
EVALUATION OF ENGLISH CURRICULUM REFORM FOR UNDERGRADUATES BY USING THE CIPP MODEL

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Abstract: *The Higher Education Commission (HEC) of Pakistan proposed English curriculum reform for undergraduates in 2005 and revised it in 2012 which is still being implemented in public sector universities across Pakistan. The purpose of the present study was to evaluate the effectiveness of this revised reform being implemented in a public sector university. The study sought to evaluate the conception of reform as outlined in the HEC's document, Curriculum of English (Revised 2012). It also sought to evaluate the design of English curriculum developed for the public sector university according to the HEC document guidelines. The study further ventured a comparison of the curriculum document specifications with the contemplated design for identifying strengths and deficiencies of the reform in order to evaluate its effectiveness. The study used Daniel Stufflebeam's Context, Input, Process, and Product (CIPP) model as a framework for evaluation. The study is based mainly on qualitative design and the data is collected through analysis of the curriculum document and of the curriculum developer's interview. The evaluation revealed many strengths of the curriculum, its goals were found to address students' language needs to develop their reading skills, writing skills, vocabulary, grammar, and communication skills. The evaluation also revealed some inadequacies including a lack of focus on listening and speaking skills, absence of provision for ongoing teacher training, and non-involvement of teachers in designing the curriculum reform. The findings indicated that the curriculum reform was potentially sustainable and effective, and the identified shortcomings could be addressed in future to obtain better outcomes from its implementation.*

Keywords: Evaluation, Curriculum Reform, Document Analysis, CIPP Model

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Introduction

Evaluation involves systematic investigation to assign value to an educational program (Vishnupriyan, 2017). Evaluation, in this study, pertains to gaining information about *Curriculum of English (Revised 2012)* being implemented at a public sector university. This curriculum reform was put forward by the Higher Education Commission (HEC) of Pakistan to keep in line with English language curriculum reforms occurring worldwide. Literature-based old curriculum, which was taught by highly structured lecture methods, was considered inappropriate and outdated. It was abolished and replaced by the existing curriculum reform which was thought to be more efficient to develop the communicative competence of learners. The reform intended to address the escalating demand on the part of Pakistani undergraduates to develop their English language competence. This is so because English language enjoys a higher pedestal in Pakistan and assumes a key role in the country's power domains which becomes a motivating factor for adults to develop their linguistic ability to become a part of prestigious social circles (Mansoor, 2005). Mansoor provides an evidence of a desperate need for English language learning existing amongst Pakistani students pursuing higher education. Shamim (2011) recognizes the place of English language in Pakistan like in other developing countries as the de facto medium for development. In addition to serving the students' needs, the present HEC reform is initiated to respond appropriately to the rapid globalization. The rationale behind reforming and revising the existing curricula is to enable learners to avail better opportunities for progression in their national and global

communities (Fullan, 2007). So education must undergo a continuous process of reform which inevitably requires curricula to be regularly changed and reformed. In this regard a realignment of the curriculum with the global education standards can only enable a country to keep at pace with the rapid global development (MohamadYusof, 2008). But if a curricular reform is not clearly stated or appropriately elaborated, teachers fail to understand then it is fully and its classroom implementation remains compromised (Fullan, 2007; Bantwini, 2010). This results in creating a gap between the intended curriculum reform and its practical implementation. Also, the situation becomes challenging when a curriculum reform in ELT being practiced in developed countries or western contexts is replicated in developing countries or non-western contexts. The challenge becomes worse when a reform is adopted in a context having inadequate capacity for its implementation (A Rahman, 2014). In order to address such challenges, it is imperative to conduct a comprehensive evaluation of a curricular reform.

The HEC's curriculum reform intended a more productive, functional and communicative use of English language skills instead of memorization of grammatical rules, new vocabulary and summaries of lessons. The present evaluation study involves analysis of the curriculum document with the objective to evaluate the conception of the proposed reform. It also investigates the curriculum developer's contemplated design of the curriculum reform with the objective to evaluate it with reference to its conception. Daniel Stufflebeam's Context, Input, Process, and Product (CIPP) model is used as a

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framework of evaluation for this study. Warju

(2016) identified CIPP as the most frequently used evaluation model. Quality management of a curriculum can be ensured through the CIPP model (Kim, 2019). The model enables the researcher to apply such principles which adhere to the professional standards of evaluation (Alkin & Christie, 2004). CIPP is the most commonly adopted model to evaluate curricula because of its comprehensibility, reliability and efficacy (Al-Shanawani, 2019). The model is adopted by the present study for these qualities. The application of CIPP model for evaluation is acknowledged as a potential means to improve the standard of education (Karimi, et al., 2020).

Literature Review

Evaluation is described by Wall (2014) as a planned, arranged, carefully piled and purposeful examination of information to present the effectiveness of a curriculum while also identifying the areas to be changed and developed. Cronbach (1983) indicates the purpose of evaluation is "the collection and use of information to make decisions about an educational program" (p. 672). Evaluation provides such relevant information which leads to make judgment about the effectiveness and worth of a program, about retaining the program without any change, about improving it in identified areas, or about its altogether cancellation (Al-Jardani, 2012). Evaluation is simply stated as a systematic investigation to determine the value of a curriculum (Vishnupriyan, 2017).

Richards (2013) explains curriculum as the design or overall plan for any course and carries information about transforming the course contents into a blueprint to guide teachers and learners towards achieving the

learning outcomes. Curriculum reform refers to changes and innovations brought about in the curriculum. Yusof (2008) relates the rationale behind any curricular reform with allowing students to acquire new skills and regards a realignment of the curriculum with the global education standards to enable a country to keep at pace with the rapid global development. Fullan (2007) elaborates the rationale behind reforming the existing curricula as enabling students to avail better opportunities in both national and global communities. So education must undergo a continuous process of reform which inevitably requires curricula to be regularly changed and reformed. Evaluation conducted by the present study also intended to know the strengths and shortcomings of the English curriculum to know about its effectiveness at present which would lead to suggest recommendations for further reform.

Document analysis can be summed up as a procedure of "evaluating documents in such a way that empirical knowledge is produced and understanding is developed" (Bowen, 2009, p. 33). Bowen considers document analysis as a qualitative method of research used by researchers to interpret documents to gain background information and also to triangulate results. Bowen believes in assessing documents for their completeness, to make a judgment about how comprehensive the data is. Application of the CIPP model for analyzing the English curriculum document in the present study evaluates it comprehensively. Many models have been proposed and adopted for curriculum evaluation. A model provides valid and definitive information for quality assurance and decision making (Wang, 2008). It provides a structure to plan evaluations and

serves as a procedural guide (Vishnupriyan, 2017). Scriven (1966) presented Goal-free Model to question the significance of objectives and goals in a curriculum when unintended effects could also result from implementation. Stake (1967) proposed his Responsive Model which assumed evaluation issues to be prioritized according to the stakeholders' concerns. Tyler (1969) proposed an Objective-centered Model to measure the merit of learning according to the established objectives. Daniel Stufflebeam's CIPP model is embedded in the core ideology serving as the foundation of the model, which is to use of the model to improve a program (Stufflebeam & Shinkfield, 2007). CIPP model has been widely adopted for curriculum evaluation which systematically scrutinizes various aspects of the process (Vishnupriyan, 2017). The underlying assumption of the CIPP model is that it is very important for program developers to identify exactly where a program is strong or weak (Stufflebeam, 2005). Ruhe and Boudreau (2012) find the CIPP model assisting in better comprehension of the curriculum by letting the practitioners focus on clear and simplified program constituents. CIPP is a much improved model which confronts the weaknesses found in traditional evaluation models by allowing a comprehensive and systematic examination of educational and social programs (Ebtessam & Foster, 2019). The choice of adopting the CIPP model framework to guide the present evaluation study is based on convincing evidence from the relevant literature that it was created to make decisions for curriculum improvement. Improvement can only be facilitated by applying a suitable evaluation method (young, Shin, & Lee, 2019). The

acronym CIPP stands for four core principles of the model which form its constituent parts as Context, Input, Process, and Product. Each of the CIPP component examines a different aspect of the curriculum evaluation and application of all the four components makes this evaluation holistic which involves judgments covering all aspects of the curriculum reform. Context evaluates the curriculum aims or goals and assesses its need; Input assesses the suggested reading materials and strategies for developing the curriculum contents; Process assesses the teaching methodology guidelines to operationalize the implementation plan; and Product assesses the intended outcomes of the curriculum.

The model is frequently used as a framework for conducting curriculum evaluation studies in educational institutions across the globe. Many of these studies, which evaluated language programs, have proposed changes and workable solutions to enhance the capacity of the programs in order to better accommodate the language needs of learners (Fareh, 2010). Karakas (2012) studied a program of English Education in Turkey and presented an evaluative review by comparing the current program of English Education with the previous one. The findings identified more weaknesses of the program than its strengths, and exposed the program courses to be outdated, quite impractical and lacking cultural affinity. The researcher suggested that only a systematic evaluation of the program of English education could ensure successful teaching of foreign language. Karatas & Fer (2009) drew a correlation of the CIPP model with English curricula initiated in the Modern Languages Department of Yildiz Teknik University and indicated the program's

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shortcomings in developing their students'

listening and speaking skills and grammar. In order to identify program's strengths and deficiencies for improving its effectiveness, Ebtesam & Foster (2019) conducted CIPP evaluation of English language program to make it more effective to enhance English language skills of Libyan learners who were found struggling with their language ability for international interaction. Their evaluation revealed certain inadequacies related to teaching resources, program delivery, teaching of language skills and assessment procedures. The deficiencies identified in the curricula through evaluation could be redressed in the subsequent reforms and could lead to the betterment of teaching and learning.

The literature reveals that curriculum reforms have been in practice throughout the world and there has been an ongoing process of evaluation of reforms that are implemented so that they can be further improved. The HEC of Pakistan also initiated English curriculum reform for undergraduates in 2005 and revised it in 2012 to address deficiencies of students' English language skills and to develop their communicative competence. Despite the implementation of this reform over the years, undergraduates of public sector universities are still found struggling with their English language proficiency (de Lotbinière, 2010). Contrary to the curriculum evaluation practice followed in many countries, there has not been sufficient research to evaluate the effectiveness of this reform being implemented in Pakistani universities. It is found from reviewing the relevant literature that a curriculum reform cannot continue to be implemented without evaluation. This establishes the need for evaluation of the

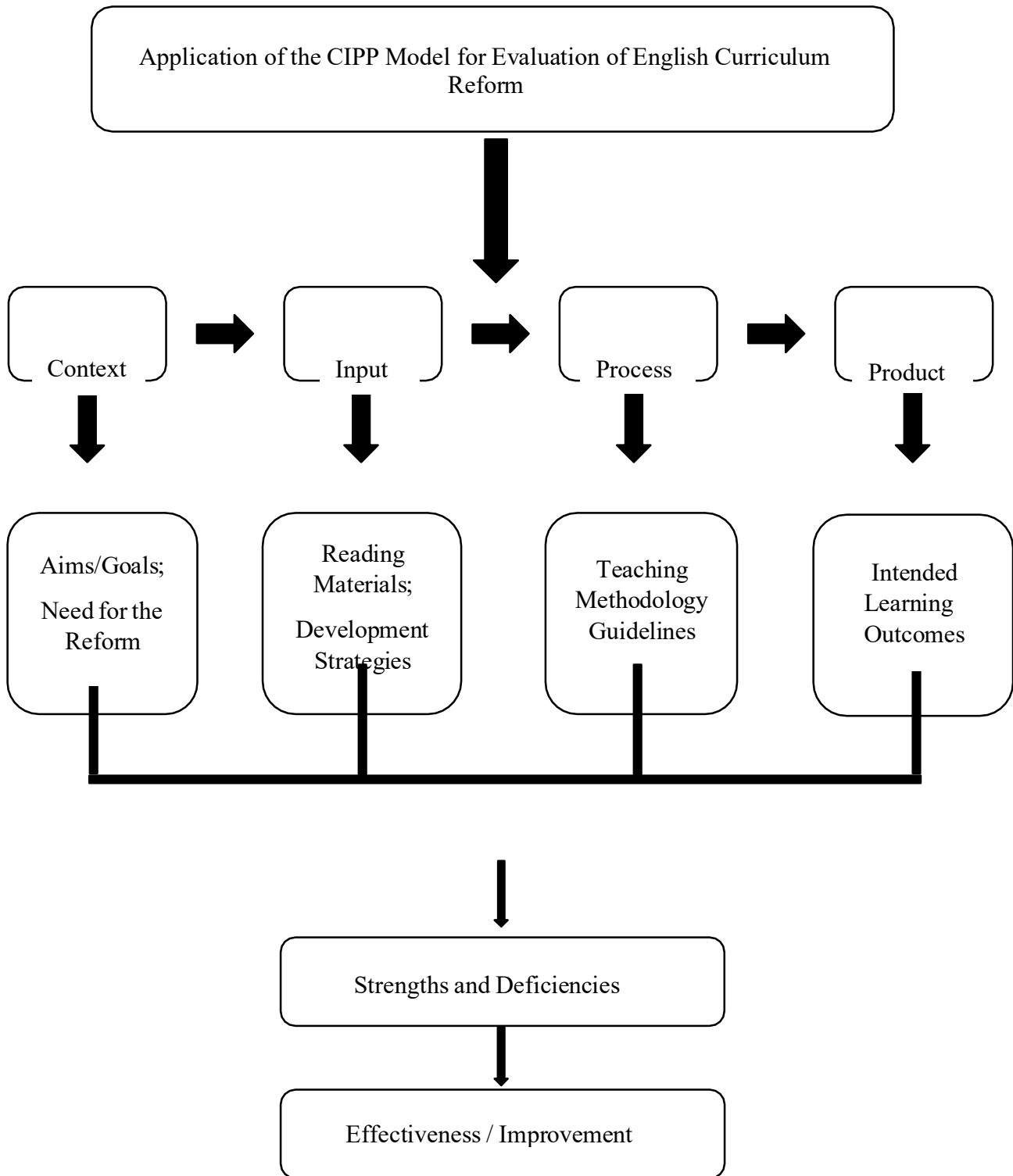
HEC's proposed reform, *Curriculum of English (Revised 2012)*, which has been taken up by the present study. In this regard, the study would contribute to reduce the existing research gap in evaluation of English language curriculum for undergraduates in Pakistan. Application of the CIPP model provides a framework for comprehensive evaluation to understand the curriculum reform and to identify any existing shortcomings to be rectified and revised in future reform (Stufflebeam, 2005). The model directs this evaluation study with three research questions. These research questions are:

1. What is the conception of the intended curriculum reform proposed by the HEC in *Curriculum of English (Revised 2012)* as analyzed through Context, Input, Process and Product components of the CIPP model?
2. What is the curriculum developer's intended design of the curriculum reform as analyzed through Context, Input, Process and Product components of the CIPP model?
3. How effective is the English curriculum reform by comparison of its conception and design through the CIPP model framework?

Conceptual Framework of Evaluation for the Study

By applying the CIPP evaluation model and incorporating its components of Context, Input, Process, and Product, a blueprint of systematic evaluation of the intended curriculum reform is drawn up which contributes to improvement-oriented decision making related to the effectiveness of the English curriculum by comparing its strengths and deficiencies.

Figure 1: Conceptual Framework of Evaluation of English Curriculum Reform by using the CIPP model



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Methodology

The present study is categorized as evaluation study with reference to its purpose and as qualitative study with regard to its method. The purpose of this research was to evaluate the effectiveness of the *Curriculum of English (Revised 2012)* for undergraduates at a public sector university. Stufflebeam's CIPP model was used as the guiding framework for this evaluation study. All four components of the CIPP model- context, input, process, and product were used to guide the inquiry, hence making it comprehensive and holistic. The research design incorporated three research questions which focused the inquiry at appropriate points and in the required direction. The qualitative design was employed to address the research questions. The data for this study was collected through the HEC's curriculum document and the curriculum developer's interview. The curriculum document was examined and analyzed within the CIPP framework to obtain detailed information and understanding of the involved phenomenon. The Context component was applied to inquire about how the students' language learning needs were addressed in the intended curriculum reform. The Input component was operationalized to inquire about how the curriculum contents and resources were intended to accomplish the goals. The Process component was applied to inquire about how the curriculum reform was intended to be implemented. The Product component was operationalized to inquire what outcomes were intended to be achieved by the revised curriculum. Furthermore, the curriculum advisor of the university, who developed the revised English curriculum according to the HEC specifications, was

interviewed to get her perspective of the design of this reform. She is a renowned educationist and an expert in designing and developing English language curriculum. Following the research ethics, curriculum developer's name is not mentioned in the study and to maintain confidentiality, she will be denoted by the abbreviation CD henceforth. A semi-structured interview was used as the instrument which comprised of open ended questions designed in the frame of the CIPP model. The interview schedule was designed by the researcher and was further rectified and validated by an experienced educationist and curriculum expert having her PhD in the area. The interview was conducted face-to-face and was audio-recorded. The interview data was transcribed verbatim and the transcription was emailed to the interviewee to let her revise the responses if necessary. This was done to ensure accuracy of her responses and to increase reliability of the data. The transcribed data was then analyzed according to the themes embedded in the CIPP components. This analysis was compared with the analysis of the curriculum document through the four components of the CIPP model which provided a frame of principles for corroborating the findings from both data sources. The content validity hence maintained by the CIPP model also reinforced the reliability of the research findings. A cautiously designed structure employed by a researcher to develop the research instrument is sure to elicit significant information which enhances its validity (Best & Kahn, 2006). The target population of this study was all the undergraduate students enrolled in 4-year BS programs of the public sector university, since English is taught as a compulsory subject to all

these students during their first four semesters. It also included English teachers who teach this curriculum.

The present study was confined to the HEC specified curriculum reform in only one university of Pakistan. Despite this limitation, the fact remained that the research findings stand a high probability to become relevant and useful to similar other contexts.

Results

The CIPP model was applied as a framework to evaluate the effectiveness of the English curriculum reform intended for a public sector university. The evaluation was conducted through CIPP analysis of the curriculum document which elaborated the conception of the intended reform. Then the interview responses of the curriculum developer (CD) were thematically analyzed by applying the CIPP components which presented the design of her planned reform. Application of the CIPP model facilitated the comparison of findings of both the conception and the design uniformly through each of the four components. Findings of the three research questions are presented below with reference to Context, Input, Process and Product evaluation.

CIPP Analysis of the Conception of Reform in HEC's Curriculum Document

The first question of the study pertained to the analysis of the HEC document, *Curriculum of English (Revised 2012)*, through the CIPP components.

Context, when evaluated through document analysis, revealed the intended aims which were stated in the document to enable students to read intermediate level texts independently for literal understanding and to critically read academic texts for interpretation, assimilation and integration of knowledge. It aimed to

enable them to write well-organized academic texts, assignments; descriptive, narrative and argumentative essays; formal letters; different kinds of applications including job, leave, complaint etc.; Curriculum Vitae (CV); summaries and short reports. It also aimed to develop their listening and speaking skills through expressing ideas and opinions, asking and answering relevant questions and giving reasons. In addition to these four skills, it intended to build students' vocabulary by guessing the meanings, by using word formation rules, and by acquiring efficient dictionary skills. It also intended for them to practice grammar, specifying the use of tenses, modals, and active and passive voice. Finally, the Context component aimed for them to communicate effectively in their real life; to improve their oral presentation skills involving both prepared and unprepared talks; and to appear in interviews.

Input component, when analyzed through the curriculum document, identified the suggested reading materials as listed in the form of recommended books. The document carried a list of recommended readings which focused on effectively developing, reading skills, writing skills, speaking skills, presentation skills, and communication skills in addition to books for grammar practice.

Process dealt with teaching methodology, and the suggested techniques and strategies to be adopted by teachers for implementing this curriculum. The curriculum document only carried a brief note, in one paragraph, for describing the methodology which laid emphasis on teaching of skills, instead of content, by using multiple techniques but it did not elaborate any strategies to be used for teaching skills.

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Product, in the curriculum document meant

intended outcomes. It related to the intended aims and objectives stated in the document to sufficiently develop students' competencies in language skills of reading, writing, listening, speaking, vocabulary building, and real life communication skills and to develop their English grammar competence.

CIPP Analysis of the Curriculum Developer's Intended Design of the Reform

The second question of the study dealt with the CIPP analysis of the design of curriculum reform as contemplated by the curriculum developer (CD). Context component was explored through the interview responses of CD pertaining to the environmental factors and the students' needs which asked for the intended curriculum reform. About the environmental factors, she told:

This was in 2005, when president Musharraf's governor visited the university, the VC asked me to revamp, rewrite and create a new syllabus. Under Musharraf's policy 2-year BA was done away with and instead we got 4-year BA program, following the American system, also having community colleges.

So, this major reform in the undergraduate program in Pakistan reflected the government's vision to align the higher education system with the American higher education format. About the students' needs, she elucidated:

For designing a curriculum you have to keep in mind the needs of the students, and these are academic needs. Reading skill is what your students at the academic level need. And the way they have been taught, it doesn't make them

proficient readers. At the school level, the biggest problem that Pakistan faces in education, even today, is that of rote memorization. They read without comprehension, it's a fact.

She identified that reading skill practice was the key to improve their language proficiency. She further mentioned that students' habit of rote learning had undermined their comprehension skills.

Interview data related to the Input component highlighted the strategies and procedures employed by CD for innovating the curriculum contents in the books compiled by her. She explained:

In this public sector university, we do not get students from good English medium schools who have done their O and A Levels. Majority of students, the greater majority in fact, who take their matric exams, can read but without comprehension.

In this regard, students' needs to develop reading and comprehension skills were addressed while familiarizing them with different genres whereas no book on speaking skills was designed because the university teachers were not trained to teach such content. A book named *Basic Study Skills for Learners* contained English language sounds and their pronunciation, dictionary handling guidelines and phonemic script, and how to take down notes. The course intended to build students' vocabulary by teaching them how to analyze words by understanding their roots, prefixes and suffixes. It also included plays, *Pygmalion* and *The Sandbox*, in addition to some literary prose. A book titled *Developing Writing Skills*, focused useful skills of paraphrase, summary and report writing.

Another book, titled *Communication Skills*, intended to improve students' verbal and non-verbal, formal and informal, group and individual communication in addition to refining their skills for translation and making academic presentations. Still another book, *English Grammar/Syntax*, introduced students to the types of sentences, analysis and synthesis of sentences and the use of active and passive sentences. In addition there was also a booklet containing guidelines for writing a research paper. She further elaborated about bridging the existing gap between students' language proficiency and the demands of the curriculum through reading:

It can only be bridged through the practice of reading and that is very much focused in this course...And years of teaching has taught me that there's no short cut to learning. If there's one, it is through reading.

When asked about teachers' involvement in curriculum planning, she told it without hesitation that teachers were not taken on board for designing this curriculum.

Interview data related to the Process component explored implementation of the curriculum reform in class rooms to which CD replied that students were in the habit of memorizing the answers to pass their exams which hindered their focus to develop their language skills. She identified that the practice of giving expected questions in exams promoted rote memorization:

They learn things by heart, and that is encouraged. They know the questions, and that is the problem. There's no surprise element. And unfortunately, our students are more interested in

passing the exams, but the idea behind this reform is to develop the skills and not rote learning reading.

She advised teachers to use pair work, role play and discussions, while allowing English classes to be noisy. She suggested them to be tolerant to promote an encouraging learning environment:

It is important to create a positive, co-operative and non-judgmental learning environment where teacher is listening to students with interest and sympathy. The teacher will have to be tolerant of students' spoken errors, without being quick to correct their speech. Aiming at perfection would not be fair here.

She stressed on the need for sustained writing practice and reiterated that reading habit needed to be promoted to enhance students' language skills. In response to the query about the provision of training opportunities for teachers, she explained that teachers found problems in teaching the pronunciation for which they were given relevant training but this training was not ongoing.

Interview data about the Product component revealed the intended outcomes of the curriculum implementation that this reform broadly aimed to improve students' study habits and language skills in integration, also to be utilized for their other subjects which they were studying in English language. *Reading and Vocabulary Development* book had to potentially develop students' reading habit, their reading comprehension and vocabulary and provide them an exposure to different narrative genres. Also, students could presumably refine their writing skills by having sufficient practice through paraphrasing, summary and report writing. In

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addition, *Essays for Thinking, Reading and*

Writing potentially helped students to improve their abilities to think, read and write while *Communication Skills* book could positively improve students' communication in speech and writing. Furthermore, *Syntax* was believed to enable students make well-formed sentences through the introduction of analysis, synthesis and types of sentences. Despite mentioning all these strengths, CD mentioned the weakness in these words:

The weakness or lacking in this curriculum, however, is the spoken aspect along with a negligence to listening practice. There is no book on speaking and listening skills because the teachers are not trained in this regard and also because the public sector university lacks infrastructure and facilities required to teach these two skills effectively.

Hence the neglect of speaking and listening skills was attributed to the lack of on campus facilities and to the absence of provision for relevant teacher training.

CIPP Comparison of Conception and Design to judge about Effectiveness of the Reform

The third research question dealt with the decision making related to the effectiveness of the curriculum reform. The conception and design of the reform as analyzed through the English curriculum document and the curriculum developer's interview responses is compared and contrasted through each of the four CIPP components to present a consolidated analysis below, in response to the third question. Table 1 illustrates the findings from analyses of both the document and the interview. This consolidated analysis is

presented side by side, according to each of the four CIPP components which summarizes the results of this evaluation study. Through the analysis of the HEC document with reference to the four CIPP components, a basic understanding of the intended curriculum reform has been developed which allows for comparison of the CD's perceptions against this understanding. The analysis from these instruments through the uniform and comprehensive frame of the CIPP model has enabled the researchers to trace the points of convergence or divergence in the data and to evaluate effectiveness of the intended reform. It can be seen that the document focuses on all the important areas of English language teaching including all four skills of reading, writing, speaking and listening to be developed. The CD's intended design revolves around reading skills development, followed by some focus on writing whereas speaking and listening skills are overlooked. Though the curriculum document includes an all-encompassing plan for language development, it does not elaborate teaching strategies required for that. Teachers' non-involvement in curriculum development is also revealed. CD mentions some important and useful teaching strategies but no teacher training plan, in this regard, is part of her design. She also points out the need to root out students' practice of rote memorization which could be achieved through reading practice leading to improving students' comprehension. She talks of improving not only students' reading habits but also their overall study habits. Hence, the comparison of conception and design presents enough evidence to find this reform effective in many respects. However, the identified deficiencies appear to undermine that

effectiveness to some extent. A comparison of CIPP findings according to the previously set criteria facilitates the process of decision making (Warju, 2016).

Table 1: Comparative CIPP Analysis of the Intended Curriculum Reform

CIPP Model	Curriculum Document Analysis	Thematic Analysis of Curriculum Developer's Interview
Context	<i>Intended Aims/Goals:</i> reading texts for comprehension; making notes; vocabulary building; dictionary skills; grammar practice; writing academic texts, essays, letters, applications, CV, summary, report; developing skills of listening, speaking, communication, oral presentation, interview	<i>Factors which established Need for the Reform:</i> 4-year graduation program on American format; rote learning to be discouraged; reading to be promoted as a key skill
Input	<i>Suggested Reading Materials:</i> books on developing reading; writing; speaking; presentation & communication skills; grammar practice	<i>Strategies & Procedures for Content Development:</i> focus on reading, writing, communication skills, vocabulary & syntax; speaking & listening skills were ignored; & teachers were not involved in designing the curriculum
Process	<i>Teaching Methodology Guidelines:</i> teachers to focus to on developing students' skills of reading & writing, rather than the content; no teaching strategies were specified	<i>Intended Teaching/Learning Plan for Curriculum Implementation:</i> teachers were required to promote reading & comprehension, writing practice, encouraging learning environment, noisy classes, pair work, role play, discussions, & unguessed exam questions to discourage rote learning; the plan had no focus on ongoing teacher training
Product	<i>Intended Outcomes:</i> to develop students' competencies in reading, writing, listening, speaking, vocabulary, grammar, oral presentation, communication skills	<i>Intended Learning Outcomes:</i> development of students' communication skills, sentence construction, vocabulary, essay writing, paraphrase, summary, report writing, integrated skills, reading habits & overall study habits; speaking and listening skills development was found lacking

Source: Developed by the researcher within the CIPP model framework proposed by Daniel Stufflebeam (2005).

Discussion

The present study aimed to evaluate the effectiveness of the English curriculum reform for undergraduates by applying the CIPP model. Findings of the study presented an understanding of what was intended in the reform which also identified its strengths and shortcomings and evaluated its effectiveness. To address the research questions, this

evaluation was carried out at two levels of the curriculum reform: as written in the HEC document and as contemplated by CD, both of which were evaluated individually and then compared together to evaluate the overall effectiveness of the curriculum. The entire evaluation was conducted within the CIPP model framework through each of its four

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components of Context, Input, Process, and Product.

Regarding the first question, Context involved the intended goals which were found to address students' needs to develop their reading, writing, vocabulary, communication, presentation and dictionary skills whereas listening and speaking skills lacked focus. This allowed students to pass examination without developing these two skills, so there must be a balance of all skills in the curriculum and a conducive speaking environment should be provided (Watkins, 2005). The second component, Input, was found to contain the course contents to sufficiently develop students' language skills in areas of reading, writing, communication, vocabulary and grammar. The third CIPP component, Process, referred to the guidelines for teaching methodology which were just laid very broadly in the curriculum document, without elaborating the methods to be adopted by teachers in their classes. This deficiency could result in the disparity of teachers' methodology while implementing the same curriculum reform. This finding is compatible with that of Ben-Peretz (1990) who regarded an under-prescribed curriculum to be misinterpreted by teachers, allowing each of them to interpret it differently. The same constraint was identified by Bantwini (2010) that insufficient information about reform rendered teachers unclear about it and posed a hindrance in implementing it successfully. Fullan (2007) maintained that the implementation of an under stated curricular reform remained compromised. The fourth component, Product, referred to evaluation of outcomes of the curriculum. Intended outcomes, as found in the HEC document,

broadly focused the development of reading, writing, listening, speaking, vocabulary, grammar, oral presentation, and communication skills.

Findings of the second research question of the study pertaining to Context component revealed that the curriculum reform was intended to initiate four year graduation program in Pakistani public sector universities on the American format. This was done to align Pakistani graduation program with the recognized international standards regarding the years of study to be completed by the graduating students. Findings of the Input component revealed that despite including contents on all the major areas as contained in the curriculum document, the curriculum design lacked the contents for developing listening and speaking skills, although these neglected skills were mentioned in the HEC document. Here, this intended design deviated from the principle of linking together all the skills on the pattern of real life communication as proposed by Richards (2005). It was also revealed that teachers were not involved in the process of curriculum development. This finding is incompatible with that of Cheng (1994) who believed teachers' involvement was likely to produce more productive outcomes through better implementation. Carless (1998) also believed in making teachers partners in decision making. Similarly, Ramparsad (2001) suggested teachers' involvement in curriculum development to enhance their ownership and to make them feel empowered while Oloruntegbe (2011) feared that teachers' exclusion from curriculum development could undermine their commitment to its implementation. The Process findings revealed

that the intended curriculum design did not contain any mechanism for teacher training which threatened its effective implementation as a lack of relevant training could mislead teachers' classroom implementation. Teachers' wrong interpretation of the curriculum and its wrong implementation because of lack of training was also detected by Orafi (2008), Fareh (2010), and Ahmad and Rao (2012). The curriculum developer, however suggested to enhance students' language skills through encouraging learning environment and discussion oriented noisy classes while frequently employing pair work and role play. The practice of giving unguessed questions in the exams was suggested by the curriculum developer to discourage rote learning of students. Findings of the fourth component, Product, revealed that the curriculum developer's intended plan incorporated all other skills but overlooked the focus on skills of listening and speaking and these lacking skills were also highlighted by Karatas and Fer (2009). Saba and Noreen (2020) have identified the lack of focus on teaching and testing of listening skill to be the cause of listening anxiety among Pakistani students.

Findings of the third research question, pertaining to the comparison of the conception and design of the curriculum reform, revealed various strengths of the curriculum with its focus on all the areas of language development including the four skills, grammar, vocabulary building, dictionary skills, and communication skills development. Its intensive focus is found to be on developing reading and comprehension of students to discourage rote learning. Findings also revealed certain weaknesses which were identified as neglect of listening and speaking skills development,

teachers' non- involvement in the curriculum development and lack of focus on teaching strategies and teacher training provision. Despite these identified weaknesses, the strengths of the curriculum remained prominent. The evaluation study conducted by Karakas (2012), however, showed reverse outcomes and found out more weaknesses of the English program than its strengths. Though the strengths are found prominent to justify the overall effectiveness of the reform, the identified weaknesses need to be redeemed for better outcomes from implementation.

Conclusion and Implications

The purpose of this research was to evaluate the English curriculum reform for undergraduates by applying the CIPP model. The reason behind this evaluation was to identify strengths and shortcomings of the curriculum reform to evaluate its effectiveness in order to reach at the improvement-oriented decision making. It is concluded that the strengths in the English curriculum reform remained its intensive focus on fulfilling students' various needs for learning English language including reading, writing, grammar, vocabulary, and communication skills. It however, did not include a plan for explicit teaching of listening and speaking skills. Other identified shortcomings were lack of elaborate guidelines for teaching strategies, lack of teacher training mechanism, and teachers' non-involvement in the process of curriculum development. Despite these inadequacies, the various strengths of the curriculum reform outweighed the identified constraints which justified its overall effectiveness. So, the curriculum reform is potentially sustainable and can sufficiently furnish the various English language needs of undergraduates

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although the constraints also need to be redressed in further revision of the curriculum. The significance of this evaluation study is its contribution to knowledge about effectiveness of the English curriculum reform for Pakistani undergraduates of public sector universities by comparing its strengths against its existing inadequacies. The present study provides insights and a working framework for the evaluation of English language curriculum which may be used in other universities and colleges to evaluate their curricula. The findings may also be shared with National Curriculum Revision Committee (NCRC) of Curriculum Division of the HEC to be taken into account by the committee for further revision of the curriculum. The present study investigated the conception and design of one aspect of the English curriculum reform, the intended reform. Further research may be conducted to investigate the other aspect, the implemented reform, through teachers' and students' perspectives.

Recommendations

The study extends the following recommendations on the basis of its results and conclusions:

- The neglected skills of listening and speaking should also be developed alongside reading and writing.
- Teaching of language skills in isolation should be replaced by linking together all skills on the pattern of real communication.
- There should be a consistent mechanism for formal ELT training for all English teachers to enable them follow a uniform and more effective teaching methodology.

- Teachers may be made a part of decision making process to enhance their involvement, ownership and understanding of a curriculum reform.

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