in Cincinnati, Ohio school systems, where Nicholson (1989) recommends it for evaluating reading comprehension and Matthews and Hudson (2001) used it for the evaluation of parent training projects. The CIPP model emphasizes on process more than the result so Alkin (2004) insists that learning by doing is promoted and focused in CIPP model. Stufflebeam (1971) points out the most fundamental aspect of CIPP model is "not to prove, but to improve". (as cited in Stufflebeam&Shinkfield, 2007, p. 331). This model can assist in decision making and quality assurance if it is proactively applied whereas its retrospective use permits the faculty members to reframe and find out the programme's worth and significance.

The adoption of CIPP model in educational setting determines the usefulness and effectiveness of the programme and can be a hallmark for improving and /or continuing the implemented programme. These four evaluation dimensions and the relationship among each other are shown in figure 2.

Figure 2

CIPP Framework for Curriculum Evaluation



(Stufflebeam, 1971)

Context Evaluation

Context evaluation involves studying the situation or the environment of the programme. Ornstein and Hunkins (2004) assert that the purpose of context evaluation is to define the relevant environment, portray the desired and actual

conditions, focus on unmet needs and missed opportunities, and diagnose the reasons for unmet needs. In the same backdrop, Stufflebeam and Shinkfield (2007) argue that context evaluation examines needs, problems, assets and opportunities within a defined environment. Moreover, Tom Lawyer (2015) adds that it assesses the learning needs of the students (whether or not to offer the curriculum). The evaluator looks the context in which the curriculum is implemented considering the needs and reasons for unmet needs. Zhang et al. (2011) concede, "The objective of the context evaluation is to define the relevant context, identify the target population and assess its needs, identify opportunities for addressing needs, diagnose problems underlying needs, and judge whether project goals are sufficiently responsive to the accessed needs" (p. 64). Context evaluation in fact is the situation analysis where the real condition of the individuals and institution are identified. In educational setting, the physical conditions of the host institution, objectives of the curriculum and the context in which the objectives are to be achieved are identified. Dalkey and Helmer (1963) suggest system analysis, surveys, document analysis, secondary data analysis, interviews, diagnostic test and delphi technique as the tools used for context evaluation (as cited in Zhang et al., 2011, p. 64). From the literature discussed, it can be claim that context evaluation incorporates need analysis, context (environment) analysis, analysis of the objective stated in the curriculum, identify the problems and assess if the stated goals are responsive to the desired needs in the context.

Input Evaluation

Input evaluation is concerned with providing information about the ways of utilizing the resources to meet the programme goals. Zhang et al. (2011) write that the main orientation of input evaluation is to identify and assess the current system capabilities, to investigate and critically examine the relevant approaches and recommend the suitable alternative programme strategies. In the same context, Patil and Kalekar (2015) take input evaluation as activities of describing input and resources which include human resources and nonhuman resources that the institution has structured. Stufflebeam and Shinkfield (2007) express their view that input evaluation helps the participants consider alternatives in terms of their contextual needs and the circumstances and to assist them to develop a workable plan accordingly.

Specifying the concept of input, Ornstein and Hunkins (2004) present some questions; are the objectives stated appropriately? are the objectives congruent with the goals of the school? Is the content congruent with the goals and objective of the

programme? Are the instructional strategies appropriate? Do other strategies exist that can help meet the objectives? What is the basis for believing that using these content and these instructional strategies will enable educators to successfully attain their objectives? (as cited in Tunc, 2010, pp. 25-26). This account reveals that input evaluation evaluates specific aspects and components of curriculum plan. Khawaja (2001) affirms that input evaluation provides information for determining the resources used to meet the goals of the programme.

The aforementioned discourses assure to insist that input evaluation is educational programme, include human resources, physical resources, time resources, infrastructure, curriculum content and the specific objectives that the directed towards programme goals or objectives.

Process Evaluation

Process evaluation focuses on implementation of the programme. Zhang et al. (2011) concede, "Important objectives of process evaluation include documenting the process and providing feedback regarding (a) the extent to which the planned activities are carried out and (b) whether adjustments or revisions of the plans are necessary" (p. 65). This evaluation searches how the inputs are implemented and utilized. This is implementational phase in which inputs are put into effect or action to achieve the desired aims, objectives and goals of product (as cited in Aziz et al. 2018). In the same phenomenon, Patil and Kalekar (2015) insist it as the phase of making implementational decision. This phase of evaluation aims to provide feedback about the improvement of the programme if its implementation is inadequate. Stufflebeam and Shinkfield (2007) write, "Process evaluation should provide a comparison of the actual implementation with the intended programme, the cost of the implementation and participants' judgements of the quality of the effort" (p. 175). From this evaluation, the policy makers and decision makers receive the information they need to anticipate and overcome the procedural difficulties. Process evaluation can be carried out through document analysis, interviews, observations, case studies, focus group discussion, questionnaire and so on.

In educational programme, process evaluation involves evaluating the systematic procedures of teaching and learning, classroom instructional techniques, examination system; both formative and summative, co-curricular activities, teachers-administrators meeting, teachers-parents meeting, annual functions of the institution, organizational trainings, workshops, seminars, project works, conferences for both

teachers and students and so forth.

Product Evaluation

Product evaluation concerns with determining and examining the outcome of the programme, and reveals the information whether the programme succeeded. Zhang et al. (2011) assert that the purpose of product evaluation is assessing the worth and success of the programme for measuring and interpreting the project outcomes. Patil and Kalekar (2015) relate product evaluation in educational setting and insist that the knowledge, skills, values, attitude and behaviour that the students gained are the product of the programme. Supporting the ideas of Patil and Kalekar (2015), Aziz et al. (2018) argue that the focus of the output evaluation is not on the students' marks or the results of fail or pass, but on the skills, attitudes, knowledge, learning abilities that they attain and use for the benefit of their individual and social lives. Tom-Lawyer (2015) writes that product evaluation measures the outcome of the curriculum on the basis of the determined objectives and helps for deciding either modification or continuation of the implementation.

Product evaluation tries to make the students productive, creative and critical in order to make them able to stand on their own feet in the society. Thus, in educational setting, it involves evaluating their manner, behavior, skills, attitudes, values, social position that they have achieved their contribution in the society and so on rather than the results of their examination.

In this dynamic world, people's needs, ideologies, philosophical bases and methodological changes in language programme bring changes in each aspects of language curriculum as it happens in evaluation too. New knowledge has been explored in various fields and genres which lead multidisciplinary cross cultural and contextual need based curriculum. For making curriculum as per the demands and needs, its evaluation and improvement is unquestionable. Evaluation brings uniformity in the dissemination of knowledge and determines the efficacy of curriculum. A single approach or model cannot be sufficient and effective to evaluate all the curricula in different context. Thus, it would be wise to use various approaches according to field, genre, subject, context and the evaluation process itself.

Comparison and Discussion

The reviews show that Brown (1989) presents four independent approaches to evaluate language curriculum where if a curriculum is evaluated from the perspectives of product approach, then it cannot be process. Similar to him, Worthen et al. (1997)

also present four independent approaches; management oriented, consumer oriented, adverse oriented and product oriented as the basic models of evaluating curriculum. However, Stufflebeam (1971) provides the sequential and interdependent stages of curriculum where context, input, process and output are evaluated integratively. The review further exhibits that Tyler's (1949) focus is on the evaluation of purposes, selection and organization of learning experiences and their success. His model is very near to Stufflebeam comprehensive CIPP model. Further, the review indicates that Scarven's model is impressionistic where a language curriculum is evaluated from evaluator's personal judgement while Stake's model is interactive where the effectiveness of curriculum is measured from audiences' responses. Similar to this Eisner's connoisseurship model also focuses on evaluation from sharing and asking. Illuminative model combines both interactive and connoisseurship model focusing on process. Overall, Stufflebeam's CIPP model can be more comprehensive and can cover almost all the parameters concerned to curriculum development, implementation and evaluation though each model may be useful according to the nature of curriculum, knowledge and skill of evaluator, and the context of its implementation.

Conclusion and Implications

In this dynamic world, people's needs and demands are being changed time and again. New knowledge has been explored in different fields and genres. Multidisciplinary, multicultural, multilayers curricula have become the demand of the day. To make a curriculum as per the demand of the day, its evaluation and improvement are unquestionable. Evaluation, the part of educational programme ensures uniformity in the dissemination of knowledge. Curriculum evaluation is a process by which great effort is made to determine the efficacy of the curriculum. It is needed to have a systematic curriculum evaluation to find out its effectiveness in the targeted group. A single approach or model cannot be sufficient and effective to evaluate all the curricula in different contexts. Various approaches can be used according to field, subject, context, objective of the curriculum and its evaluation process. It's the quality of curriculum developers and evaluators to select appropriate approach of evaluation to gather information and promote improvement in the curricula.

Despite several limitations in its scope and methodology, this study has provided insights in the field of curriculum development, implementation and evaluation. It is limited only to the review of few scholars' works on models of curriculum evaluation. Thus, it can be reiterated for more scholars' views from different geographies

and academic fields. These perspectives can be crucial for decision-making at the practice to the policy levels. Moreover, empirical research can be carried out to investigate the perspectives and practices on curriculum development, implement and evaluation in the different strata of education in Nepal. Though this study has a small scope, it can provide feedback to the teachers, administrators, students, curriculum designers and policymakers for making regular evaluation of curricula and make them need based and updated choosing suitable model in the context. This paper also opens up avenues for further studies where exiting language curricula can be evaluated using either of the model discussed in the paper.

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