

## CHAPTER II

### REVIEW OF LITERATURE

The review of related literature will be discussed under two headings: (1) theoretical background of program evaluation and (2) related literature on a program evaluation

#### Theoretical Background of Program Evaluation

This chapter describes theoretical background of a program evaluation under the following sub-topics; (1) definition of “evaluation”, (2) aspects of program evaluation, (3) purposes of program evaluation, and (4) approaches to program evaluation.

#### Definitions of Evaluation

Various experts and educators have defined the term “evaluation” in a number of ways. Although differences of opinion do exist regarding what exactly “evaluation” is, all seem to agree with the basic idea that evaluation is the system of gathering and

analyzing information in order to make informed decisions regarding subsequent improvements of the curriculum.

McNamara (1998), Brown (1995), and Gronlund and Linn (1990) all utilize this loose definition of “evaluation”, albeit with different focuses. McNamara is most concerned with “carefully collecting information”. Brown(1995) speaks of “the systematic collection and analysis of all relevant information”, while Gronlund and Linn refer to “collecting, analyzing, and interpreting information” (p.5). It is noteworthy that, while both McNamara and Brown state that the purpose of evaluation is to better the program, Gronlund and Linn (1990) do not mention the significance of program improvement in their definition. Instead, they define the purpose of evaluation as “to determine the extent to which pupils are achieving instructional objectives” (p.5). Moreover, they do not explicitly mention the need to alter these objectives in accordance with the results of an evaluation.

Dudley-Evans and St.John (1998) undertake a more complete approach to evaluation. They refer to evaluation as “a whole process” (p.128) that is initiated when the evaluator or evaluators determine what information is significant enough to be collected. This “process” of evaluation, according to these two researchers, is completed when one implements necessary changes to either current or future activities. To Dudley-Evans and St.John,

evaluation is more than the analysis of data, it includes the steps of determining what data to collect and the successful implementation of the decisions forged with this data.

In contrast to this all-encompassing approach, Clarke and Dawson (2003) take a more pointed view as to what constitutes “evaluation”. They dismiss the idea that obtaining new information is of the utmost importance. Rather they argue that the most compelling reason for conducting a program evaluation is “to study the effectiveness with which existing knowledge is used to inform and guide practical action” (p.2). In short, to Clarke and Dawson, the main goal is not to improve the curriculum, but to determine its effectiveness.

White (1998) claims that evaluation is an integral part of the language curriculum development. This means it occurs at all stages (see Figure 1). To White, evaluation focuses on looking back on past events and generalizing the findings to decision-making.

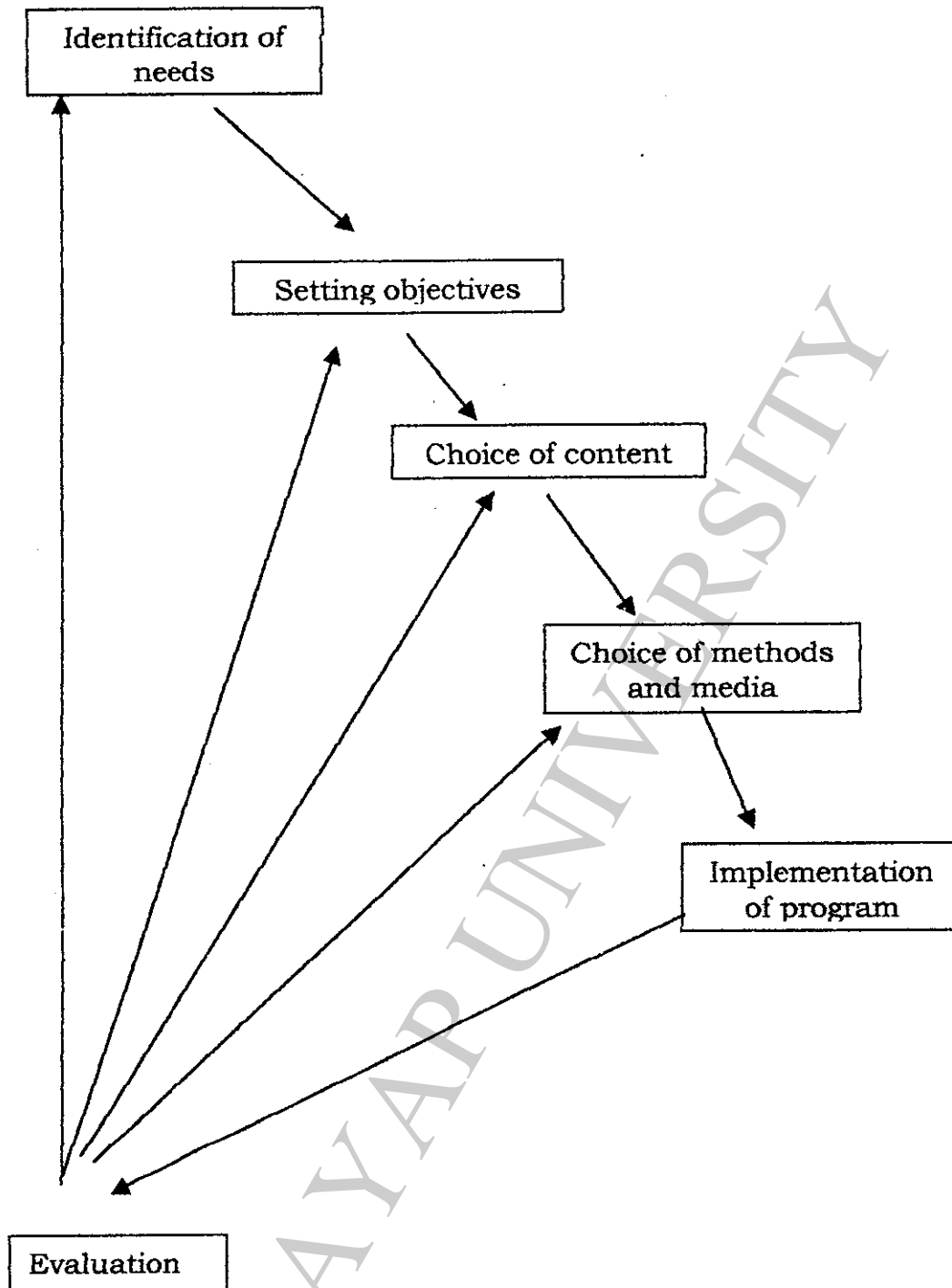


Figure 1 Stages of Evaluation (White, 1998, p.148)

In this study, the researcher adopted an idea of Brown (1995) which considers as a systematic way of collecting and analyzing data to promote and investigate a program. Thus, in this study “evaluation” is referred to an important process providing information to classroom teachers and program manager to use in evaluating the program.

### Aspects of a Program Evaluation

Since a program evaluation involves with all stages occurred in the program, an evaluator should consider some important aspects as suggested by educators.

Brown (1995) suggests some aspects of a program evaluation that evaluators should consider: the goal achievement and the satisfactory of teachers, administrators, students, parents, and employees. Nunan (1998) and Richards (2001) suggests similar aspects of the program. They are concerned with needs analysis, content, methodology, resources, teachers, learners, and assessment and evaluation. Richards adds that the institution is another important aspect of a program evaluation on which an evaluator should focus.

This study is a pioneer evaluation study about the LCCT English courses. The teachers, program manager, and

administrators should realize some important topics. Therefore, a researcher decided to follow some key questions in program evaluation suggested by Nunan (see Table 1). The suggested key questions focus on the following topics: needs analysis, contents, methodology, teacher, learners, and assessment and evaluation.

### Purposes of Evaluation

Many experts distinguish the purposes of language program evaluation in different ways. Nunan (1992), Richards (2001), Eseryel (2001), and Evan and St. John (1998) state that educators utilizing program evaluation have traditionally distinguished between formative and summative evaluation. These authors have the same concepts about summative and formative evaluation. Formative evaluation takes place during the course of the program delivery and aims to provide a mechanism for improving the program during its delivery, while summative evaluation takes place at the end of the program and aims to provide information for program modification.

Table 1

Some key questions in program evaluation (Nunan, 1992)

Curriculum Area	Sample questions
<b>Planning process</b>	
Needs analysis	<p>Are the needs analysis procedures effective?            Do they provide useful information for course planning?            Do they provide useful data on subjective and objective needs?</p>
Content	<p>Can the data be translated into content?            Are goals and objectives derived from needs analysis?            If not, from where they are derived?            Are the goals and objectives appropriate for the specified group of learners?            Do the learners think the content is appropriate?            Is the content appropriately graded?            Does the content take speech processing constraints into account?</p>
<b>Implementation Process</b>	
Methodology	<p>Are the materials, methods and activities consonant with the pre-specified objectives?            Do the learners think the materials, the methods and activities are appropriate?</p>
Resources	<p>Are resource adequate/ appropriate?</p>
Teacher	<p>Are teacher's classroom management skill adequate?</p>
Learners	<p>Are learning strategies of the students efficient?            Do learners attend the class regularly?            Do learners pay attention/ apply themselves in class?            Do learners practice their skills outside the class?            Do learners appear to be enjoying the course?            Is the timing of the class and type of learning arrangement suitable for the students?            Do learners have personal problem which interfere with their learning?</p>
Assessment and evaluation	<p>Are the assessment procedures appropriate to the pre-specified objectives?            Are there opportunities for self assessment by learners? If so, what?            Are there opportunities for learners to evaluate aspects of the course such as learning materials, methodology, learning arrangement?            Are there opportunities for self-evaluation by the teacher?</p>

Smith (2001) also discusses his ideas of formative and summative evaluation which are slightly different. He claims that formative evaluation aims to (1) enable people and agencies to make judgements about the work undertaken, (2) identify students' knowledge, attitudes and skills, and (3) understand the changes that have occurred. On the other hand, summative evaluation aims to enable people or agencies to demonstrate that they have fulfilled the objectives of the program.

In much the same way, Eseryel (2002) and Dudley-Evans and St. John (1998) define formative evaluation as a systematic approach with the purpose improving interventions. However, these educators define summative evaluation as the assessment that is conducted after a program has been implemented in order to determine the effectiveness of a program, its efficiency, and to some extent, its acceptability.

In addition, Richards (2001) distinguishes three major purposes for language program evaluation. They are illuminative, summative, and formative evaluation. To Richards, illuminative evaluation is the distinctive idea. He argues that this concept of evaluation seeks to provide a deeper understanding of the processes of teaching and learning in the program. However, formative evaluation focuses on continuous development and program improvement. It would be carried out as part of the



process of the program development. It aims to find out what is working well and what is not, and what problems need to be addressed. Finally, summative evaluation is conducted after a program has been implemented. The purpose is to determine the effectiveness of a program, its efficiency, and to some extent its acceptability.

Since the English courses at LCCT was implemented for many years without any formal evaluation, the program manager and teachers found it difficult to improve the courses in an appropriate way. Therefore, this study focuses on the summative evaluation in order to investigate the courses and get information for courses development.

### Approaches to Program Evaluation

There are a number of approaches that are suggested to accomplish an evaluation. This section discusses McNamara's approach and Brown's proposal, which guided the current study.

#### McNamara's Approach

According to McNamara (1998), there are three types of program evaluation: goal-based evaluation, process-based

evaluation, and outcome-based evaluation. First, goal-based evaluation concentrates on evaluating the extent to which the program meets predetermined objectives. Second, process-based evaluation is geared toward fully understanding how the program really works, and to find out its strengths and weakness. Lastly, outcome-based evaluation emphasizes on identifying benefits to clients.

### Brown's Proposal

Four other categories of program evaluation are proposed by Brown(1995). They are; 1) product-oriented approach, 2) static-characteristic approach, 3) process-oriented approach, and 4) decision-facilitation approach.

First, product-oriented approach focuses on the goals and instructional objectives with the purpose of determining whether objectives have been achieved. In order to collect the information effectively, Metfessel and Michael (cited in Brown,1995) suggest eight major evaluation elements:

1. Direct and indirect involvement of the total school community
2. Formation of a cohesive model of broad goals and specific objectives
3. Translation of specific objectives into communicable form
4. Instrumentation necessary for furnishing measures allowing inferences about program effectiveness

5. Periodic observations of behaviors
6. Analysis of data given by status and change measures
7. Interpretation of data relative to specific objectives and broad goals
8. Recommendations culminating in future implementation, modifications, and in revisions of broad goals and specific objectives. (p.220)

Secondly, static-characteristic approach aims to determine the effectiveness of a particular program. The evaluators are the outside experts. They inspect the program by examining many accounting, academic records, number of library books, number and types of degrees held by the faculty, the student-to-teacher ratio, the number and seating capacity of classrooms, the parking facilitation, and so forth. Today, these approaches are used for institutional accreditation.

Thirdly, process-oriented approach is one significant shift which is partially due to the realization that meeting the program goals and objectives was not very helpful in facilitating curriculum revision, change and improvement. Stake (cited in Brown, 1995) suggests the countenance model as an approach to process evaluation. It consists of three basic elements. First, it begins with a rationale. Second, it fixes on descriptive operations (intents and observations). Finally, it ends with judgmental operations (standard and judgements) at three different levels: antecedents (prior condition), transactions (interactions between subjects) and

outcomes (as in traditional goals but also broader in the sense of transfer of learning to real life).

Lastly, a decision-facilitation approach holds the most important function of evaluation. The purpose of the approach is to help the evaluator collect the information proposed to the administrators. Since the program evaluators try to avoid making judgements, their duties are to gather information. The gathered information will help the administrators and faculty in the program make their judgement and decisions.

In this study, the researcher followed a goal-based evaluation by McNamara (1998) and also employed an adapted product-oriented approach proposed by Brown (1995). These two approaches have similar purposes. That is to determine whether learners achieved the goals and instructional objectives of the courses and also to concentrate on evaluating the extent to which the courses meet predetermined objectives.

#### Related Literature

Studies about program evaluation aimed to find out what actually happened in the program, whether the students' attitude towards the program was positive, what the weaknesses and strengths of the program are, or whether the program is effective.

The following are some language program evaluations conducted in different location.

I. Jheengut (1999) investigated the basic English course evaluation at Mauritius College of the Air Distance Education Division. This study's aimed to determine the relevance of course materials and the suitability of delivery methods and to decide on the future of the basic English course. The study as a summative evaluation uses the questionnaires, interviews and written reports as the instruments. The researcher found that 1) the views of the tutors had been very positive, 2) the duration of the course was reasonable, 3) the learners showed a positive attitude towards the course and its tutors, 4) the tutors felt that the assessment methods were well devised and 5) the learners were satisfied with their initial training.

In Greece, Thalia Hadzigiannoglou Xenodohodis (2002) had researched on a new approach of an ESP curriculum for Greek EFL computing students. This study aimed to develop a curriculum and course design targeted to students of computing in Institute of Vocational Training in Greece. The study focused on the need analysis of the target group, the development of a course on computing and the course evaluation. The results revealed that almost all students felt comfortable both with general English and ESP, while their predominant needs were grammar, syntax,

speaking, as well as vocabulary related to computing, so that they would be able to comprehend specific computing texts and be better qualified for their careers. The course evaluation validated the successful choice of topics, relevant to the target group's interests, the good course organization and quality, stressed discussions for future topics to be in-cooperated into the syllabus design.

In United States, Davidson and Koppenhaver had studied on an effective model of school-language literacy instruction at the High Intensity Language Training (HILT) Program, El Paso, Texas. The major purposes of the HILT program were to help students feel more comfortable in their new setting and to provide them with the language skills needed to use in main stream high-school English classes and extracurricular activities and beyond. The students were native speakers of Spanish.

The study aimed to assess the successfulness of the HILT program. The results revealed that the program had been shifted from pilot to regular program in 1987. It was clear that the HILT program was successful in improving the literacy skills. Moreover, the low school-dropout rate among El Paso HILT students (25%) was the evidence of the program's effectiveness. It was lower than the dropout rate of Hispanic students studied in 1986 assessed the following: New York State (62%), Illinois State (47%), and Texas State (45%).

However, few researchers have closely examined program evaluation specific to a Thai environment. One prominent example of a researcher who analyzed a program in Thailand was Prachon Taworn (1996). Taworn investigated the implementation of English curriculum at the lower secondary educational level in schools. These schools are under the expansion of basic education opportunity project of the Office of the National Primary Education Commission, Educational Region 12<sup>th</sup>. He found that at the preparation stage, academic teachers formulated school curriculum implementation plans. There were some problems that the researcher found in this stage. They were inadequate amount of English teachers since only one-half of the teachers majored in English. Moreover, he found that there were some lack of language laboratories, and insufficient amount of curriculum materials. At the operational stage, most teachers used a conversation method which emphasized students' daily usage. Some conflicts arose among the teachers at this stage because teachers came from different backgrounds, and some of them had insufficient knowledge regarding instructional techniques. Furthermore, the researcher found that a heavy teaching load and an inadequate budget were additional problems. At the evaluation stage, most schools used only teachers' interviews to evaluate both the preparation and the operational stages.

Another researcher, Prapa Sitilop (1994) studied a proposal model of an English language curriculum for Bachelor of Industrial Technology, at Rajamankala Institute of Technology. She found that there were three main parts of the appropriate English language: curriculum rationales, objectives, and course contents.

The curriculum rationales are divided into five areas. The first area was about numbers and descriptions of courses, scheduling and language skills. The second one was curriculum objectives which were mainly relevant to the needs of current students, alumni, society and English instruction at a diploma level. Next was the contents which were related to the needs of current students, alumni, society, and industrial subject teachers. The fourth were activities and instructional methods that were relevant to the objectives and course contents. Measurement and evaluation were the last areas that emphasized the relationship with the course objectives, contents, activities and methods of instruction.

Second, details analyzed by the general objectives of the curriculum revealed that the objectives emphasized students' ability to use English in their further careers, studies, everyday lives and their positive attitude toward learning English.

Finally, there were six distinct, yet related, courses examined in her studies. They were English 1 and 2, which were core courses in the first year. Then, English 3 and 5, which were elective courses



in the second year. These two courses emphasized the integrative language skills of listening, speaking, reading and writing by order of importance to these four courses. There were also two elective courses in the third year, English 4 and 6, which emphasized, by order of importance, the integrative language skills of reading, listening, speaking, and writing.

In conclusion, curriculum implementation and course evaluations are related to program evaluation. All of the benefits of the program evaluation help the program managers or evaluators, classroom teachers, or the administrations to redesign, improve, and make a good decision about future effective programming. Therefore, a language institutions should evaluate their programs.

The former studies did not focus on the evaluation of any language program. Most of them evaluated language courses or studied about the implementation of some curriculum. However, there were some aspects that were theoretically similar to this study. That is 1) evaluating the course by employing summative evaluation, 2) investigating the needs of the learners, and 3) finding the weakness of the courses so as to make a better one.

## Summary of the Chapter

The chapter presented theoretical background of the program evaluation and related literature on a program evaluation. The researcher introduced the theoretical background by first giving definition of evaluation quoted by many educators. Then she defined "evaluation" as a crucial process which provided information to classroom teacher and a program manager to use in investigating the courses.

There were many various aspects of the evaluation given in the chapter. The LCCT program evaluation follows the aspects proposed by Nunan (1998). According to the decided aspect, the researcher also employed Nunan's some key questions in program evaluation. There were six topics of key questions in program evaluation; needs analysis, content, methodology, teacher, learners, and assessment and evaluation.

To accomplish an evaluation, the researcher followed a goal-based evaluation by McNamara and employed an adapted product-oriented approach proposed by Brown. These two approaches aimed to determine if learners achieved the goals and instructional objectives of the program and also to concentrate on evaluating the extent to which the program meet predetermined objectives.

There were some related studies on a program evaluation.

Most of them evaluated some language courses and some studied about the implementation of some curricula. Even so, there were some points of the aspects that similar to this study for instance employing summative evaluation, investigating the learners' needs, and finding the weakness of the course so as to make a betterment.

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